





Agenda

- Main topics
- Challenge/problem objective
- Methodology of implementation
- Technology, tools used
- Outputs/Outcomes/Impacts
- Lessons learnt (success factors/mistakes to avoid)
- Adaptability, transferability to other disciplines



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* IUCN TAPAS group

* Planet Happiness





We do not choose the world in which to be born.

All we have to decide is what to do with the time that is given to us.

J.R.R. Tolkien, "Lord of the Rings"



"live educational matter"

digital era

growing need

journey personalised



Sustainable tourism: On the journey to the future

A different kind of a book ...

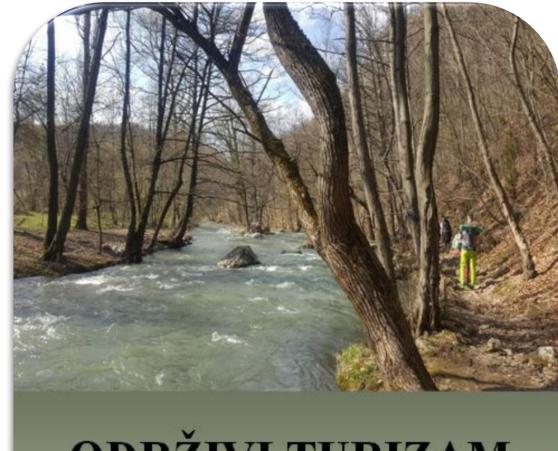


- guidelines
- educational experience *co-creation*
- by tourism *students*
 - instructors \rightarrow facilitators



• *tailor*-made

- a purposeful,
 inclusive and
 inspirational
 learning process
- educational *meaningfulness*
- an open-source *e-book*



ODRŽIVI TURIZAM

- Na putu ka budućnosti -

Ivana Damnjanović



https://singipedia.singidunum.ac.rs/izdanje/43807-odrziviturizam-na-putu-ka-buducnosti



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Who is the book for?

- (future) tourism professionals
- opportunities for gaining insights and tools
- tourism: responsible, desirable, and sustainable
 - academia,
 - entrepreneurs,
 - organisations,
 - tourism-related decision-makers and
 - general public



- *Differentiated instruction* promoting diversity of materials and learning styles
- Innovative *physical classroom* activities
- *Simulation techniques*: games, play and role-play simulation-based learning techniques
- *Case-based* teaching object of study to put into practice the knowledge acquired through a real, fictious or adjusted description/case of reality.

learning process

purposeful

meaningful

broach

informative

transformational

genuine

inclusive

useful

collaborative neutral space

thought-provoking adaptable

inspirational

perceprion-altering

challenging

fun



- * versatile materials for
 - online/offline
 - collaborative/individual work
 - for in-class/independent environment
- * a 100 *tasks*
 - multiple-purpose and
 - different complexity levels (from intro to simulations)
- * 20 real (global to local) case studies
- * *latest tourism* management tools, initiatives, and approaches
- * cards/bookmarks for easier book navigation
- * What I know/ can do
 - a (self- or instructor-led) checklist of achievement
- * For further research a pool of resources
- * My little glossary
 - space for readers to write their own pages



Combined

- * traditional book-type resources with
- * engaging digital content
- weblinks integrated into *interactive* tasks used
 - (1) in the classroom;
 - (2) in online teaching;
 - (3) in a combined (hybrid) setting.

• Tasks:

- * adaptable and easily convertible to any given situation
- * interconnected & gradual
- * too many for usual in-class activities available timeframe

• Instructors/educators:

Choose for *in-class* and for *individual/teamwork* on the community online *platform* (blended learning).

It depends on the set *course goals and outcomes*, and the group *needs* and *dynamics*.



None of the educational materials is innovative.

What IS innovative in this practice is that the book is not a passive offline resource,

but a digital interactive pool of potential educational experiences.



tourism professionals' role:

X passive observers
√ actively involved

- in all directions in which tourism is moving,
- to lead the way
- to create new ways

Each chapter:

section "What I know/can do"

- a *checklist* of the acquired knowledge, skills, and attitudes (combined content, tasks and case studies).
- a measure of achievement
- * a *self-check* list for individual users or
- * a transparent framework for *assessment* in a *formal* educational context

Illustration/ Example – checklist:



Chapter 8: How we measure sustainable tourism/ GSTC criteria

After the educational experience provided by this chapter (tick):

- ✓ I know of GSTC sustainability criteria, where I can find them, and for what purposes to use them
- ✓ *I understand the benefits* of their application in tourism destination/company management, and I can give a good example
- ✓ I understand how the criteria, sub-criteria, and indicators work and what I need to be able to assess the sustainability
- ✓ I have a certain degree of (independent and/or team) experience and autonomy in applying these criteria on the example of an actual destination/hotel or accommodation facility/tour operator
- ✓ I know which direction I should go and what resources I need so I can apply these criteria in real life/business to assess sustainability
- ✓ I understand that the next step is tourism destination/business certification and the benefits.



needs analysis

- a spectrum of stakeholders!!!
- students
 - their learning preferences and dynamics,
 - previously acquired knowledge,
- available space, time, and equipment,
- group size,
- choose the content according to the NA results
- most significant perceived **pitfall**: "choosing too big bites" (students not ready, the context does not support)
- each task:

approximate time necessary for completion, materials, group size alternative versions follow-up activities



- Sustainability as a general topic
- Versatility and complex nature of travel and tourism
- Various educational contexts and limitations



Thank you





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