The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	HTM570
Subject Title	Innovative Experience Design
Credit Value	3
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject aims to provide students with an understanding of how customer experience innovation is changing business practices to meet customers' changing perspectives. The best companies understand that the most sustainable form of differentiation is Customer Experience Innovation. Students will gain knowledge on why companies need to create innovative personalised customer experiences beyond just an operational excellence mindset. This course is specially curated to provide holistic experiential learning on how to create innovative customer experiences. Learn the Customer Experience Innovation framework and practice how to optimize, align and innovate the customer experience journey in the hotel and tourism industry.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: A. Gain a holistic view of the various knowledge and theories of innovative experience design applicable to the hotel and tourism industry. B. Analyze and evaluate the general impact and industrial trend on innovative experience design in the hotel and tourism industry. C. Identify strategic changes in the market and evaluate new dynamic industry forces in order to develop new directions for future experience design. D. Apply an integrative approach that incorporates both customer behavior and experience to develop innovative strategies to enhance customers' experience. E. Communicate and react proactively to the industry in hotel and tourism experience design.
Subject Synopsis/ Indicative Syllabus	1. Innovative experience design: An overview 2. Understanding innovative experience design from social and psychological perspectives

(Note 2)	3. Digital customers' behaviour
	4. Using digital channels for experience design
	5. Innovative methods for experience design
	6. Design thinking for an innovative experience design
	7. Customer journey mapping and innovation in practice
	8. Experience in design and marketing
	9. Sustainable experience design
	10. Business opportunities with recent technology innovations for experience design

| **Teaching/Learning Methodology**

 (Note 3) | This subject will use various teaching and learning methods including lectures, case studies, and online discussion on Blackboard. Lectures and case studies enable students to understand fundamental concepts and vivid examples. The online discussion gives students opportunities to access and evaluate contemporary market trends and practical practices. |

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		A	B	C	D	E
1. Group project	45%	✓	✓	✓	✓	✓
2. Individual assignments	35%	✓	✓	✓	✓	✓
3. Class participation	10%	✓	✓	✓	✓	✓
4. Class tests	10%	✓	✓	✓	✓	✓
Total	100%					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

- The group project requires students to work as a team to identify a noteworthy market trend in a region or even globally and come up with an innovative idea to develop a hotel or tourism context-based customer experience. Group project assesses students' capabilities to communicate and collaborate with others from different cultures and background as well as students' problem-solving capabilities.

- Individual assignments will ask students to select a case study based on a business prototype in the hotel or tourism industry and critically analyse the problem and solutions to improve customer experience design. Individual assignments evaluate students' comprehension of class contents and analytical ability.

	• Class participation assesses students' levels of involvement and engagement in class and proactive attitude toward learning.	
	• Class mid-term tests assess students' comprehensive understanding of class content including theories, and their critical analysis capabilities.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	39 Hrs.
	Other student study effort:	
	▪ Preparation for lectures	28 Hrs.
	▪ Preparation of mid-term tests and individual assignments	68 Hrs.
	Total student study effort	135 Hrs.
Reading List and References	**Textbooks:** Agapito, D., Ribeiro, M. A., & Woosnam, K. W. M. (Eds.). (2022). *Handbook on the Tourist Experience: Design, Marketing and Management*. Edward Elgar Publishing. Fesenmaier, D. R., & Xiang, Z. (2017). *Design science in tourism: Foundations of destination management*. Springer International Publishing Switzerland. Scott, N., Gao, J., & Ma, J. (Eds.). (2017). *Visitor experience design* (Vol. 5). CABI. **Journal articles:** Bonfanti, A., Vigolo, V., & Yfantidou, G. (2021). The impact of the Covid-19 pandemic on customer experience design: The hotel managers' perspective. *International Journal of Hospitality Management*, *94*, 102871. Breiby, M. A., Duedahl, E., Øian, H., & Ericsson, B. (2020). Exploring sustainable experiences in tourism. *Scandinavian Journal of Hospitality and Tourism*, *20*(4), 335-351. Cranmer, E. E., tom Dieck, M. C., & Fountoulaki, P. (2020). Exploring the value of augmented reality for tourism. *Tourism Management Perspectives*, *35*, 100672. Gon, M. (2021). Local experiences on Instagram: Social media data as source of evidence for experience design. *Journal of Destination Marketing & Management*, *19*, 100435. Neuhofer, B., Buhalis, D., & Ladkin, A. (2012). Conceptualising technology enhanced destination experiences. *Journal of Destination Marketing & Management*, *1*(1-2), 36-46.

	Neuhofer, B., Buhalis, D., & Ladkin, A. (2014). A typology of technology-enhanced tourism experiences. *International journal of tourism research*, *16*(4), 340-350.
	Neuhofer, B., Celuch, K., & To, T. L. (2020). Experience design and the dimensions of transformative festival experiences. *International Journal of Contemporary Hospitality Management*, *32*(9), 2881-2901.
	Sheldon, P. J. (2020). Designing tourism experiences for inner transformation. *Annals of Tourism Research*, *83*, 102935.
	Smit, B., & Melissen, F. (2018). *Sustainable customer experience design: Co-creating experiences in events, tourism and hospitality*. Routledge.
	Stankov, U., & Gretzel, U. (2020). Tourism 4.0 technologies and tourist experiences: a human-centered design perspective. *Information Technology & Tourism*, *22*(3), 477-488.
	Tussyadiah, I. P. (2014). Toward a theoretical foundation for experience design in tourism. *Journal of travel research*, *53*(5), 543-564.
	Xiang, Z., Stienmetz, J., & Fesenmaier, D. R. (2021). Smart Tourism Design: Launching the annals of tourism research curated collection on designing tourism places. *Annals of Tourism Research*, *86*, 103154.
	Yati, Y. (2022). Facilitating innovation through lab projects: cases from experience-based tourism. *Tourism Recreation Research*, 1-14.

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

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