

CultSense Learning Module 5

This CultSense Learning Module focus on developing Cultural Sensitivity (in Travel) through awareness of local cultures. The lecturer can choose their own combination of learning objectives, resources, activities, and assessment.

Engaging with local cultures

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Learning Objectives	Resources	Activities	Assessment
To understand the added value of learning about a local perspective on a place	Experiencing a Regions Beauty via a Cultural Route: Via Transilvanica (case study)	4.1. Group discussion	5.1. Essay (individual)
To explore how tourists would benefit from a better interpretation of the local experiences and features	Experiencing a Regions Beauty via a Cultural Route: Via Transilvanica (case study)	4.1. Group discussion	5.1. Essay (individual)
To understand how mobility experiences offer opportunities for the development of local economies	Erasmus Mobility as a Cultural- Led Experience: Opportunity for Sensitizing Young Travelers (case study) Locals in Rotterdam (video)	4.2. Analysis	5.2. Create a video





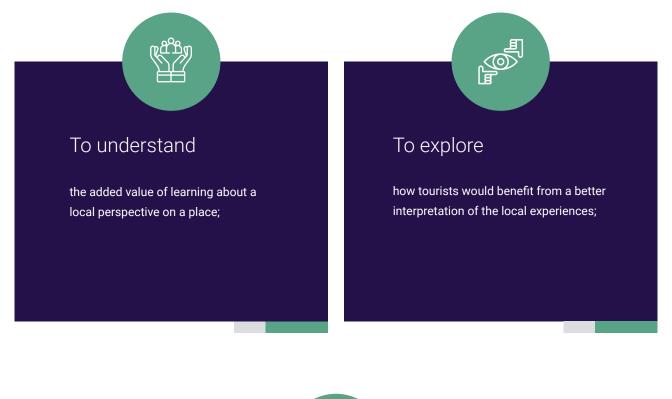
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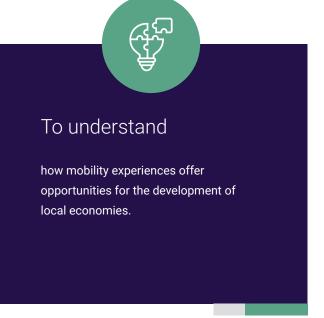
"CultSense Project."



1. Learning Objectives

After completing this Learning Module, the students will be able:





CultSense Learning Module 5 Contextualization

Travel motivations are often related to culture. According to the UNWTO, nearly 40% of tourists can be considered cultural tourists (Richards, 2021). In a study about youth travel by WYSE Travel Confederation (2018), it is clear that culture is one of the main motivations for young people to travel. Their curiosity and willingness to know other cultures and be exposed to them in a more or less active way is a positive trait that should be nurtured.

The success of the Erasmus+ exchanges in Europe and beyond could certainly be explained, even if only partly, by such motivation. Students from Tourism, Leisure and Culture (TLC) programmes would in principle be more open and more aware of such cultural exchanges. Optimizing this potential is important as these students are the professionals of tomorrow.

One form of tourist interaction with local cultures can be experiencing a cultural route. A cultural route includes both a geographic itinerary and a mental process (Tronno, Ruppi, Mitrotti, Cortese, 2017) performed by tourists. Following a specific theme, these routes cross different regions with their specific economic, social, natural, and cultural particularities. Such routes offer tourists the opportunity/ context to understand better the local cultures they cross by sleeping and eating at the locals, by listening and living the local way of living. This kind of interaction satisfies the tourists' need for authenticity and self-development and makes him/her more knowledgeable and sensitive about the local culture. Moreover, a cultural route can be considered an instrument for the sustainable development of regions which have no or few productive means for development. In this regard, the region's cultural (gastronomy included) and natural heritage which are crossed by the route can constitute factors for the region's sustainable development.

Mobility experiences can represent another form of tourist interaction with local cultures. Learning mobilities (e.g. Erasmus+ mobilities) offer the students the opportunity to develop new or existing skills (according to the chosen educational programme), but also to learn more about the country/region/city where they study in. Learning mobilities stretch over a longer period of time (e.g. Erasmus+ mobilities can vary from a semester to a whole academic year) relative to standard tourism experience. Thus, most of the students adapt their daily life to the city's routine and culture. For this to happen fast and naturally, a lot of interactions take place with locals to acquire useful information, like: fastest and cheapest route from one place to another, affordable shops & markets for students, entertainment opportunities

This learning module contains material in which these different forms of interaction between tourists and locals can be explored, including from a regional development and business perspective.



and local behaviour and traditions. This learning process is ongoing during the mobility experience and after a while, students live like locals and understand and are sensitive to their local culture.

This learning module contains material in which these different forms of interaction between tourists and locals can be explored, including from a regional development and business perspective.



References

Marques, L. (2021). "Why call it tourist season if we can't shoot them?" – Towards the Utopian sensitized tourist. Journal of Policy Research in Tourism, Leisure and Events, 1–5. <u>https://doi.org/10.1080/194</u> 07963.2021.1954655

Richards, G. (2021). Rethinking cultural tourism. Edward Elgar Publishing.

Trono, A., Ruppi, F., Mitrotti, F., & Cortese, S. (2017). The via Francigena Salentina as an opportunity for experiential tourism and a territorial enhancement tool. *Almatourism-Journal of Tourism, Culture and Territorial Development*, 8(6), 20-41.

WYSE (2018). New Horizons IV: A global study of the youth and student traveller. WYSE Travel Confederation.

3. CultSense Resources



Experiencing a Regions Beauty via a Cultural Route: Via Transilvanica

Summary: This case study discusses an experiential route (named Via Transilvanica) that crosses the ancient region of Transylvania, nowadays part of Romania. The purpose of this route is to immerse/ engage the traveler into the nature and local culture of the peoples of Transylvania. The case study describes the particularities of the 7 parts which make up the route and focuses on how this route-based tourism product can impact economically and culturally the local communities. Moreover, the case study explores the traveler's drivers/motives for pursuing such a journey and how he/she should understand (appreciate)

the surroundings (infrastructure/nature/culture/locals) for an enriched experience.

Ţichindelean, M., Tileagă, C., Opreana, A., Bodi, F., Beca, D., Rus, O. &
Ene, I-A. (2022). Experiencing a Region's Beauty via a Cultural
Route: Via Transilvanica. In Engberg, M., Björkroth, P. & Marques,
L. (2022). Creating Cultural Understanding Through Travel.
CultSense Case Collection (pp. 79-87). Arnhem: ATLAS /
CultSense Project. https://www.cultsense.com/
academicpublications/casestudies/





Erasmus Mobility as a Culture-Led Experience: Opportunities for Sensitizing Young Travellers

Summary: The Erasmus programme and the underlying experiences have a huge potential to generate long-term travels of young people, with significant impacts both on the travellers and hosting communities. The international experience gained through studying, volunteering, or working abroad is widely acknowledged as positive, giving students a huge boost to self-confidence and curriculum enrichment, broadening their horizons and social links. A major benefit of study abroad is the development of intercultural competence, to learn the culture of Self and Other and to communicate across differences. On the other hand, as long-term travellers, these young people can be agents of positive interaction with the hosting communities, and be the best advocates, as key informants to other travellers about local culture and traditions, particularly if they have lived and experienced those traditions. What determines the Erasmus students' positive perceptions and willingness to spread the word and positively influence others? and how can hosting communities take advantage of the Erasmus mobility programmes to promote the territories as tourism

destinations? The case study describes the Erasmus mobility programme at Polytechnic Institute of Viana do Castelo (Portugal), with a particular focus on the perception and experiences of students taking part in the programme over the last 5 years. Results put in evidence that to seize the opportunities mobility represents, local authorities and destination management organizations need to understand that Erasmus students are potentially the best promoters and influencers of the country/region at an international level; whilst they are also bringing their knowledge, habits, and own culture to Viana do Castelo, enriching mutual cultural understanding, exchanges and richness

Silva, G., Correia, A. I., Fernandes, C. & Oliveira, M. (2022). Erasmus mobility as a culture-led experience: opportunities for sensitizing young travellers. In Engberg, M., Björkroth, P. & Marques, L. (2022). *Creating Cultural Understanding Through Travel. CultSense Case Collection* (pp. 70-78). Arnhem: ATLAS / CultSense Project. <u>https://www.cultsense.com/academicpublications/</u> <u>casestudies/</u>

A major benefit of studing abroad is the development of intercultural competence, to learn about the culture of Self and the Other, and to communicate across differences.

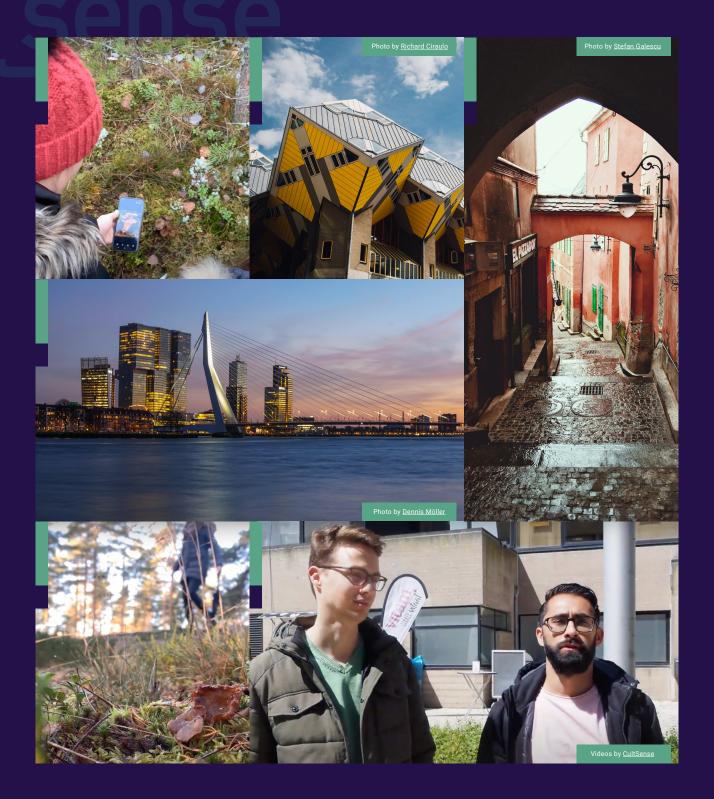
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Engaging with local cultures

Videos

CultSense Resources





Locals in Rotterdam (WATCH HERE)

Summary: In this video, local citizens of Rotterdam give an insiders' view on the city and its features. They talk about Rotterdam's modern and urban vibe, its diversity, its workingclass mentality, and reflect on the very iconic architecture in the city. The video also contains tips and must-sees for visitors who want to explore this city that lies only a short train ride away from the classical Dutch tourist destinations like Amsterdam, Delft and Leiden. Video by <u>CultSense</u>



Living like a local in Finland (WATCH_HERE)

Summary: Some things in Finnish culture and traditions, like ice-swimming, can seem a little odd to foreigners but if you want to learn to live like a local and understand more about the Finnish culture, plunge right in. This video was created by a group of students from Finland and Germany. They wanted to explore some aspects of the life of a local in Finland and they focused on the following: picking mushrooms, fishing, experiencing a traditional Finnish sauna and exploring some magic in Lapland.



Sibiu, a multicultural city (WATCH HERE)

Summary: This video focuses on the cultural experience offered to tourists by Sibiu. Sibiu is a multicultural city with a history of over eight centuries and many renowned accolades, such as European Capital of Culture in 2007 and European Region of Gastronomy in 2019. Starting from various access routes available for tourists to get to this city, the video highlights the cultural aspects that are relevant for young travellers to better understand local culture. These cultural sensitizing aspects are presented from the perspective of the locals who have developed the video, but also based on insights provided by people who have visited

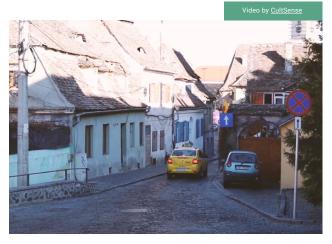






Photo by Junior REIS

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In this section, detailed and specific guidelines to specific learning activities and to promote students' interaction with each other, will be presented. The purpose and importance of each activity should be made clear to students, the content of the module should be explained and connected to the learning objectives. Therefore, for this module the activities below are suggested.



4.1 Focus Group (?) 🖊

Preparation: Read the Experiencing a Regions Beauty via a Cultural Route: Via Transilvanica – Case Study and answer the case study questions. It is also recommended to explore additional materials.

Duration: 45 minutes

Step 2

In class:

Step 1

The teacher can manage a focusgroup to find out:

(1) the reasons for undergoing such an adventure;

(2) how a tourist interacts with the local cultures;

(3) unexpected situations that can appear on such a route and;

(4) all the stakeholders around the Via Transilvanica cultural route.

All the relevant answers are noted.

After all the stakeholders have been written down on a whiteboard, the teacher can split the students into groups, each group representing a stakeholder. There will be in-group discussions with the purpose of finding out how every stakeholder can contribute to the sustainability of the route and what barriers these stakeholders might encounter.

Additionally, the students' group representing the tourists can think about some behaviors tourists might have developed after experiencing this route.

Additional or alternative activity: role playing

Every stakeholder should be represented by a student/group of students. The teacher can provide every stakeholder/group an objective/ agenda related to the route they should follow within the final negotiation between them.

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✓ 4.2 Focus Group

Preparation: Read the Erasmus Mobility as a Cultural-Led Experience: Opportunity for Sensitizing Young Travellers - case study and answer the case study questions; and Watch the Locals in Rotterdam video.

Duration: 45 minutes

In class:

Step 1

Divide the students into small groups (5-6 students). Each group should have a spokesperson and someone who takes notes;



Students should reflect on the case study questions proposed;

Discuss the results of all the groups in a plenary session. The discussion could be about how the local communities/economies can benefit from the different types of mobilities. In this regard, the teacher should consider learning mobilities, immigration and tourism). All the ideas should be written down because these ideas will be the starting point for the students' video creation.

This activity can include the creation of a video, which can also be used as an assessment tool.

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5. Assessment

In order to assess the achievement of the different learning objectives, please choose one or more of the assessment forms, depending on the type of class, the activities employed, and assessment needed.

5.2 Video

The students should create a video on how different types of mobility (learning mobility, immigration, tourism) can create opportunities for developing the local/host economies. It is recommended that topics such as diversity, intercultural communication and cultural sensitivity are specifically addressed.

The paths to culturally sensitive tourism can also be used to support this activity.



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Students are asked to write an essay (3-4 pages) about the means or strategies the Via Transilvanica route can use to make the tourists more sensitive to the local cultures. Creating awareness/setting the right expectations regarding the local culture (brochures, website, blog and communication means and channels), training/workshops with the locals on how to address tourists, involvement of local businesses and other relevant items should be considered in the assessment of the essay.

Assessment rubric: see appendices

For Romanian students or for students visiting Romania, activity 4.1. a field trip on the Via Transilvanica (after they read the case-study an answer the case-study questions) can be included. During this field trip, they should observe all elements discussed within the case-study. Based on their individual observation, every student should write an essay in which they reflect about how the reality of the route (field trip) relates to the theoretical/ideal state of the case-study. This method of assessment can include an oral presentation.

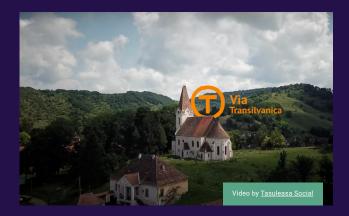
6. To explore

Videos 🥒

In this section, support materials will be provided to deepen the subject and relate it to the study of the Learning Module. In addition, it presents what the student needs to know to make better use of the contents. The lecturer will indicate contents referring to previous knowledge that the student must have or contents that must be reviewed to continue with the theme of the module.

Making of Via Transilvanica 2020 (WATCH <u>HERE</u>)

VT Terra Saxonum UHD FR (WATCH <u>HERE</u>)





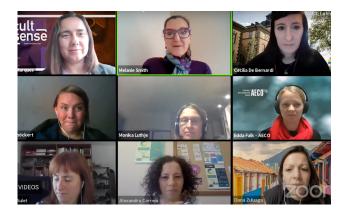
Via Transilvanica: traseul Terra Siculorum, 2020 (WATCH <u>HERE</u>) Travelling Under the Social Influence (WATCH <u>HERE</u>)







Cultsense / Arctisen Webinar "Fostering culturally-sensitive practices in tourism" (WATCH <u>HERE</u>)





6.2 References

Bruner, E. W. (2005). Cultures on tour. Ethnographies on travel. University of Chicago Press

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Richards, G. (2021). Rethinking cultural tourism. Edward Elgar Publishing.

Viken, A., Höckert, E., & Grimwood, B. S. (2021, July). Cultural sensitivity: Engaging difference in tourism. Annals of Tourism Research, 89, 103223. <u>https://doi.org/10.1016/j.</u> <u>annals.2021.103223</u>

The 'Cities of Imagination' book series provides a cultural and literary perspective on different cities of the world. Accessible: <u>HERE</u>

6.3 Other documents

ARCTISEN Culturally Sensitive Tourism in the Arctic. Accessible: <u>HERE</u>

UNESCO (n.d.). Routes of Enslaved Peoples. Accessible: <u>HERE</u>

UNWTO (2015). Global Report on Cultural Routes and Itineraries. Accessible: <u>HERE</u>

Via Transilvanica. The Traveler's Guide to Via Transilvanica. Accessible: <u>HERE</u>



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6.4 Films, documentaries & series

CNN (2017). The Silk Road Story. Accessible: <u>HERE</u>

Klapisch, Cédric (2002). *L'Auberge espagnole*. [Film.] Bac Films, Ce Qui Me Meut Motion Pictures, France 2 Cinéma, Mate Films et Studiocanal, Mate Producciones S.A. et Vía Digital.

Robinson, Mike (2020). Operational Strategies for Cultural Heritage: The Development of Cultural Routes. Accessible: <u>HERE</u>



6.5 E-book: "Creating Cultural Understanding Through Travel: CultSense Case Collection"

Engberg, M., Björkroth, P. & Marques, L. (2022). Creating Cultural Understanding Through Travel. CultSense Case Collection. Arnhem: ATLAS / CultSense Project. <u>https://www.cultsense.com/</u> <u>academicpublications/casestudies/</u>



6.6 YouTube channel "<u>CultSense Project</u>"



Appendix A 🥒

Assessment Rubric Essay

Criteria	Excellent	Good	Sufficient	Fail
The topic/problem at hand	The essay is a very	The essay is a	The essay is	The essay is a poor
should be clear and relevant	well-constructed	well-constructed	a sufficient	argumentative piece.
within the field of tourism	argumentative piece.	argumentative piece.	argumentative piece.	
studies.				The topic is not clear
	The topic is clear and very	The topic is clear	The topic is clear and	or not very relevant
The arguments are clearly	relevant to the field of	and very relevant to	relevant to the field of	to the field of tourism
articulated and relevant.	tourism studies.	the field of tourism	tourism studies.	studies.
		studies.		
Academic sources are used	The arguments are		The arguments are	The arguments are
sufficiently to backup arguments,	excellent, and very clearly	The arguments are	sufficient and mostly	poor and often not
analysis, recommendations.	articulated, connected	solid, and well-	relevant.	relevant.
	and relevant.	articulated, connected		
The text is clearly articulated in		and relevant.	Arguments lack	Arguments lack
all its parts.	Academic sources are		sometimes articulation	articulation between
	very relevant and used	The text is mostly well	between them.	them.
The conclusions are thorough	profusely in a well written	articulated.		
and in line with the rest of the	text that is articulated in		Connections between	Connections between
text.	all its parts.	Connections between	some parts could have	the different parts of
		some parts could have	been improved.	the text are poor.
Max. 1500 words (plus	Conclusions are strong	been improved.		
references).	and totally in line with the		Academic sources	Academic sources are
	previous parts.	Academic sources are	are relevant and used	somewhat relevant but
		mostly relevant and	sufficiently.	insufficient to back up
	Writing style is	used well.		the arguments.
	appropriate, grammar and		Conclusions are	
	spelling are excellent, and	Conclusions are well	sufficient and mostly	Conclusions are poor
	references complete. It	done and in line with	in line with the	and not fully aligned
	respects the word limit.	the previous parts.	previous parts.	with the previous parts.
		Writing style is		
		appropriate, grammar	Writing style is mostly	Writing style is rather
		and spelling are	appropriate.	poor or inappropriate.
		mostly well done, and		
		references complete.	Sometimes there are	There are grammar
		It respects the word	grammar and spelling	and spelling mistakes,
		limit.	mistakes and some	as well as mostly
			incomplete references.	incomplete references.
			It respects the word	It fails to respect the
			limit.	word limit.

Appendix B

Assessment Rubric Video



Criteria	Excellent	Good	Sufficient	Fail
The topics at hand are in the	The video has a clearly	The video has a clearly	The audience for the	The audience for the
field of tourism studies.	defined audience and	defined audience	video is only very	video is only very
	the topic, tone, content	and the topic, tone,	generally identified.	generally identified if
The video should be in an	and structure are very	content and structure		at all.
informative style (e.g., mini-	appropriate and extremely	are appropriate and	The topic is	
documentary).	relevant in the field of	relevant in the field of	appropriate in the field	The topic isn't
	tourism studies.	tourism studies.	of tourism studies. The	appropriate to the field
The video has a clearly defined			tone and content are	of tourism studies.
audience.	The video is done in an	The video is done in an	mostly relevant.	
	informative style, and	informative style, and		The tone and content
The tone and content of the	the information and way	the information and	The video is done in	are not relevant.
video is adequate for the	to communicate it is	way to communicate it	an informative style,	
audience.	excellent.	is solid.	although sometimes	The video is not done
			the structure and	in an informative style,
The content is based on	The content of the video	The content of the	way to communicate	and the structure
studies, literature, examples	is very clearly based on	video is somewhat	the content lacks	as well as the way
and reflections, and is clearly	relevant studies, literature,	based on relevant	coherence.	to communicate
beyond common sense (even if	examples and reflections.	studies, literature,		the content lacks
transmitted in a simple way).		examples and		coherence.
		reflections.		



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