

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

Living like a local

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www.cultsense.com DOI 10.17605/0SF.IO/PRNXF





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Instituto Politécnico de Viana do Castelo









Co-funded by the European Union

PROJECT 2020-1-NL01-KA203-064791





This project has been funded with support from the European Commission. This publication reflects the views only of the CULTSENSE partnership, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Overview

Learning Objectives	Resources	Activities	Assessment
To recognise the importance of intercultural coexistence and of having a tolerant and respectful attitude towards a region's local culture	Erasmus Mobility as a Culture- led Experience: Opportunities for Sensitizing Young Travellers (case study) Locals in Rotterdam (video) How to Visit the Finnish Archipelago (video)	4.1 Debate 4.3 Observation	5.1 Self-reflection 5.3 Observation diary Methodological report
To identify what "living like a local" means, from both perspectives of hosts and guests	Experiencing a Region's Beauty via a Cultural Route: Via Transilvanica (case study) Discovering Christmas Traditions in Catalonia (video) How to Visit the Finnish Archipelago (video)	4.2 Field Visits 4.4 Interviews	5.2 Video & Essay 5.4 Podcast & Policy- document
To discuss the aspects that potentially create tension between local communities and tourists	De Wallen, Amsterdam's Red Light District (case study) Locals in Rotterdam (video)	4.1 Debate 4.3 Observation 4.4 Interviews	5.1 Self-reflection 5.3 Observation diary Methodological report 5.4 Podcast & Policy- document
To outline recommendations for "Living like a local" in a respectful way to promote enriching experiences (by integrating aspects of the culture and daily life of the visited places)	De Wallen, Amsterdam's Red Light District (case study) Experiencing a Region's Beauty via a Cultural Route: Via Transilvanica (case study) Discovering Christmas Traditions in Catalonia (video) How to Visit the Finnish Archipelago (video)	4.3 Observation 4.4 Interviews	5.3 Observation diary Methodological report 5.4 Podcast & Policy- document



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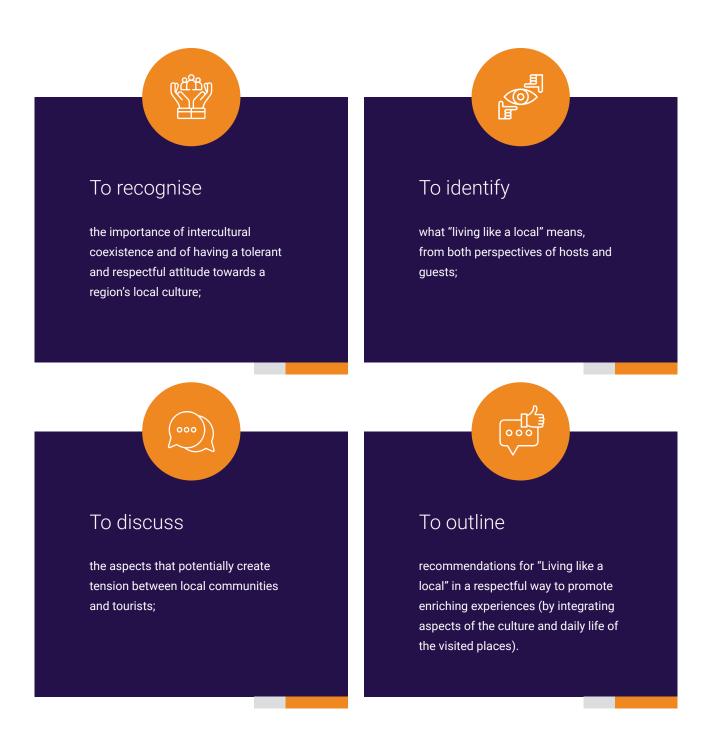
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1. Learning Objectives

This Learning Module "Living Like a Local" has the following objectives:



2. Contextualization

Grasping how local communities live is related to the understanding of a local community's culture and customs. Culture is a broad concept that represents the set of traditions, beliefs, and customs of a specific social group. Moreover, culture of a community is an important feature to recognize a place's social and spatial context. Thus, culture represents the social heritage of a group and is the sum of standards of human behaviour and involves knowledge, experiences, attitudes, values, beliefs, religion, language, hierarchy, spatial relations, notion of time, concepts of the universe. Culture is part of who we are, and it regulates communities' coexistence and communication. A local inhabitant's way of life represents cultural relationship with his/her own space (Paulauskaite et al., 2017; Doucet, 2009).

However, this perception is different when, as per Richards and Russo (2014), experiencing a destination like a local is more often seen as spending time, sitting, and walking around outside places, as parks, bars, and marketplaces. The coexistence between local communities and tourists can lead to different perceptions regarding well-being of residents when facing high number of visitors in their regions. Thus, there is a growing concern on these subjects, as a place needs to be attractive and appealing to tourists, at the same time as being habitable, pleasant, with quality of life, and secure for residents (Higgins-Desbiolles et al. 2019).

Therefore, sensitizing people to a tolerant and respectful attitude towards a region's local culture is critical to enrich cultural-related tourism experiences and intercultural coexistence between visitors and residents.



The coexistence between local communities and tourists can lead to different perceptions regarding well-being of residents when facing high number of visitors in their regions.



3. CultSense Resources



De Wallen: Amsterdam's Red Light District

Summary: This case study discusses the impact that tourism has on the residents of one of Amsterdam's most well-known neighbourhoods: The Red Light district (De Wallen). In recent years, the De Wallen has been the destination of mass tourism, leading to debates about liveability in the area and the need to find a balance between commercial and residential interests. The area caters disproportionately to the needs of tourists and visitors, while the interests of residents and non-tourist-oriented commerce are underserved. Past research has suggested that sexualized spaces like de Wallen are characterized by the expectation and attribution of particular norms, conducts and behaviour to the area and the people who animate it. The case study specifically taps into the experiences of female residents of the area. In their daily lives, female residents are negotiating their place and space in the neighborhood, contending with often objectifying and sexualizing gazes that place them as integral part of the sexualized neighborhood experience. The way female residents feel about their lives in the neighbourhood therefore highlights the challenges and tensions that also relate to gender, gendered and sexualised public spaces.

Mörk, A., Brandellero, A., Marques, L. & Driessen, S. (2022). De Wallen, Amsterdam's Red Light District – Case study. In Engberg, M., Björkroth, P. & Marques, L. (2022). *Creating Cultural Understanding Through Travel. CultSense Case Collection* (pp. 19-26). Arnhem: ATLAS / CultSense Project. <u>https://www.cultsense.com/academicpublications/</u> <u>casestudies/</u>

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? In addition, 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/ casestudies/</u>

Experiencing a Region's 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 traveller 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 traveller'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
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L. (2022). Creating Cultural Understanding Through Travel.
CultSense Case Collection (pp. 79-87). Arnhem: ATLAS /
CultSense Project. <u>https://www.cultsense.com/</u>
academicpublications/casestudies/





Videos

CultSense Resources



Discovering Christmas Traditions in Catalonia (WATCH HERE)

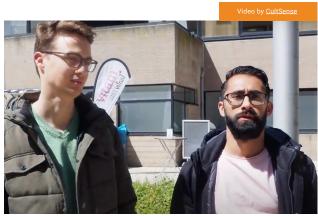
Video by <u>CultSense</u>

Summary: This video is another episode of the series "CultSense presents...". Created and filmed by students of the Faculty of Tourism, University of Girona, in 2020, the video shares their perspective on the Christmas traditions in Catalonia. These include the very peculiar figure of the "caganer", of the "tío de Nadal" and the Sant Esteve lunch.



Locals in Rotterdam (WATCH HERE)

Summary: The video is part of a series by the CultSense Project. This video features students and staff from the Erasmus University Rotterdam, in the Netherlands, sharing their experiences of living in Rotterdam, what is important for them, as well as tips for visitors to the city.



How to Visit the Finnish Archipelago (WATCH HERE)

Summary: In this episode of the "CultSense presents..." series, a group of students from NOVIA in Turku, Finland, share their experiences about how they recommend you to visit the Finnish Archipelago.





4. Activities

Photo by <u>Sander Traa</u>



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

✓ 4.1 Debate (60 min.)



Preparation: This activity will start with introduction of the topic and with the debate on how a visitor can live like a local.

The debate has the objective of allowing to gather relevant information about the topic "Living Like a Local" and to obtain better ideas about the topic to develop new questions. In addition, it allows opinions sharing of each student and new thoughts can be raised. The debate needs to be accompanied by CultSense resources (we suggest the video "How to visit the Finish Archipelago"), as it will help to materialize the activity.

After watching the video, the following questions can be raised to promote the debate:

- How many of you have been abroad (e.g., as visitors/ Erasmus students)?
- Have you interacted with residents? If so, how? In which contexts? What have you learned?
- How residents interacted with you? And with other visitors?
- Have you felt uncomfortable in any situation? If so, which?
- How have you reacted to different situations?

• Do you consider visitors should "Live like a local" when visiting a destination? Why/why not? Would it make a difference in the experience?

• What tourists should do to demonstrate respect towards culture and daily life of the visited places?



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4.2 Field visits (minimum 1h | maximum: 2h) 🥒

The objective of the field visits is to give students, including residents, the opportunity to understand cultural elements that they are not familiar with and/or day to day lives situations that will make sense to get knowledge about, as it will help participants to understand how residents live.

In the end, this experience will allow a co-creation debate experience as students will work in pairs to identify the topics and the relevant approaches.



This activity can be conducted by following the guidelines below:

Step 1

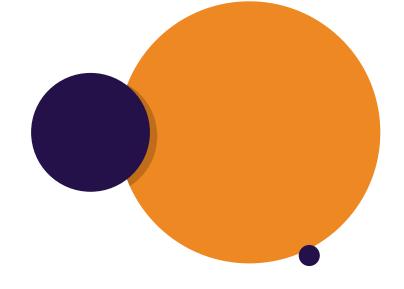




The lecturer will ask some questions beforehand to determine the cultural element and context that are part of local culture and that are less known by students, including residents; Based On the students' answers, the lecturer will identify the site and/or context where the visit will take place; The students will need some time after the visit to work in group to identify the relevant topics and ideas to be discussed;

Step 4

Finally, a discussion will take place with an active participation of the several students' groups. The students will be in charge to lead the discussion and the main conclusions will be written in an individual essay.



4.3 Participant observation (2 h observation + 60 min. discussion)

The objective of this activity is to allow students, including residents, to interact with the local communities in different situations and to observe the daily lives routines. This activity will allow a reflection what are the main characteristics that can be interesting to visitors to understand as cultural features.

Guidelines:

total of 2 hours:

Step 2 Step 3 Step 1 Resident students will join Groups can be constituted by 3 up Each group will define in advance Erasmus Students (when possible); to 4 students; which areas/parts of the city that they will observe to avoid repetition (e.g. local markets, parks, churches, schools, main streets); Step 4 -Step 5 Step 6 Observation can be divided in Each group will have a Finally, the main ideas will four moments based on the time 'observation diary' to register the be presented to other groups in of the day and the day of the week. main perceptions to be shared and classrooms and a debate will be Duration: 30 min. per observation, in a discussed with others: promoted by the lecturer.



4.4 Interviews (to residents) 🥒

This activity, which will be developed based on the guidelines below, will consist in applying interviews to residents (including families and friends). The goal is to explore perceptions about tourists' behaviours and residents' daily routines associated to cultural elements. This will allow to complement other activities and have an enriched, deeper, and closer to people's reality.

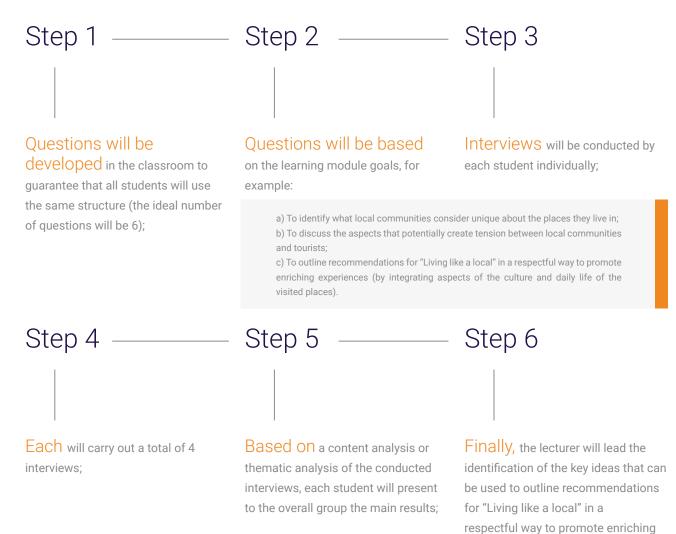


experiences.



Duration: 1h30 min. (to define the questions and for the final presentation and summary).

Guidelines:



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5. Assessment

In order to assess the achievement of the different learning goals students will answer a questionnaire two times, before and after the module that will reflect the overall learning experience.

5.3 Observation diary & methodological report

An observation diary will be elaborated based on the different elements observed during the participant observation.

A methodological report will be provided also by each group, explaining why the site for observation was chosen, the different moments of the observation, etc. was chosen, the different moments of the observation, etc.

5.4 Podcast & Policy guidelines

The interviews will be recorded and a short podcast where the main ideas of the interviews will be provided.

Policy guidelines will be elaborated by each student with the main recommendations for living like a local.



5.1 Self-reflection

After the debate each student will elaborate a self-reflection report with the main ideas.

5.2 Video & Essay

During the field visits students will take some pictures or videos and after the visit they will elaborate a short video with the elements that most impressed them during the visit.

After the group-work and the discussion that will take place back in the classroom, each student will write an individual essay.



6. To explore

Everything you ever wanted to know about culture - Saba Safdar | TEDxGuelphU (WATCH <u>HERE</u>)



Fight against cultural stereotypes - Sadie Ortiz | TEDxYouth @ ParkCity (WATCH <u>HERE</u>)



What do landscapes tell us about our culture? - Linnea Sando | TEDxHelena (WATCH <u>HERE</u>)

25 Huge Culture Shocks That People Experience When Traveling (WATCH <u>HERE</u>)



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 teacher 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.

10 Surprising Ways To Offend People In Other Countries (WATCH <u>HERE</u>)



What is Culture - Elementary Lesson (WATCH <u>HERE</u>)



6.1 Videos

Everything you ever wanted to know about culture - Saba Safdar | TEDxGuelphU

Professor Safdar is the director of the Intercultural Research Centre at the University of Guelph, where she and her students conduct research that is broadly within the area of intercultural psychology. Her research mainly examines the wide range of factors that could help to understand the adaptation processes of immigrants. She studies the influence of immigrants' psychological resilience, their beliefs and strategies, and their ethnic and national identities in their adaptation to a new society. In addition to her research on immigration, she is interested in examining the processes of academic, psychological and social adaptation among international students. She is currently studying the relationship between identity expression and attitudes toward clothing (both ethnic and conventional) among second-generation immigrants in Canada.

Fight against cultural stereotypes - Sadie Ortiz | TEDxYouth @ ParkCity

Sadie examines the stereotypes she faces on a daily basis as a "furious Hispanic" as she describes herself. At the time of this talk, Sadie is a third-year student attending Park City High School, Utah. This talk was given at a TEDx event using the TED conference format but organized independently by the local community.

What do landscapes tell us about our culture? - Linnea Sando | TEDxHelena

What do landscapes tell us about our culture? What value has reading landscapes? Landscapes can say a lot about a community's culture and values. MSU Linnea Sando is a Ph.D. Candidate in Earth Sciences at Montana State University. She teaches, researches and writes about the geography of our human world. Her research has explored the creation and evolution of place identities in the western United States, ethnic landscapes in eastern South Dakota, and the influence of agricultural economies in the Midwest and West. Linnea's research has been published in peer-reviewed journals and presented at



regional and national conferences. This talk was given at a TEDx event using the TED conference format but organized independently by the local community.

25 Huge Culture Shocks That People Experience When Traveling

Traveling is one of the best ways to broaden your horizons and expand your views of the world. Unfortunately, at least in the United States, not many people travel very far beyond their borders. Barely 30% of the population has a passport, and that is only due to new rules following 9/11 that require people to carry proof of citizenship between Canada and the United States. In fact, nearly 50% of international travel from the US consists of trips to Canada. In comparison, nearly 75% of British people have passports. Of course, there are good reasons for these discrepancies. The United States is significantly bigger and farther from other countries. Americans are also generally more fearful than their European counterparts, at least in terms of visiting other countries. They speak fewer languages, know fewer people who have traveled, and typically overestimate how expensive it would be. Furthermore, foreign countries typically only make it into the American news cycle when something bad happens. This contributes to a strong sense of insularity and lack of awareness regarding the outside world. For these reasons and more, this video is dedicating this list to our American friends. These are 25 huge culture shocks that people experience when traveling!

As a short introduction to the topic, watch the video: 10 Surprising Ways To Offend People In Other Countries

Are you planning a summer vacation abroad? So do not offend the locals. In this video, you will see 10 seemingly innocent ways to offend people in other countries.

What is culture?

In this video, you will learn about culture and its relationship with the characteristics and beliefs of a specific group of people in a didactic way. There are many different cultures in the world around us. Culture is formed through: language, clothing, religion, music and food. Language is a big part of a cultural culture that are around 6,500 is the spoken language in the world. Within each language, there are many different cultures. The type of clothing you wear is an indication of who you are as an individual. Religious beliefs often unify people in a culture. Music can show the origins of a culture, for example, jazz music represents the culture of New Orleans. In addition, one can find cultural characteristics in the preparation of different foods based on their location.

What is Culture - Elementary Lesson

This is a short video, that describes to children through images what makes up their culture, including: what we wear, our beliefs, education, family, food, wedding traditions, etc.

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6.2 References

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Richards, G. & Russo, P. (2014). Alternative and creative tourism. Arnhem: ATLAS.

6.3 Institutional documents

The UNESCO have worked on different materials on intercultural dialogue and cross-cultural competences. The UNESCO website is a good resource were several materials can be found (<u>www.unesco.org</u>), but are strongly recommended:

Intercultural competences: A conceptual and operational framework (Paris, France: UNESCO, 2013) This document is a synthesis of, and expansion upon, the numerous documents. The report benefited particularly from the following sources: a) five regional reports prepared by Milena Dragićević Šešić & Sanjin Dragojević, Alejandro Grimson, Prue Holmes, Melissa Steyn, and Magdi Youssef; b) a synthesis thereof by Darla Deardoff; and c) the stimulating discussions at the experts' meeting, which included not only all of the regional report authors except Dragojević and Steyn, but also Eric Cattelain, Yolanda Onghena, Hanna Schissler, and Yves Winkin. In addition, many of UNESCO's Chairs on Interreligious Dialogue for Intercultural Understanding joined the discussion on October 22, 2011.

Accessible: HERE



21



Manual for developing intercultural competencies: story circles (Paris, France: UNESCO, 2020)

This book presents a structured yet flexible methodology for developing intercultural competence in a variety of contexts, both formal and informal. Piloted around the world by UNESCO, this methodology has proven to be effective in a range of different contexts and focused on a variety of different issues. It, therefore, can be considered an important resource for anyone concerned with effectively managing the growing cultural diversity within our societies to ensure inclusive and sustainable development. Intercultural competence refers to the skills, attitudes, and behaviors needed to improve interactions across difference, whether within a society (differences due to age, gender, religion, socio-economic status, political affiliation, ethnicity, and so on) or across borders. The book serves as a tool to develop those competences, presenting an innovative adaptation of what could be considered an ancient tradition of storytelling found in many cultures. Through engaging in the methodology, participants develop key elements of intercultural competence, including greater self-awareness, openness, respect, reflexivity, empathy, increased awareness of others, and in the end, greater cultural humility. This book will be of great interest to intercultural trainers, policy makers, development practitioners, educators, community organizers, civil society leaders, university lecturers, and students - all who are interested in developing intercultural competence as a means to understand and appreciate difference, develop relationships with those across difference, engage in intercultural dialogue, and bridge societal divides.

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Universal Declaration on Cultural Diversity (UNESCO, 2001)

Declaration on Cultural Diversity adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization at its thirty-first session on 2 November 2001.

The Preamble to the Constitution of UNESCO affirms, "that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern".

Accessible: <u>HERE</u>

6.4 Films

Traces of Sandalwood (2014)

The film tells the story of two sisters separated as children and the attempt to reunite. Mina (Nandita Das) is an Indian movie star who lives with the memory of her little sister whom she had to forcibly separate from after her mother's death. Thirty years later, Paula (Aina Clotet) is a biologist who knows nothing about her past or her sister and will begin the journey of discovering her true identity with the help of Prakash (Naby Dakhli), an attractive Indian

immigrant who sells movies from Bollywood in the Barcelona neighborhood of Raval. When Mina discovers that her sister is still alive, she decides to go look for her, but she will not make it easy for her. In this film you can see a bit of the reality of two countries: India and Spain.

14 kilometres (2007)

Three people looking for a better life become stranded in the desert with little hope of survival in

Living like a local

this drama from Spain. Buba (Adoum Moussa) is an auto repairman living in Niger with his brother Mukela (Illiassou Mahamadou Alzouma); their village is mired in poverty, and given Buba's talent as a football player, they decide to travel to Spain, where they believe Buba might have a shot at playing as a professional. Unable to travel legally into Europe, Buba and Mukela pay a smuggler \$1,000 each for passage in the back of a panel truck into Algeria, where the can easily pass into Spain. En route, Buba and Mukela meet Violeta (Aminata Kanta), a teenage girl from Mali who is escaping an arranged marriage with a man she hates. During the trip into Algeria, the three begin to have doubts about the smugglers, and their fears become reality when they're dumped in the desert fourteen kilometres from their destination. Buba, Mukela and Violeta are told that they're only a four hour walk away from their destination, but without navigation tools they find themselves lost in the sandy plains with no idea of how to make their way to civilization.

The Fabulous Destiny of Amélie Poulain (2001)

This film is a story about a girl named Amélie whose childhood was suppressed by her Father's mistaken concerns of a heart defect. With these concerns Amélie gets hardly any real-life contact with other people. This leads Amélie to resort to her own fantastical world and dreams of love and beauty. The film presents a little of the life of the city of Paris and its characteristics.

Lost in Translation (2003)

A faded movie star and a neglected young woman form an unlikely bond after crossing paths in Tokyo. Middle-aged American movie star Bob Harris is in Tokyo to film a personal endorsement Suntory whiskey ad solely for the Japanese market. In addition, the film shows the life in the city of Tokyo with its daily life.

Vicky Cristina Barcelona (2008)

Vicky Cristina Barcelona is a film by American director Woody Allen, released in 2008 and partially shot in Barcelona with a large number of Catalan actors in the cast. The filming was done in various parts of Barcelona in the summer of 2007, including Port Vell, Eixample or the Boquería Market, as well as in various locations in Asturias. The Barcelona City Council, among other entities, subsidized the film in the hope that it would serve to promote the city and that it would become an attraction for future tourists. The film becomes interesting to discuss various points, such as issues related to the type of city that becomes interesting for a tourist who wants to know the culture of the destination; or also wonder if the characters have lived at some point like the locals of Barcelona.

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 "CultSense Project"





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