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TOURiBOOST

REORIENTING TOURISM EDUCATION
WITH DIGITAL, SOCIAL AND INTERCULTURAL COMPETENCES
TO SUPPORT LOCAL STAKEHOLDERS
TACKLE STRATEGIC INNOVATION IN HERITAGE TOURISM

KA2 - COOPERATION FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES
KA203 - STRATEGIC PARTNERSHIPS FOR HIGHER EDUCATION

M03: CULTURAL COMMUNICATION

PART 4: VARIETY-SAFETY-EVALUATION

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to support local stakeholders tackle strategic innovation in heritage tourism
2018-1-TR01-KA203-058344

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VARIETY

For the sake of variety it is worth thinking about the types of question you ask, and this will also help you structure differentiation into your options. Questions can be very broadly classified into either open-ended or closed.

13.1 Closed questions

Closed questions are ones to which the answer is either right or wrong.

They may start with:

- **How many...?**
- **What colour...?**
- **Where is...?**

An open-ended question calls for some personal interpretation, and might begin with:

- **Do you think...?**
- **What should happen to...?**
- **Is this like anything you already know?**

A more sophisticated classification is into four categories: memory, convergent, divergent and judgmental, requiring progressively higher levels of thinking and may not be enough time available during the onsite visit. However, it is an

appropriate approach for the follow-up activity and the individual or group assignments.

13.2 Memory questions

These ask for a single right answer involving facts, precise recall, and recognition. They may start with:

- **Is this the same as...?**
- **What is the...?**
- **Which one...?**

13.3 Convergent questions

These seek the most appropriate or best answer. They concentrate on specifics or what has been already perceived. They may require explanations, comparisons or interrelationships. The questions may be phrased as:

- **What does...do?**
- **How do...and...differ?**

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13.4 Divergent questions

These allow for more than one possible right answer. They call for imaginative thinking, requiring the formulation of an hypothesis and the ability to use knowledge to solve problems. Prediction, inference and reconstruction may be needed. The questions may be phrased as:

- **What if...?**
- **How many ways...?**
- **Imagine if...what...?**

13.5 Judgmental questions

These provide personal answers, requiring choice and evaluation, and also including the formulation of an opinion, value or belief. A view may have to be justified and evidence assembled to defend a position. Criteria may need to be applied or

standards of judgment developed. The questions may be phrased as:

- **What do you think about...?**
- **Do you agree that...?**
- **Which do you think...and why?**

Catering for a variety of means can make the Local Attraction Plan more appealing for participants. Below are suggestions, the list is indicative.

- drawing specific features
- completing a drawing
- recognizing from a silhouette
- recognizing from a detail
- matching an old feature to equivalent an new one
- drawing a pattern onto an outline
- filling in an outline
- estimating size
- labeling drawings and pictures
- working out how a feature or building was made or worked
- adding in appropriate figures or objects seen elsewhere on site, perhaps in portraits, onto an outline room or facade

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14 SAFETY

Safety regulations of both outdoor and indoor spaces, as set by the cultural heritage operators or owners are to be respected. The dress code is for outdoor terrains and high-heeled shoes are not permitted on the tour. Visitors shall stay with your tour guide and follow instructions of the accompanying members. They are to watch head and step; don't lean on railings in the archaeological site, nor touch original items. The site managers and the interpretive guides shall ensure visitors safety. For activities that take place outdoors is valid that if one participant becomes separated from the group, then the Activity Leader has to re-allocate him/her into the group. Contact details of the Activity Leader e.g. mobile number have been made known to participants.

For both indoor and outdoor activities is valid that safety regulations set by the cultural heritage operator and/or by the property owner are to be strictly followed by the entire Activity Group. Special permissions or/and staff with expertise might be needed to escort the onsite activities.

Visitors shall understand the way of consumption and understand how to behave in different sites and locations. No eating, drinking or smoking is encouraged during the tour at heritage sites. Consumption of food and beverage will be supervised by interpretive guides and will have an education character in regards to waste and the environment.

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EVAULATION

15.1 Analysis and Presentation

Set a timescale for the analysis of the questionnaire. This can be done by computer. The results can either be in terms of numbers, descriptions, bar charts, or pie diagrams. Time needs to be allocated for children/groups to decide on roles for presentation, to write scripts and rehearse before presentations to the rest of the class etc.

15.2 Interviewing

You may want to interview people for an oral history record, or to investigate the role of a local official, as part of citizenship studies. For oral history interviewees, ask parents if they know of anybody who will have the appropriate memories, or try the history society, library or museum. Before an interview takes place, Local Attraction Plan Participants should have their questions ready. Start by:

- leading a brainstorming session on the things Local Attraction Plan Participants want to know
- explaining about open and closed questions. Closed questions demand a yes or no, right or wrong answer. For example, "Did you like working in the mill?" or "Have you got an office at the Town Hall?" is fine if you need a fact, like a date, but can leave the questioner doing

most of the talking. Open-ended questions leave room for a description or opinion, and are more useful in eliciting information. For example, What did you most like and dislike about working in the mill? How do you spend your working day?

- insisting on clarity.
- It is best to keep questions focused. For example asking
 - "What did you do at school?" can lead to
 - "Not much, bit of History"
 - or open the floodgates to a stream of memories, pertinent and not.
- It is better to ask a series of more specific questions, like
 - "How did you begin the school day?"
 - "What kind of things were you taught in your Math lessons?"
 - "What did you play at break times?"
- As practice, ask your class to write down open-ended questions about something they all know about, like a book or television programme, or an event they all attended, like a sports day, and practice them on one another. When they have mastered the techniques, ask the class, or groups or pairs, to write the questions they want to put, and to arrange them in a chronological or logical order, so that the interviewee is not forced to flit from

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topic to topic but can move smoothly from one thing to the next.

- You need to decide how to record information, whether by note-taking or using a tape-recorder. You also need to decide how the interview will take place:
 - in school
 - at the person's home or work
 - with the whole class asking questions
 - with pairs or groups asking questions. If a tape recorder is used
- Local Attraction Plan Participants should practice how to operate it in advance, and before they start the interview they should:
 - check that the batteries are charged, or that any leads are not likely to trip anyone
 - ensure that the tape is labeled with the person's name, date of interview, and one-word description of content
 - keep the machine out of sight if possible (it can be an unnerving constant reminder to the interviewee that their words are being recorded)
 - keep the microphone as far as possible from the person being interviewed, but check that they can be heard clearly
 - check for background noise and eliminate it if possible, or move
 - get comfortable before the interview starts.

embarrassed, so it is up to you to put them at ease.

- Be clear. Make sure you can be heard, and that the question is plainly understood.
- Keep concentrating on what is being said. If you let your attention wander, the interviewee will also lose interest
- Be a good listener, do not talk too much yourself
- Do not interrupt. If they have gone off the point return to it by using a phrase like; "Earlier on you were saying ..." or "Can we go back to ..."
- Say thank you when you have finished.

15.3 Guidelines for the good interviewer

- Be friendly and address the person being interviewed by name. Many people are

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15.4 Transcriptions

Transcribing a taped conversation is very time consuming: listening to the tape back in class, and writing down the salient points will probably be sufficient for your needs. It does give a good opportunity though to talk about the differences between spoken and written forms. If Local Attraction Plan assistants were recording oral history, unusual terminology for parts of buildings or craft processes, or dialect words, may have been used, and again this offers a good introduction to discussing how language changes and varies between places and generations. LAP Activity Leaders shall deliver one report on the Local Attraction Plan. The following topics are to be considered:

- Has the Local Attraction Plan provided for the planned insights?
 - Has the Local Attraction Plan achieved the planned outcomes?
 - Has the Local Attraction Plan enabled participants to collect relevant information and answer the key questions?
 - Has the Activity promoted collaborative spirit and allowed for creativity and participation equally?
 - Has the Local Attraction Plan offered participants the chance to learn and develop their skills (close observation, accurate descriptions, deductions, hypotheses and labeling?)
 - Was the language level used by the Activity Leader the right for the participant group?
- What were the documentation tools used (please list)
 - Were the selected recording techniques appropriate?
 - Were there any practical difficulties? Were they avoidable?
 - Were instruction given by the heritage operator's staff and the Activity Leader understood, so that participants responded effectively?
 - Was the Local Attraction Plan implemented as initially planned (please give a short description of positive and negative aspects)
 - were there any unexpected outcomes, like development of social or speaking skills?
 - Have Participants enjoyed the Local Attraction Plan?
 - Suggestions
 - Recommendations
 - Has the main goal been achieved (to collect 20 policy recommendations for the heritage sector)

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