Dr Ivana Damnjanovic

Sustainable tourism: On the journey to the future

Our journey

- Sustainability as an educational theme
- Challenge/problem – objective
- Methodology of implementation
- Technology & tools used
- Outputs/Outcomes/Impacts
- Lessons learnt
  (success factors & mistakes to avoid)
- Adaptability, transferability to other disciplines

- *Sustainability as a general topic*
- *Various educational contexts & limitations*
- *Transferability from-to disciplines:*
  Versatility and complex nature of travel & tourism

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* the Future of Tourism Coalition

* 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”*

Challenge

Our first activity:

Think about 1-2 reasons that hinder *sustainability-focused* educational experience in your unique context

(one word or a two-word phrase)

Wordcloud

Our challenge

Diverse unique contexts
hindering factors

- Global: *sustainability as a recognized theme*
- Country regulatuons: *accreditation, edu system, etc.*

Resistance → Resilience

- University: *framework, mission, etc.*
- Departmental: *organisation, resources, team, etc.*
- Program: *Curriculum/Syllabus*

- Personal: *doubts, self-confidence, fear, lack of ...*

“live educational matter”

digital era

journey

personalised

growing need

Sustainable tourism: On the journey to the future

Perhaps a different kind of a book ...

- *guidelines*
  - educational experience *co-creation*
    - by tourism *students*
      - instructors → *facilitators*
        - *tailor*-made
          - a *purposeful*, *inclusive* and *inspirational* learning process
            - educational *meaningfulness*
              - an open-source *e-book/print*

Sustainable tourism

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

Main topics

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Intention

Who is the book for?

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

Good practice category

- *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.

Methodology: Approach

learning process

purposeful

meaningful

transformational

informative

genuine

inclusive

neutral space

useful

collaborative

thought-provoking

adaptable

inspirational

fun

perceprion-altering

challenging

Methodology: Approach

* *versatile materials* for
  - online/offline
  - collaborative/individual work
  - for in-class/independent environment
* 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

Used tools

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*.

Used tools

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.

Impacts

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:

Three gradual complexity tasks

- Knowing the criteria and indicators

An application case study (Dubrovnik)

- Complex team application – a real destination assessment

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

Embedding *sustainability* in HE

Every university context is unique
(unrepeatable mix of stakeholdres and needs)

- *Solutions need to be tailor-made*
- *The process: purposeful & co-created*
  - determine pain points,
  - discern viable solution,
  - foster joy of bringing it to life.
- *My passion and expertise:*
  experience design & purposeful education,
  sustainability,
  travel & tourism,
  transformation and change management
- *I look forward to leading and supporting universities, departments, edu or other organizations on this journey ... as a consultant or other capacities.*
- *Connect and feel free to reach out ...*

Walk away with... Questions:

1. *Think of one obstacle you encounter in introducingintegrating* sustainability *into your courses/programs*
2. *Brainstorm possible solutions regardless of how likely they are (from ideal to readily implementable)*
3. *From the list pick one-two solutions*
   - that you can immediately/soon use
   - that you woould work towards in the long term.

Obstacles and solutions are often hidden in plain sight.

Thank you

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