



Evaluation of Tourism Undergraduates' 21st Century Learner Skills Usage from Pedagogical Perspective

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Abstract

This article aims to measure the level of tourism undergraduates' 21st-century learner skills usage and compare their skills based on the variables of gender and department. The research data was gathered from tourism faculties in Turkey through the convenience sampling method. 411 tourism undergraduates from four different departments completed the research questionnaire. According to research findings, tourism undergraduates use 21st-century learner skills and four sub-dimensions (cognitive, collaboration, autonomous and flexibility and innovative skills) above midlevel. It was also found that tourism undergraduates' usage of 21st-century learner skills significantly differed based on the department variable; however, it did not differ based on the gender variable. In addition to these, tourism guidance undergraduates' 21st-century learner skills usage significantly differed from that of gastronomy undergraduates in the "General 21st-century learner skills usage", factors of "Cognitive Skills" and "Innovative Skills". However, they were found not to have differed in the factors of "Collaboration and Flexibility" and "Autonomous Skills".

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