Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

293

EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM

EMPIRIJSKO ISTRAŽIVANJE INTERAKTIVNE KOMUNIKACIJE U PROCESU TURISTIČKOG OBRAZOVANJA

Božidar Veljković, Mario Plenković*, Milan Ambrož**

Faculty of Tourism, University of Maribor, Maribor, Slovenia; Department of Communication Science, Faculty of Graphic Arts,
University of Zagreb, Zagreb, Croatia *; B&B Education and Training, d.o.o., Kranj, Slovenia**
Fakultet za turizam, Sveučilište u Mariboru, Maribor, Slovenija; Katedra za komunikologiju, Grafički fakultet, Sveučilište u Zagrebu,
Zagreb, Hrvatska* ; B&B Obrazovanje i edukacija d.o.o., Kranj, Slovenia**

Abstract

The paper presents quantitative results of the conducted empirical research, with the purpose of systematic qualitative analysis of the influence of interactive communication on the process of training personnel for the tourism. Empirical research was conducted in the dynamic interaction between researchers and respondents, on a random sample (N=512) of students on the high institution for personnel training in tourism »Turistica«. Researchers used the method of multivariate regression and factor analysis. In conducted research, the authors are viewing tourism as a sociocultural phenomenon in interaction space of joint tourism work and living, in which different educational culture and communication at all levels of tourism education (globally, regionally, nationally and locally) are facing.

The results of the empirical studies point to the necessity of establishment of a new interactive learning and communication culture in the process of higher education in tourism. The new interactive communication culture involves the use of new methods and technology of organization management of the teaching process to a competent training for new communicative discourse of tourism (educational, professional, public, special, touristic-corporative, governmental, touristic-political, media, web and promotional). Research has shown that a new educational and communicative touristical discourse implies acquirement of new interactive, communicative and translatological competence and knowledge for management of dialogue between different cultures in the process of tourism and corporate social communication and tourism activities. New interactive education in tourism involves the acquisition of new knowledge in touristic communication, methods and technology in e-education of teachers / instructors and students for the effective media use and communication technology in tourism education.

Research is systematic longitudinal sequal in the frame of scientific project »Croatian media communication in convergent environment« as a basis for establishment of international scientific project »Intercultural touristic business communication«.

Sažetak

U radu se donose kvantitativni rezultati provedenog empirijskog istraživanja sa svrhom sustavne istraživačke kvalitativne analize utjecaja interaktivne komunikacije na proces obrazovanja kadrova za turizam. Empirijsko istraživanje je provedeno u dinamičkoj interakciji između istraživača i ispitanika na slučajno odabranom uzorku od (N=512) polaznika visokoškolske ustanove za obrazovanje kadrova u turizmu »Turistica« metodom multivarijantne faktorske i regresijske analize. Autori u provedenom istraživanju promatraju turizam kao sociokulturni fenomen u interakcijskom prostoru zajedničkog turističkog rada i življenja u kojem se sučeljavaju različite obrazovne komunikacijske kulture na svim razinama turističkog obrazovanja: globalno, regionalno, nacionalno i lokalno. Rezultati provedenog empirijskog istraživanja ukazuju na nužnost uspostavljanja nove interaktivne nastavne komunikacijske kulture u procesu turističkog visokoškolskog obrazovanja. Nova interaktivna komunikacijska kultura podrazumijeva korištenje nove metodike i tehnologije upravljanja organizacijom nastavnog procesa u cilju kompetentnog osposobljavanja za novi komunikativni turistički diskurs (obrazovni, stručni, javni, posebni, turističko-korporativni, državni, političko-turistički, medijski, web i promocijski). Istraživanje je pokazalo da novi obrazovni komunikativni turistički diskurs podrazumijeva stjecanje novih interaktivnih, komunikativnih i translatoloških kompetencijskih znanja za vođenje dijaloga između različitih turističkih kultura u procesu socijalnog i korporativnog turističkog sporazumijevanja i djelovanja. Novo interaktivno obrazovanje u turizmu podrazumijeva stjecanje novih znanja iz turističke komunikologije, metodike i tehnologije e-obrazovanja predavača/ instruktora i studenata za djelotvorno korištenje medija i komunikacijskih tehnologija u procesu turističkog obrazovanja. Istraživanje se sustavno longitudinalno nastavlja u okviru znanstvenog projekta »Hrvatska medijska komunikacija u konvergentnom okruženju" kao podloga za uspostavljanje međunarodnog znanstvenog projekta »Interkulturalna turistička poslovna komunikacija«.

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

294

1. Introduction

The vast literature on the organization of schooling has contributed much to the understanding of schools and school systems. However, many regions of Europe are continuously engaged for two decades in a lively debate how to link employment, education and training futures of the tourism industry. Weiermair /**1**/ explicitly pointed out that the accelerating pace of technological change and market turbulence, demands radical changes in learning concepts and learning environment in tourism. Bureaucratic education based on a scientific-management model of education is still present in many education institutions and their performance delivers mixed results. Shaw /**2**/ agrees with this statement, arguing that today's students live in a constantly and rapidly changing world that is culturally diverse, and technologically and media driven. Accelerating pace of changes in the business, society and in the natural environment offers unique opportunities and threats both for tourists, individuals and tourist organizations. Educational systems and programs in tourism are called to take the challenge of preparing students of tourism to assume responsible roles in years to come. They are especially important because they are a sub-system and co-constitutive of the tourism system. Specifically, they are a sub-system formed by all study, teaching and other human interactions aimed to keep, develop, enhance and transfer tourism knowledge to society /**3**/.

According o Airey /**4**/ the structural changes like: the context of general development of vocational education; the enhancement of education in order to maintain ca competitive advantage; a change of mentality in the students, made participants to become more aware of the employment potential in their choice of degree of study. Further structural changes that promoted competition and recognition by colleges and universities show that tourism studies are an easy way of increasing student numbers when compared to other disciplines. The most important factor is a combination of all factors with a strong growth of tourism throughout the world.

Changes of school curricula are closely related to the changes of national education programs and primarily to the organizational culture of education institutions. To be effective and to pursue high quality standards, it is important for tourism education systems' to transform themselves from a knowledge-transfer role to one of the developing learning competences for students. Students of tourism in the complex and permeable world need more teacher attentions and culturally sensitive

approaches and guidance as ever before. Students are not in a position to evaluate realistically their knowledge and critically gaze upon the major issues in tourism that seem so familiar and simple. Each reform, which is systemic, organizational, programmatic or methodical, requires teachers who will carry it out. This could only be realized by building learning culture and changing the nature of the teacher student relationship. The fact that the most important factor of changes in the educational system is the teacher was proving in many research projects and studies. Success of the whole reform of school depends on whether the teacher accepts these changes.

The proposed article seeks to build on the invaluable contributions of the current theories on political aspects of changes to learning organization. Specifically, the article discusses the changes of the role of those who teach and plan curricula and learning activities in tourism educational institutions. We argue that if school learning is to be more relevant and meaningful for the students of tourism as well as the communities and organizations that are included in the tourism business these changes should be implemented.

2. Learning culture in organization

In this section, we argue for a complex view of organizational culture and its impact on learning quality that integrates values, knowledge structures, and beliefs, as well as practices, artifacts, rituals, rules for social interactions, and roles that groups develop overtime to follow common goals /**5**/. Schein /**6**/ defines organizational culture as:"A pattern of shared basic assumptions that the group learnt during the problem solving process". Organizational culture has two main tasks: integrating individuals in into an effective whole, and adapting organization or institution efficiently to an external environment. On the information level, it operates as a system of free exchange and flow of information. It is very important to note that organizational culture fosters commitment to learning and personal development of organizational members. Besides, it stimulates learning from experience, creativity and diversity in climate of openness and trust /**7**/. Organizational culture is a learning system embedded in every organization performance. Thus, every organization behaves as a learning system. Peddler et al. /**8**/ argue that those organizations that continually enhance their capabilities fostered by open learning culture are learning organizations.

To become learning organization, organization must put in place mechanisms and processes that

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

295

are capable of achieving their own sustainable objectives and the objectives of communities in which they participate. Amabile /**9**/ argues that learning culture in an organization can be constructed. He proposed six important categories that help to form learning culture in an organization: (1) providing employees with a challenge; (2) providing freedom to innovate; (3) providing the resources needed to create new ideas/products; (4) providing diversity of perspectives and backgrounds within groups; (5) providing supervisor encouragement; and (6) providing organizational support. To achieve this organization must behave as the open learning system that communicates through established and highly dynamical behaviour patterns. Differently, learning culture as a system of communications is a constantly evolving and is recreated through the interaction with an internal and external environment where interrelates with classroom organization, other organizations and the larger education system. In this context Searle /**10**/ argues that we must not forget that learning takes place in a socially constructed environment where learning and context are intertwined. Organizational culture as a context in which learning takes place influences the learning type of organization and differentiates it from other organizations. These differences cannot be observed directly because they are a part of a subconscious thought process that underlies them /**11**/.

Developing a learning culture that encourages innovation and values creativity is a challenge to every organization, including educational institutions that engage in the continuous learning process producing new ideas and products /**12**/. Thus, according to Serpell /**13**/ learning culture is the major function of schooling. Argyris /**14**/ emphasises that schools' learning culture main goal is to maintain knowledge about new products and processes linking it to the outside environment and producing creative solutions. To achieve this, organization must nurture quality co-operation between individuals and groups supported by free, reliable and trusted communication. And the very objective of trusted communication is primarily to deliver, keep, enlarge, empower, publish, deepen and communicate the knowledge produced in school context /**15**/. There are different ways and diverse factors for gathering and managing knowledge within learning organization. Besides, the social world of education institution is the fertile medium for numerous communication exchanges. Taylor /**16**/ for example, argues that learning environment and facilities reflect what is taught and learned, then both behavior and learning are affected by the design of environment.

This system is based on "wholeness" that can make a difference in creating schools to meet the need of tomorrows' students. As already mentioned, learning capacity of organizational culture is manifested through continuous communications that adapt an organization to the internal and external environment by involving all members into the change processes. Kodjo and Changjun /**17**/ support the idea arguing that found organizational learning is associated with employee motivation and employee productivity. Additionally, Lohman and Lohman /**18**/ research results reveal that an unsupportive organizational culture, students which are unwilling to participate, lack of time, lack of proximity with colleagues, and unfulfilled expectations of organization members, negatively influences organizational learning. It is generally acknowledged that expectations learnt and internalized through socialization processes, guide people's behavior and social interactions. Coleman /**19**/ identified a number of factors that influence and have an impact on teachers and learner expectations and their role boundaries that can cause conflict when they remain unfulfilled. Further, Leithwood et al. /**20**/ argue that effective use of knowledge always varies as a consequence of cultural features and social practices manifested as class size, student-grouping practices, teacher's instructions and the monitoring of students' progress. Feldman /**21**/ adds that these features are important for the achievement of the striking balance between individuality and social connectedness in the form of learning community.

3. Involvement in the learning process

It is not easy to change the socioeconomic profile of the school to adapt it to contemporary challenges. Watkins and Marsick /**22**/ argue that essential role of changes is to foster overall learning capacity through relationship, participation, reciprocity and membership based on shared goals. However, the basic point is to change the context by changing behavior. Context is equally important like the background of personalities who people bring to the situation. The starting point for changing context is not the external environment. It is the situation where educational programs are executed. According to Wojciech /**23**/ to carry out the reform of traditional school, a development of a new model of education is required. It is supposed to be radically different from the contemporary learning practice where radical organizational culture changes should occur. In this context, Gladwell /**24**/ considering educational changes, points to a need for the creation of a community to build around

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

296

people wherever new beliefs and behavior could be practical, expressed and nurtured. It is crucial for him that changes reach the levels at which the momentum for change becomes unstoppable. Supporting the change idea, Gladwell /**25**/ figuratively states:"…ideas, products and messages and behavior spread like viruses do." However, Ogawa and Russell's /**26**/ preliminary review suggests that school personnel must be highly specialized and knowledgeable about implement change ideas. Additionally, school must develop fewer formal and centralized organizational structures and implement participatory leadership based on a close relationship with all stakeholders. Further, the multi-dimensional forms of interdependence that are triggered by change processes and characterized by teaching and learning, require significant resources for coordination and employing of sophisticated IKT technology.

4. Informal leadership and learning capacity building

A blank spot in theory shows that the research literature has focused upon the formal leadership of school principals in the evolvement of the learning culture in schools. The political aspect of leadership that concerns the interaction between teachers and students in an open learning environment has been neglected. The leader's main responsibility is to create conditions in the school environment in which the learners can constantly get quality instruction /**27**/. However, when large-scale attempts to make social and educational changes in schools occur, they provoke formal behavior and enforce controlling mechanisms /**28**/. Results are often associated with new bureaucratic obstacles, and teachers' professional skills are overridden. The changes that are set in advance are doomed to failure. According to Hughes /**29**/ the problem lies in the political aspects of leadership that are based on a personally held system of beliefs, values and principles that are directed to the building of a learning culture. The challenge of change leadership lies in the fact how a teacher leads others in the change processes, while still maintaining good relationships with students and school management /**30**/. Leader sets high expectations, develops learners, supports necessary learning environment and tracks progress. He or she makes the school work and ensures full support for the learning process to perform /**31**/. Mulford et al. /**32**/ research show that a successful high-performing leadership helps transforming schools. According to social movement theory, it is very important how

problems and solutions are framed, because they influence the amount of resonance they achieve with social actors to be mobilized /**33**/. Lawton /**34**/ and Thaman /**35**/ emphasized that the change of a school curriculum as a selection of the best of a culture and its transmission, is so important that must not be left to chance, but to teachers. When we analyze the factors of learning culture, we can see that what really matters is a teacher-leader and his or her relationship to students. Leithwood et al. /**36**/ support this statement arguing that the total effects of leadership on student learning account for about a quarter of total school effects. Additionally, Ogawa and Russell /**37**/ argue that conversation and other collaborative activities contribute to learn because they involve and reinforce the articulation of developing knowledge. Greeno /**38**/ adds that learning is allways a situation bound, and it occurs in activity systems, where knowing and learning involves the learner, other stakeholders, means, and activities in which knowledge is applied. The educational reform literature consistently highlights that effective leaders implement changes and have powerful influence on a student's ability to improve its effectiveness /**39**/. They build learning capacity, which manifests in effective problem solving in a real environment. Capacity is a complex blend of motivation, skill, positive learning, organizational conditions and culture, and infrastructure of support. According to Dixon /**40**/ the essence of organizational learning is the organization's ability to use the amazing mental capacity of all its members to create the kind of processes that will self-improve. Put together, learning capacity gives individuals, groups and, ultimately whole school communities the power to get involved in and sustain learning /**41**/. Harris /**42**/ connects the capacity building to the process of creating the conditions, opportunities and experiences for collaboration and mutual learning. Research conducted by Leithwood and /**43**/ confirmed that effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of students.

5. Teacher leadership as a change implementing tool

However, Katzenmeyer and Moller /**44**/ are convinced that student learning depends always on teacher quality. Teachers are the key, and their knowledge how to teach, is central to their effectiveness. Colflesh /**45**/ develops this idea by arguing that teachers and principals must take a huge step in transforming their school from

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

297

bureaucratic to learning institutions. When learning as a core success factor is in place, the changes in learning culture begin that will benefit teachers and students in the future /**46**/. According to Harris and Muijs /**47**/ the prevailing role of a teacher as a leader in the process of change and school improvement and accountability is frequently confirmed. Wasley /**48**/ for example, defines teacher leadership as:" the ability to encourage colleagues to change, to do things they wouldn't ordinarily consider without the influence of the leader". By opening their classroom practices to their peers, teachers-leaders help to de-privatize teaching. The role of a teacher is nowadays going through radical changes. It is how a teacher designs the learning process and designing is about fostering learning for everyone in the process. Such leader-teacher helps students to develop systematic understanding of knowledge produced. Additionally, fostering learning is closely related to empowerment of students. Kouzes and Posner /**49**/ argue: "If people are to feel strong, they must develop their capacities." Further they add:" If people don't have important opportunities to put their talents to good use, they'll wind up frustrated." People who are central to solving the organization's crucial problems have the most power. And people who are capable of giving challenge to the people are most powerful teachers /**50**/. Arie de Geus describes learning somehow differently as the only sustainable competitive advantage. As it is already noted it is seen as a response to an increasingly unpredictable, complex and dynamic business environment.

Daily contact with learners allows teachers to exercise leadership and to be best prepared to take decisions about curriculum and instruction and this involvement in the learning culture creates a better environment for students. According to Boje /**51**/ it is very depressing when teachers and students do not have a voice. He calls them "dead" teachers and students. Teachers can make them alive by supporting them and by giving them advice and suggestions or share an example with them. No formal environment is needed. Postmodern informality is by no means the best milieu for accepting information by students who will use it in the learning process. Rosile and Boje /**52**/ try to reconstruct commonly accepted images of teacher/student and teaching/learning in ways that overcome past dichotomies that privilege teacher over the learner. Their reconstruction is based on self-reflection, decenter, deconstruction, non-universalism, and uniqueness. The main challenge of their view is based on the suggestion that every element of pedagogy be subject to review. Gilson /**53**/ sees the benefits of such change in learning culture in fostering student's independent thinking

and active learning, while simultaneously subjecting them to the hierarchical control and punishment of instructor-entered schemes. In concrete circumstances this is not an easy task.

Institutional structures within an educational organization often work for or against teacher leadership. These structures based on institutional norms and expectations, policies and procedures, can hinder the teacher leadership. So minimizing of the structural barriers within the educational context based on the new learning culture, it is necessary for teacher leadership to succeed /**54**/. Within the school, teacher leaders have a strong influence /**55**/. They feel empowered when they are part of the decision making process and will be more likely to work towards the establishing of the learning culture and support the school mission /**56**/. In schools where teachers are empowered to be leaders, argues Terry /**57**/the focus of control for the substance of organizational change shifts from the headmaster to teachers. He argues:"It is an evolutionary process that is totally dependent upon principals trusting teachers and teachers trusting their principals." Wilson /**58**/ elaborates this view pointing to a difficulty of a leadership role arguing: "The very capabilities that distinguish teacher leaders from others in the high school environment risk-taking, collaboration, and role modeling produce tensions between them and colleagues." The new role of a teacher is by no means a postmodern role. Its contents are based on the view of postmodern individual, who is for Rossenau /**59**/ a vantage point to postmodern pedagogy and has: "…a multiplicity of fragmented identities with no distinct reference points, dispersed not concentrated, unrehearsed, not organized. He or she focuses on choice, autonomy, and personal liberation and does not need ideological consistency." Wilson /**60**/ sees the change in learning process as curricular and instructional innovation that motivates students from a wide range of backgrounds and abilities. Institutions of higher education and continued learning have to come to understand that they must be more than a diploma and/or certification mills. One of the ways to achieve this is to develop learning culture that fosters high quality teaching. This is the main objective of the study presented here. An empirical study is performed to aid in validating the proposed role of learning culture in the Turistica – College for tourism and in its three subsidiaries in Slovenia. Building upon its findings it is hypothesised that the learning culture is the indicator of quality of teaching:

H1: The involvement of students in the building of learning culture fosters the gaining of the high quality of their skills and competencies.

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

298

6. Research methods

In the research, we used some multivariate techniques like factor analysis and regression analysis to analyse the relationship between learning culture and the cognitions of the educational programme quality.

6.1   Sample
We included 512 regular and irregular students in our research that studied in the college of tourism studies Turistica and took place during the first semester of tourism studies in the year 2006. There were 384 women (75%) and 128 men (25%) from all college locations in Slovenia included in the sample. Their average age was 24 years, and they were from 19 to be 47 years old. The large number of students (N =512) participated in the study. The majority of the sample N = 372 (72, 66%) consisted of part time students, and the minority of the sample N = 140 (23, 34%) consisted of regular students. Students were 24 years of age and were from 19 to be 47 years old.

6.2   Instruments
The questionnaire in our study was administered in a Turistica - College of tourism studies who was at the time of the conducting of our research the only college for tourism studies. By questioning the students, we gained some understanding as to how they integrated their learning quality cognitions with learning culture of the college. However, we were aware of that we could get the selective information how the learning culture in the college actually works. Our initial research in learning culture adopted a framework with four dimensions developed by Denison who thoroughly researched the impact of organizational culture on organization's effectiveness in diverse business and service settings. Questionnaire according to theoretical model consisted of four groups of questions: Involvement (21 items), Adaptability (14

items), Consistency (five items), and Mission (10 items) with the Likert type measurement scale from 1 (totally disagree) to 5 (agree completely).

7. Interpretation of results of the study

We analyzed the data of the study using principal components factor analysis and regression analysis. As a test of reliability we used Cronbach's alpha test.

7.1 Factor Analysis
We started the examination of the survey data using principal component factor analysis as extraction method. Varimax normalized as a technique of rotation was used for further clarification of the set of variables. The set consisted of items about the learning culture in the college of tourism studies. Specifying four factors were found to have produced the most interpretable results. These factors were interpreted as: 'Learning involvement', and 'Learning adaptability', and 'Learning consistency', and 'Learning mission'.

The 50 items included in the factor analysis explain 36, 61% of the whole variance. The first factor (F1) named 'Learning involvement' explained (14, 14 %) of variance. The second factor (F2) 'Learning adaptability' explained (12, 50 %) of variance, and the third factor (F3) named as 'Learning consistency' explained (6, 07 %) of variance. Fourth factor (F4) named 'Learning mission', yielded (3, 91 %) of variance.

Table's 1, 2, 3, and 4 depict the loading of 50 items on each factor. We dropped the items with the lower loadings than .35, from the further analysis. Moreover, Cronbach's alfa test of reliability of factors in the factor analysis shows that factors: 'Learning involvement' (Cronbach's alfa =, 89), 'Learning adaptability' (Cronbach's alfa =, 86), 'Learning consistency' (Cronbach's alfa =, 71), and factor 'Learning Mission' (Cronbach's alfa =, 75) are all highly reliable.

Variable	Factor	Mean	Std	Cronbach's alfa
F1 - Learning involvement				
The contents of the learning modules are a challenge for me.	0,43	3,36	0,94	
Teachers give me very useful feedback about my progress.	0,54	2,28	1,02	
Curriculum develops my team work competencies.	0,64	2,94	1,02	
Learning modules give me clear guidance and all expectations are clear	0,60	2,97	0,97	

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

299

Variable	Factor	Mean	Std	Cronbach 's alfa
F1 - Learning involvement				
Teachers motivate me to do my best.	0,66	2,52	1,01	
All learning modules sharpen my analytical competencies.	0,65	2,90	0,90	
The issue of all learning modules is the confidence in my ability to solve complex problems, including ones with unknown result.	0,58	2,94	0,88	
Learning modules motivate me to continuous learning.	0,49	2,72	1,06	
Teachers really make a great effort to make me understand my learning problems.	0,62	2,53	0,98	
All learning modules accelerate my problem solving skills.	0,62	2,83	0,84	0,89
My teachers are especially good at instructing.	0,64	2,96	0,94	
Teachers try very hard to make their learning module interesting.	0,63	3,16	1,02	
All learning modules develop my communication skills.	0,53	3,09	1,02	
All learning modules develop my organizational competencies.	0,62	2,97	0,95	
Teachers tell me in advance what their expectations are.	0,43	3,51	1,08	
Teachers put a lot of time into the analysis of my work.	0,53	2,06	0,86	
I have a feeling that I am the part of a group of students and teachers who Are keen to learn.	0,55	2,94	1,07	
Seminars, field and laboratory exercises are very valuable experience for me.	0,42	3,19	1,26	
Quality of learning texts, library and information support satisfy my learning needs.	0,38	2,67	1,20	
I am satisfied with information and directions about the value of the curriculum in the process of career building.	0,55	2,74	1,00	
I am satisfied with overall quality of curricula.	0,62	3,07	0,86	
TOTAL		**2,87**	**0,99**	

Table 1: Learning involvement attitudes

Involvement is about building students' capability, educational program ownership, and responsibility. These items in the factor particularly reflect developing competencies, informing and involving students and getting them engaged: 'Teachers motivate me to do my best.' (0, 66); 'All learning modules sharpen my analytical competencies.' (0, 65)', and: 'My teachers are especially good at instructing.' (0, 64), have the highest correlations in the factor. Additionally, highly correlated in the factor is the item:' Curriculum develops my team work competencies' (0, 64).

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

300

Variable	Factor	Mean	StD	Cronbach's alfa
F - Learning adaptability				
Time management allows teachers to devote more time to students.	0,51	4,22	0,81	
Communication between teachers and students is good.	0,58	4,34	0,78	
Students have more clear information of what is expected of them.	0,55	4,04	0,92	
Feedback information to students should is accurate.	0,65	4,20	0,85	
The variety of the learning feedback is substantial.	0,69	4,14	0,85	
The offer of selection of learning modules is diversified.	0,54	4,20	0,89	
Time management of curriculum is good.	0,57	4,23	1,02	
Learning modules are interconnected.	0,52	3,92	0,83	0,86
There should is emphasis on lecturing in the future.	0,61	3,95	0,86	
Learning modules burden is spread.	0,58	3,73	1,00	
Productivity of the learning process is emphasized.	0,62	4,14	0,80	
The practices and skill learning has priority.	0,44	4,51	0,77	
There is a comprehensive consulting for the career options.	0,45	4,58	0,68	
Learning devices, textbooks and computer support are continuously accessible.	0,61	4,36	0,86	
TOTAL		4, 18	0,85	

Table2: Learning adaptability

Factor 'Adaptability' is focusing on college's ability to adapt quickly to the signals from the external learning environment. The items: 'The contents of the learning feedback should be more substantial.' (0, 69); 'Feedback information is accurate.' (0, 65); 'Productivity of the learning process is emphasized.' (0, 62), and 'Learning devices, textbooks and computer supports are immediately accessible.' (0, 61), have the highest correlations with the factor. This factor shows that quality feedback, learning productivity and the quality of learning media should be the contents of the future learning process.

Variable	Factor	Mean	StD	Cronbach's alfa
F4 - Learning mission				
Personal development of the students has priority.	0,48	4,06	0,91	
Social contacts between students and administrative staff are excellent.	0,53	4,04	0,87	
Subjects in the curriculum are diversified enough.	0,46	4,09	0,82	
Our high school develops educational programs that fulfill business expectatic	0,33	4,05	0,89	
Curriculum emphasizes development of academic competences.	0,59	3,87	0,87	0,75
Curriculum develops practical and work oriented skills.	0,50	4,08	0,91	
Team work is common method of learning in our educational program.	0,45	3,75	0,96	

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

301

Variable	Factor	Mean	StD	Cronbach 's alfa
F4 - Learning mission				
Subjects are assessed with combinations of various methods of evaluation.	0,59	3,79	1,01	
Practicums are preferred way of gaining experiences.	0,52	4,26	0,84	
Practical work is very important part of our curriculum.	0,50	4,05	0,87	
TOTAL		**3,99**	**0,92**	

Table 3: Learning consistency

Factor 'Consistency' examines whether internal learning culture in the college in the investigation is strong and cohesive. Items: 'Curriculum imposes a great load on me.' (0, 73); 'Curriculum is extremely demanding.' (0, 72); 'To be successful in our college you must have excellent memory.'

(0, 67); 'The selection of subjects is so voluminous that they are not manageable.'(0, 62), have the highest correlations with the factor. They describe the consistency by investigating the power and cohesiveness of the learning culture. Obviously, in the study there is a serious lack of cohesiveness.

Variable	Factor	Mean	StD	Cronbach 's alfa
F4 - Learning mission				
Personal development of the students has priority.	0,48	4,06	0,91	
Social contacts between students and administrative staff are excellent.	0,53	4,04	0,87	
Subjects in the curriculum are diversified enough.	0,46	4,09	0,82	
Our high school develops educational programs that fulfill business expectatic	0,33	4,05	0,89	
Curriculum emphasizes development of academic competences.	0,59	3,87	0,87	0,75
Curriculum develops practical and work oriented skills.	0,50	4,08	0,91	
Team work is common method of learning in our educational program.	0,45	3,75	0,96	
Subjects are assessed with combinations of various methods of evaluation.	0,59	3,79	1,01	
Practicums are preferred way of gaining experiences.	0,52	4,26	0,84	
Practical work is very important part of our curriculum.	0,50	4,05	0,87	
TOTAL		**3,99**	**0,92**	

Table 4: Learning mission

Successful schools have a clear sense of purpose that defines long-term directions. Mission of the school is systematically aimed to build comprehensive learning culture. Items: 'Curriculum emphasizes the development of academic competencies' (0, 59); 'Subjects are assessed with combinations of various methods of

evaluation.'(0, 59); 'Social contacts between students and administrative staff are excellent.' (0, 53), have the highest correlations with the factor 'Learning mission'. Factor shows that the mission of the tourism college is directed towards the development of academic competencies accompanied with quality research skills and social competencies.

variable		
Perception of quality in %	**Mean %**	**StD**
Assessed learning quality from 0 to 100%	58, 82 %	18,21

Table 5: Dependent variable 'Perception of quality'

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

302

The quality of learning culture in the college of tourism studies was assessed in percent. Respondents assessed the quality of the learning process in percent from 0% to 100%. The result shows that respondents are not very satisfied with the quality of the learning process (Q = 58, 82 %). This result aims at radical changes in the future.

7.2 Regression analysis

The objective of this study was to examine how learning culture can predict the perceptions of the quality of the educational program in the college of tourism studies. Given the experience focus of our study, we opted to use the satisfaction of the college students measured as the percent of the perceived learning quality with the educational program. According to the Table 6 Learning involvement is the only learning quality predictor ($R2 = 0, 37$; $F = 33, 45$; $p<0.00000***$).

All other dimensions of learning culture failed to predict the perceptions of the educational programme quality. Such a finding implies that learning culture is based on involvement of the stakeholders of college of tourism in the learning process. The central role of a teacher-leader in a learning process is evident because this item has the highest correlation with factor 'Learning involvement'. The learning involvement develops when teachers-leaders are deeply involved in learning process as motivators, instructors, mentors, guides and analysers. When all stakeholders, and especially teachers, are involved in the learning process and communicate clear expectations, students gain excellent and relevant analytical, team-work competencies, as well as problem-solving, communication and practical skills.

Variable	Relationship
Learning involvement (β)	0,61*
Adjusted R^2	0,37***
F-ratio	33, 45

Notes: *p, 0.05; **p, 0.01; ***p, 0.001; entries are significant standardized regression coefficients

Table 6: Regression of learning culture dimensions on quality

8. Discussion

This study took the perspective that a culture of organizational learning is all about developing and applying intellectual capital in ways that make college of tourism more productive. The main purpose of this study was to examine the relationship between organizational learning culture and perceptions of the quality of learning. The results supported hypothesized relationship. Findings indicated that organizational learning culture can predict the quality of learning process based on active involvement of all stakeholders through involvement, development and informing and their engagement. The results of this study are unique because it emphasizes the impact of political aspects in the form of leadership on learning quality. Although many researchers of learning culture have suggested that learning-oriented cultures can substantially influence organizational effectiveness, very little research has addressed this issue in the realm of teaching quality. The results of this study are particularly interesting because they suggest that learning organizational culture as an effective communication tool supported by strong leadership can indeed influence learning quality. There is a considerable consensus today that a key quality advantage for schools lies in the ability to learn and to foster a learning process, be responsive and to innovate. Increasingly challenging global forces that are powerful, dynamic, and often ambiguous, impact all organizations in the field of tourism. To stay competitive they must employ educated, creative and communicative workforce that tourism education institutions must produce. The results of this study indicated that the work environment in the form of organizational learning culture is important for schools to address the right issues and to develop competitive competencies and skills. It is therefore, essential that schools give more emphasis to maximize creativity through teacher-leader teaching practices, and to analyze their organizational culture to determine what changes may be needed to facilitate learning and

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

303

its application to creative problem solving.

Teacher in our study is the by no means ultimate key to educational change and building the excellent learning culture. Clearly, teachers teach by experience and by the knowledge they are influenced by the learning culture in their institutions. To improve learning culture of the college to become more proactive, adaptive and future oriented is a very complex task. The vantage point from instructive to learning culture is hidden in building the real learning environment. In this process, all stakeholders must participate. Nevertheless, our research findings are somehow compatible with Lemke, Coughlin, Thadani and Martin (2003) research results, which point to the role of the teacher as one of the core success factors in the implementing process orienting teaching in the future of tourism studies. Additionally, these systems must be more robust, students' relevant and socially and business oriented. Competencies and skills get easily out-dated and must be continuously updated, renewed and sometimes event rebuilt. The curriculum in the contemporary education institution in the field of tourism because of their bureaucratic nature cannot fit all situations and needs, and will inevitably fail in the future. Every student has its own professional profile, learning needs and learning style and level of already built competencies. New teacher-leader role should be developed to support individual and group learning resulting in transferable skills and competencies such as communication skills, team-working skills, problem-solving skills, and analytical skills. Katay and Ratz (2007) research shows that employers in tourism seek for transferable competencies and confirm the need for a new communication patterns to build effective learning culture. Overall, the findings of our study show that organizational learning culture can predict the quality of learning process based on active involvement of all stakeholders through involvement, development and informing and their engagement. Many researchers of learning culture have suggested that learning-oriented cultures influence organizations' effectiveness, but our study adds new concept of teachers' role that fosters the interaction with students in the process of learning culture change in the college of tourism. Further, findings suggest that involvement of all stakeholders in the change process, particularly the involvement of students, develops high quality learning context that produces high quality skills and competencies for the future tourism business success.

9. Conclusion

The results of regression analysis show that the active involvement of the student in the learning process is the only dimension of the learning culture that supports the quality of skills and competencies gained in the education process. All other dimensions and age of respondents do not significantly impact the quality of learning process. We propose that high quality competencies in the future tourism studies are to be satisfied by building learning communities that must behave like open learning system that involves all stakeholders in the learning process. Future learning culture should involve students at the beginning of the learning process where they play active role in choosing and developing of the learning processes that fit their own needs and expectations regarding their future role in the tourism business activities.

References

/1/ Weiermair, K.: Structural changes in the tourism industry and the adaptation of occupational and vocational training systems: Problems and prospects, Tourism Review, Vol. 50 Iss: 3, pp.11 – 17, 1993.

/2/ Shaw, G., Willimas, A. M.: Tourism and Tourist Spaces. London, SAGE Publications, 2004. pp.21.

/3/ Munar, A. M.: Is the Bologna process Globalizing Tourism Education? Journal of Hospitality, Leisure, Sport and Tourism Education, 6(2), 2007, pp. 68-82.

/4/ Airey, D.: Growth and Development. In: D. Airey and J. Tribe (eds) An International Handbook of Tourism Education, Oxford: Elsevier, 2006, pp. 13-24.

/5/ Cole, M.: Cultural Psychology. Cambridge, MA: Harvard University Press, 1996.pp.25.

/6/ Schein, E.: Organizational culture and leadership. San Francisco: Jossey-Bass., 1985.pp.373.

/7/ Denison, D.: Corporate Culture and Organizational Effectiveness. New York: John Wiley & Son, 1990.pp.2.

/8/ Pedler, M., Burgogyne, J. and Boydell, T.: The Learning Company: A strategy for sustainable development, 2nd Ed. London, McGraw-Hill, 1997.pp.15.

/9/ Amabile, T. M.: How to kill creativity. Harvard Business Review, 76(5), 1998, pp. 76-87.

/10/ Searle, J.: The Construction of Social Reality. New York: Free Press, 1995. pp.44.

/11/ Beech, J., Chadwick, S. eds.: The Business of Tourism management, Prentice Hall, 2006. pp.7.

/12/ Thompson, K.: Contingent Faculty and Student Learnig: Welcome to the Strativersity. New Directions for Higher Education, 2003, 123, pp. 41-47.

/13/ Serpell, R.: The significance of schooling. Cambridge, Cambridge University Press, 1993. pp.83.

/14/ Argyris, C.: On Organizational Learning. 2nd Ed. Oxford: Blackwell Publishing., 1999.pp.174.

/15/ Munar, A. M.: Is the Bologna process Globalizing Tourism Education? Journal of Hospitality, Leisure, Sport and Tourism Education, 6(2), 2007, pp. 68-82.

/16/ Taylor, A.: School Zone: Learning Environments for Children, Van Nostrand Reinhold Co., 1983.pp.92.

/17/ Kodjo, E. J.; Changjun, D.: The Influence of organizational Culture on Organizational Learning, Worker Involvement and Worker Productivity. International Journal of

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

304

Business and Management, 4(9), 2009, pp. 243-251.

/18/ Lohman, R.A., Lohman, N.: New York, Columbia University Press, 1996.pp.102.

/19/ Coleman, H.: Society and the language classroom. Melbourne, Cambridge University Press, 1996.pp.63.

/20/ Leithwood, K.: Organizational learning and school improvement. Greenwich, CT: JAI, 2002.pp.13.

/21/ Feldman, D. H.: Forward. In: V. John-Steiner, Creative collaboration (pp. ix-xiii). New York: Oxford University Press, 2000.pp.Xiii

/22/ Marsick, V., Watkins, K. E.: New directions for adult and continuing education: Informal and Incidental Learning, no. 89, Spring 2001 © Jossey-Bass, A Publishing Unit of John Wiley & Sons, Inc, 2001, pp.31.

/23/ Wojciech, W.: Necessity of education changes under developing information and communication technologies (ICT) Informatologia, 43 (2), 2010: 116-121.

/24/ Gladwell M.: The tipping point. How little things can make a big difference. Boston: Little, Brown, 2000, pp.80.

/25/ Gladwell M.: The tipping point. How little things can make a big difference. Boston: Little, Brown, 2000, pp.7.

/26/ Ogawa, R., and Russell, J. L.: Organizing Schools of Learning: A proposal for Linking the Learning Sciences and Organization Sciences. American Educational Research Association, May 3, 2010.,pp.28.

/27/ Heck, R. H.: Principals' instructional leadership and school performance: Implications for policy development. Educational Evaluation and Policy Analysis, 14, 1992, pp. 21-34.

/28/ Rowan, B.: Commitment and control: Alternative strategies for the organizational design of schools. In C. Cazden (Ed.), Review of Research in Education (Vol. 16), Washington, D.C.: American Educational Research Association, 1990.

/29/ Hughes, L: Current Issues in Educational leadership. L. Erlbaum Associates, 2005.,pp.3.

/30/ Colflesh, N.: The Paradox of Teacher Leadership, 2002, available 8.9.2010 at: https://www.msu.edu/user/ wreggles/ead801.htm

/31/ Letihwood, K., Louis, K.S., Anderson, S., Wahlstrom, K.: How leadership influences Student Learning. Review of research: Learning from leadership project, 18, 2004.,pp.20.

/32/ Mulford, B., Kendall, D., Ewington, J., Edmunds, B., Kendall, L., Silins, H.: Successful principalship of high-performance schools in high-poverty communities, Journal of Educational Administration, Vol. 46 (4), 2008, pp. 461 – 480.

/33/ Benford, R. D. & Snow, D. A.: Framing processes and social movements: An overview and assessment, Annual review of sociology, 26(1), 2000, pp. 611-639.

/34/ Lawton, W.: Class, culture and the curriculum, London, Routledge & Kegan Paul, 1974.,pp.1.

/35/ Thaman, K. H.: Towards Cultural Democracy in Teaching and Learning With Specific Reference to Pacific Island Nations (PINs). International Journal for the Scholarship of Teaching and Learning, Vol. (3)2, 2009.

/36/ Leithwood, K., & Steinbach, R.: Leadership for especially challenging schools. In B. Davies & J. West-Burnham (Eds.), Handbook of educational leadership and management, London, UK: Pearson, 2003.

/37/ Ogawa, R., and Russell, J. L.: Organizing Schools of Learning: A proposal for Linking the Learning Sciences and Organization Sciences. American Educational Research Association, May 3, 2010.,pp.28.

/38/ Greeno, J.: Learning in activity. In R. Keith Sawyer (Ed), The Cambridge Handbook of the Learning Sciences. New York: Cambridge University Press, 2006, pp. 79-96.

/39/ Leithwood, K.: Organizational learning and school improvement. Greenwich, CT: JAI, 2002.pp.13.

/40/ Dixon, N.: A Practical Model for organizational learning, Leadership in action, 15 (2), 1995, pp. 1-4.

/41/ Day, C., Sammons, P., Sobart, G., Kington, A., Quing, G.: Teachers Matter: Connecting Lives, Work and Effectiveness, Open University Press, 2007.,pp.11.

/42/ Harris, A., Muijs, D.: Improving Schools through Teacher Leadership. New York, Open University Press, 2005.,pp.25.

/43/ Leithwood, K., & Steinbach, R.: Successful leadership for especially challenging schools, In International Handbook of School Leadership, 2002.,pp.21.

/44/ Katzenmeyer, M. & Moller, G..: Awakening the sleeping giant: Helping teachers develop as leaders. Thousand Oaks, CA: Corwin Press, 2001.,pp.180.

/45/ Colflesh, N.: The Paradox of Teacher Leadership, 2002, available 8.9.2010 at: https://www.msu.edu/user/ wreggles/ead801.htm

/46/ Barth, R.: Teacher leader. (Electronic version), Phi Delta Kappan, 82(6), 2001, pp. 443.

/47/ Harris, A., Muijs, D.: Improving Schools through Teacher Leadership. New York, Open University Press, 2005.,pp.25.

/48/ Wasley, P. A.: Teachers who lead: The rhetoric of reform and the realities of practice. New York: Teachers College Press, 1991.,pp.64.

/49/ Kouzes, J. M.; & Posner, B. Z.: The Leadership Challenge: How To Get Extraordinary Things Done in Organizations, 1987.,pp.197.

/50/ Ambrož, M.: Viharnost organizacije (Turbulent Organization), Kranj, B&B, 2009.,pp.140.

/51/ Boje, D.: Organizational Storytelling: The struggles of pre-modern, modern, and postmodern organizational learning discourses, Management Learning Journal, 25(3), 1994, pp. 433-461.

/52/ Rosile, G. A., Boje, D. M.: Pedagogy for the Postmodern Management Classroom. Greenback Company, In: (eds.) Boje, D. M., Gephart, Jr. R, Thatchenkerey, T. J.: Postmodern Management and Organization Theory, 1996.,pp.205.

/53/ Gilson, C.: Of dinosaurs and secret cows: the grading of classroom participation. Journal of Management Education, 18 (2), 1994, pp. 227-236.

/54/ Zinn, F. L.: Supports and Barriers to Teacher Leadership: Reports of Teacher Leaders. Annual meeting of the American Educational Research Association Chicago, Illinois, 1997.

/55/ Wilson, M.: The Search for Teacher Leaders. [Electronic version]. Educational Leadership, 50(6),1993, pp. 24-27.

/56/ Barth, R.: Teacher leader. (Electronic version), Phi Delta Kappan, 82(6), 2001, pp. 443.

/57/ Terry, P.M.: Empowering teachers as leaders. National Forum of Teacher Education Journal 10E, 3. Lake Charles, LA: National Forum Journals. Available at http://www. nationalforum.com/TERRYte8e3.html, 2000.

/58/ Wilson, M.: The Search for Teacher Leaders. [Electronic version]. Educational Leadership, 50(6),1993, pp. 24-27.

/59/ Rossenau, P.M.: Post-modernism and the social sciences: Insights, inroads, and intrusions. Princeton NJ: Princeton University Press, 1992.pp.54.

/60/ Wilson, M.: The Search for Teacher Leaders. [Electronic version]. Educational Leadership, 50(6),1993, pp. 24-27.

Literature

1. Asherow, Akiva, Plenković, Mario. Analitički model razvojnih posljedica ekspertnog sistema odgovornih odluka = Analysis model of development consequence for expert system of responsible resolutions. Informatol. Yugosl., 1991, 23, 3, str. 89-96.

2. Dinevski, Dejan, Plenković, Mario. Modern university and

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

305

e-learning. Media, culture and public relations, 2002, 1, 2, str. 137-146.

3. Dinevski, Dejan, Ojsteršek, Milan, Plenković, Mario. Information technology platform for e-learning implementation. V: PLENKOVIĆ, Juraj (ur.). The 10th International Scientific Conference, Opatija, 28th-30th June 2003. Društvo i tehnologija 2003 : (printed as manuscript). Rijeka: Sveučilište, Građevinski fakultet; Zagreb: Hrvatsko komunikološko društvo, 2003, str. 148-158.

4. Grbavac, Vitomir, Plenković, Mario, Nikolić, Branko. Razvoj elektroničkih komunikacija i publikacija na internetu = Development of electronic's communication and publication on the internet. Informatologia (Zagreb), 1996/1997, 29/30, 3-4/1-4, str. 149-153.

5. Knez-Riedl, Jožica, Kučiš, Vlasta. Interactive business information seeking and communicating in global environment = Uzajamno djelovanje potrage i prijenosa informacija u globalnom okruženju. Informatologia (Zagreb), 1998, vol. 31, no. 3-4, str. 177-181.

6. Katay, A., Ratz, T.: Skills and Competencies in Tourism Employment – An Analysis of Expectations and experiences. Review of Tourism Research, 5(1), 2007, pp. 89-100.

7. Kučiš, Vlasta, Plenković, Mario. Translatologija i komunikologija u funkciji obrazovanja. V: NADRLJANSKI, Đorđe (ur.). Druga međunarodna naučno-stručna konferencija "Informatika, obrazovna tehnologija i novi mediji u obrazovanju", Sombor, april 2005. Zbornik radova, (Biblioteka Posebna izdanja, knj. 102, knj. 103). Sombor: Univerzitet u Novom Sadu, Učiteljski fakultet: = University of Novi Sad, Teacher Education Faculty, 2005, str. [89]-97.

8. Kučiš, Vlasta. Prevoditelj kao posrednik interkulturalne komunikacije : teorijski i komunikološki aspekt : doktorski rad. Zagreb: [V. Kučiš], 2009. 294 f., ilustr.

9. Kučiš, Vlasta. Die Website und die interkulturelle Kommunikation. V: Translatologie und Interkulturalität : Zusammenfassungen der Beiträge : [zweites internationales Symposium], 5.-8. September 2005, im Inter-University Centre Dubrovnik. Dubrovnik: [s. n.], 2005, [1] f.

10. Kučiš, Vlasta. Internet i multilingvizam = Internet and multilingualism. V: PLENKOVIĆ, Juraj (ur.). The 14th International Scientific Conference "Society and Technology 2007", Split, June 28-30 2007. Društvo i tehnologija 2007 : položaj i uloga elektroničkih medija - konvergencija medija : the position and role of electronic media - convergence of the media, (Informatologia, 2007, Separat speciale, no. 11). Zagreb: Hrvatsko komunikološko društvo, 2007, str. 28.

11. Kučiš, Vlasta. Translatorische interkulturelle Kompetenz : am Beispiel der Arbeitszeugnisse. V: Translation zwischen Text & Welt, internationale Fachtagung, 1.-3. November 2007, Berlin. Translation zwischen Text & Welt : abstracts : internationale Fachtagung, 1.-3. November 2007, [Berlin]. Berlin: Humboldt-Universität, 2007, str. [18]. http://www.translationswissenschaft.de/beitraege/abstracts/kucis.shtml.

12. Kučiš, Vlasta, Kujundžić, Nedjeljko. Logička argumentacija kao prostor komuniciranja. V: PLENKOVIĆ, Mario (ur.), MISSONI, Marija (ur.). Tehnologije suvremenog komuniciranja : zbornik radova. Zagreb: Savez inženjera i tehničara Hrvatske, 1990, str. [221]-230.

13. Kučiš, Vlasta, Seljan, Sanja, Klasnić, Ksenija. Evaluation of electronic translation tools through quality parameters. V: STANČIĆ, Hrvoje (ur.). Digital resources and knowledge sharing : INFuture 2009 : the future of information sciences. Zagreb: Department of Information Sciences, Faculty of Humanities and Social Sciences, University, 2009, str. 341-351.

14. Kučiš, Vlasta. Mirko Gojmerac, Pavao Mikić: Croatian tourist promotion in German translation = Kroatische Touristikwerbung in deutscher Übersetzung, Jastrebarsko, Naklada Slap, 2008, 212 str. Informatologia (Zagreb), 2008, 41, no. 2, str. 166-167.

15. Kučiš, Vlasta. Language as a global communication tool : paper at the international scientific conference "Člověk - jazyk - komunikace", České Budějovice, Filozofická fakulta, 18.-20. září 2007. České Budějovice, 2007.

16. Lebe, Sonja Sibila. Kulturna dediščina kot osnova regionalnega turizma : doktorska disertacija. Maribor: [S. S. Lebe], 2007. 354 str., 46 str. pril., graf. prikazi, tabele.

17. Lemke, C., Coughlin, E., Thadani, V., & Martin, C.: enGauge 21st Century skills: literacy in the digital age. Los Angeles, CA: The North Central Regional Educational Laboratory / the Metiri Group, 2003.

18. Lohman, C. M.: Factors influencing teachers' engagement in informal learning activities, Journal of Workplace Learning, Vol. 18 (3), 2006, pp.141 – 156.

19. Mobley, W. H., Wang, L., Fang, K.: Organizational Culture: Measuring and Developing it in your organization. Knowledge@CEIBS., 2005: Available 13.9. 2010 at: http://www.ceibs.edu/link/latest/images/20050701/1394.pdf

20. Plenković, Juraj, Plenković, Mario. Tehnologija obrazovanja na daljinu = Technology of distance education. V: PLENKOVIĆ, Juraj (ur.). The 9th International Scientific Conference, Opatija, 28 - 30 June 2002. Društvo i tehnologija 2002: put u budućnost : journey to future : (printed as manuscript). Rijeka: Sveučilište, Građevinski fakultet, 2002, str. 141-144.

21. Plenković, Juraj, Plenković, Mario, Hadžić, Slobodan. Education for a healthy life. V: WALAT, Wojciech (ur.). Technika - informatyka - edukacja : teoretyczne i praktyczne podstawy edukacji technicznej. T. 5. Rzeszów: Uniwersytet Rzeszowski, 2006, str. 145-151.

22. Plenković, Juraj, Plenković, Mario. Društvo, znanost i tehnologija, (Učbenici Sveučilišta u Rijeci, Manualia universitatis studiorum fluminensis). Rijeka: Sveučilište u Rijeci, Građevinski fakultet, 1998. 178 str., ilustr. ISBN 953-96044-4-3.

23. Plenković, Mario, Kučiš, Vlasta. Das Mediensystem Kroatiens. V: Medien : internationales Handbuch, (Internationales Handbuch für Hörfunk und Fernsehen, 2004/2005). 27. Auf. 2004. Baden-Baden: Nomos, 2004, str. 383-390.

24. Plenković, Mario, Galičić, Vlado, Kučiš, Vlasta. Analysis of hotel names in Croatia as a tool of marketing strategy = Analiza imena hotela u Hrvatskoj u funkciji marketinške strategije. V: PLENKOVIĆ, Juraj (ur.). 16. međunarodni znanstveni skup Društvo i tehnologija, 28.-30. 6. 2009, Zadar Zadar. Društvo i tehnologija 2009, (Informatologia, Separat speciale, no. 12). Zagreb: Hrvatsko komunikološko društvo: = Croatian Communication Association, 2009, str. 28.

25. Plenković, Mario, Galičić, Vlado, Kučiš, Vlasta. Analysis of hotel names in Croatia as a tool of marketing strategy, Tourism and Hospitality Management, Vol.16, No.2, 2010.,pp.207-218.

26. Plenković, Mario, Plenković, Juraj, Kučiš, Vlasta. Vizualna komunikacija i kvaliteta obrazovanja. V: ROSIĆ, Vladimir (ur.). Kvaliteta u odgoju i obrazovanju : zbornik radova : collection of scientific papers. Rijeka: Pedagoški fakultet u Rijeci, Odsjek za pedagogiju: = Faculty of education, Department of education, 1998, str. 206-218.

27. Plenković, Mario, Hadžić, Slobodan, Plenković, Juraj. Teacher's expression of character. V: WALAT, Wojciech (ur.). Technika - informatyka - edukacja : teoretyczne i praktyczne problemy edukacji informatycznej. T. 8. Rzeszów: Uniwersytet Rzeszowski, 2007, str. 228-231.

28. Plenković, Mario, Tomažić, Tina, Kučiš, Vlasta. Holistic strategy of public action and visual digitalization in convergent environment. Observatorio, 2010, vol. 4, no. 2, str. 197-210. http://obs.obercom.pt/index.php/obs/article/view/278/352.

29. Plenković, Mario, Plenković, Juraj, Kučiš, Vlasta. Vizualna komunikacija i kvaliteta obrazovanja. V: Rosić, Vladimir (ur.). Kvaliteta u odgoju i obrazovanju : zbornik radova : collection of scientific papers. Rijeka: Pedagoški fakultet u Rijeci,

Božidar Veljković, Mario Plenković, Milan Ambrož: EMPIRICAL RESEARCH OF INTERACTIVE COMMUNICATION
IN THE PROCESS OF EDUCATION IN THE FIELD OF TOURISM
Informatol. 43, 2010., 4, 293-306

306

Odsjek za pedagogiju: = Faculty of education, Department of education, 1998, str. 206-218.

30. Plenković, Mario. Turistički radnik - animator i informator. UT, Ugost. turiz., 38, 10, str. 66-67.

31. Plenković, Mario. Kulturna komunikacija: suština i oblici. V: GRBAC, Željko (ur.). Kultura i društvo : [zbornik]. Zagreb: Školska knjiga, 1989, str. 49-55.

32. Plenković, Mario. Poslovna komunikologija, (Biblioteka Komunikologija, kolo 2, knj. 1). Zagreb: Alinea, 1991. 237 str., ilustr. ISBN 86-7057-088-2.

33. Plenković, Mario. Komunikologija masovnih medija, (Biblioteka Komunikologija). Zagreb: Barbat, 1993. 257 str., graf. prikazi. ISBN 953-181-002-8.

34. Plenković, Mario (ur.). Novinarstvo, šport i turizam, (Hrvatski mediji na pragu 21. stolječa, knj. 3). Zagreb: Hrvatsko komunikološko društvo, NONACOM: = Croatian Communicology Association, NONACOM, 1997. 136, 108 str., graf. prikazi. ISBN 953-6226-03-0.

35. Siroštan, Nikolaj Antonovič, Plenković, Mario, Plenković, Juraj. Obšćestvo, nauka i tehnologija. Naučnoe izd. Har'kov: HGEU, 1997. 103 str., ilustr. ISBN 5-7763-8707-8.

36. Tomažič, Tina, Udir Mišić, Katja, Plenković, Mario. Communicative and persuasive role of the event and spectacle in the city promotion as a tourist brand. V: 19. bienalni međunarodni kongres Turizam i hotelska industrija, 07.-09. svibnja 2008, Opatija. Tourism & Hospitality Industry 2008 : new trends in tourism and hospitality management : congress proceedings. Opatija: Faculty of Turism and Hospitality Management, 2008, str. 1083-1094.

37. Veljković, Božidar, Usenik, Janez, Plenković, Mario, Kučiš, Vlasta, Volčanjk, Jožica, Polović, Morana, Klemenc, Sonja, Černelić Krošelj, Alenka, Vidiček, Matija. Strategije razvoja zidaniškega turizma. Ljubljana: Republika Slovenija, Ministrstvo za gospodarstvo, 2007. http://www.mg.gov.si/fileadmin/mg.gov.si/pageuploads/razpisi/JN/DT/Strategija_ZT-koncna.pdf.

38. Vreg, France. Humana komunikologija : etološki vidici komuniciranja, ponašanja, djelovanja i opstanka živih bića, (Biblioteka komunikologijske znanosti). Zagreb: Hrvatsko komunikološko društvo: Nonacom, 1998. 196 str., ilustr. ISBN 953-6226-09-X.

39. Walat, Wojciech (ur.). Technology - computer science - education : theoretical and practical problems of ICT education. Vol. X = Technika - informatyka - edukacja : teoretyczne i praktyczne problemy edukacji informatycznej. Tom X. Rzeszów: University of Rzeszów: = Uniwersytet Rzeszowski, 2008. 334 str., ilustr. ISBN 978-83-7586-007-8.