

CULTSENSE EDU

Sharing educational insights

Issue 3, May 2023

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(Design adapted from original design by Giannella Bonilla)



2023

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cult sense

SENSITIZING YOUNG TRAVELLERS
FOR LOCAL CULTURES

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.

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 **Co-funded by
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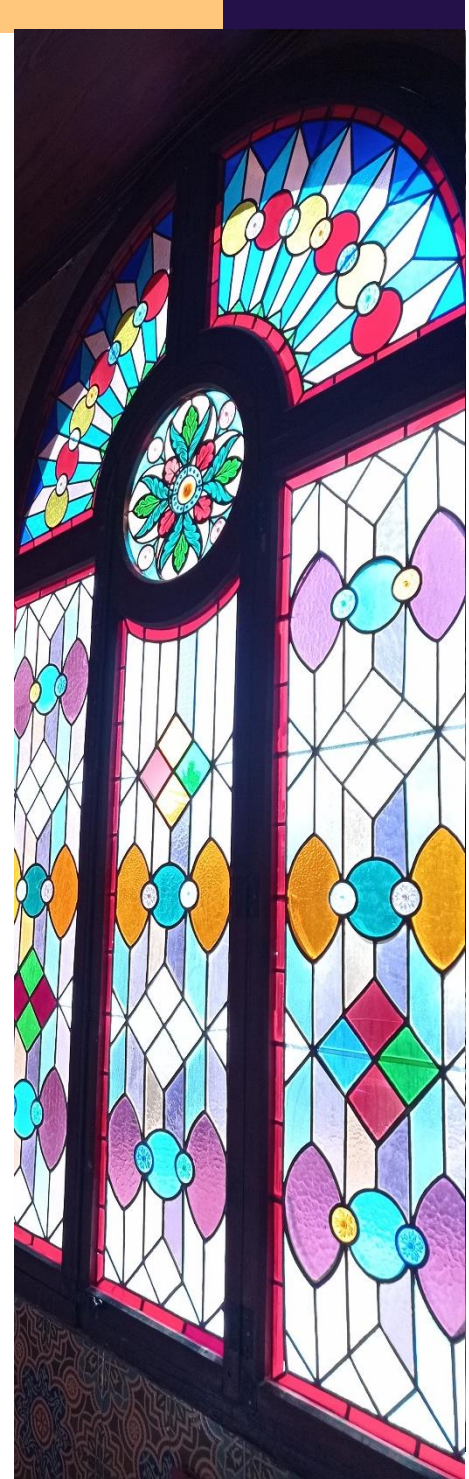


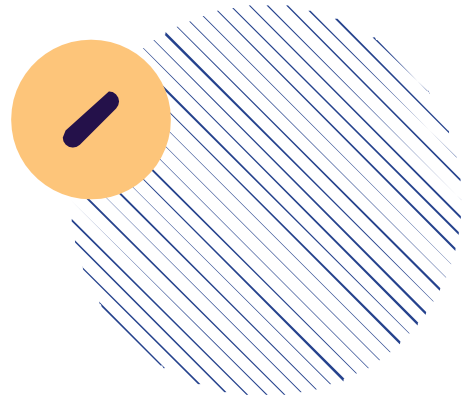
Photo by CultSense Project Team



CULTSENSE, AN EDUCATIONAL PROJECT

Aimed in particular at Higher Education Institutions (HEIs), this is the third issue of the Edu bulletin of the project CultSense – Sensitizing Young Travellers for Local Cultures, a project funded by the Erasmus+ programme, for the years 2020-2023. The partnership is composed of the following organisations: Erasmus University Rotterdam, the Netherlands (lead partner); University of Girona, Spain; NOVA University of Applied Sciences, Finland; Instituto Politécnico de Viana do Castelo, Portugal; Lucian Blaga University of Sibiu, Romania; together with associated partners WYSE Travel Confederation and the Association for Tourism and Leisure Education. More information can be found on the website: www.cultsense.com.

In the last two years, collaborations with other organisations in education and the industry have been developed, with different experiences being shared. The CultSense Edu bulletin aims to share our activities, reflections and insights within the project team and beyond, with different collaborative partners along the way. We hope that other collaborations will arise and that our insights will be of use to many other HEIs across the globe.



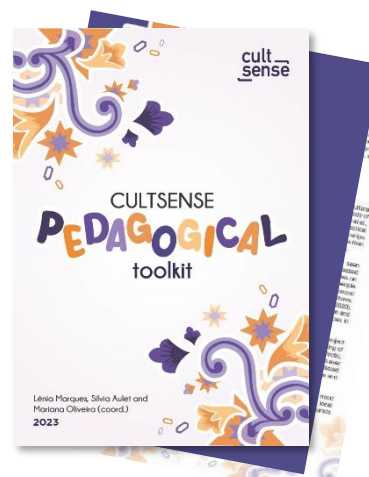
CULTSENSE EDU 3

CultSense Edu – Sharing Educational Insights aims at sharing the CultSense project’s outputs, namely its activities and tools, and shows how these can be used as educational resources.

Volume I described the CultSense Videos process, co-created with students from the participating organisations; the use of interactive webinars organised by students for students; and the development and implementation of staff trainings.

Volume II explores our case studies collection as an educational tool, approaching it from different angles as a teaching tool. The second part is focused on the CultSense Learning Modules and how they can be used in the classroom. Updates on the next activities are also provided as final notes.

This third volume describes the CultSense Pedagogical Toolkit and its potential educational impact.



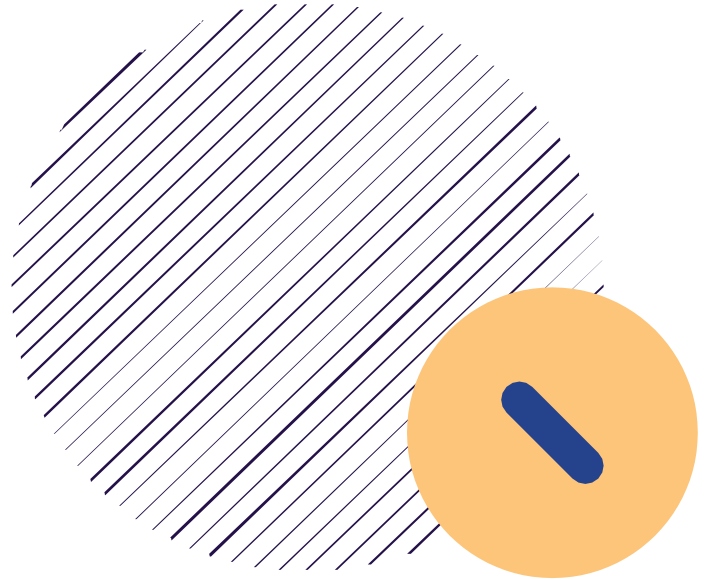
1. CULTSENSE PEDAGOGICAL TOOLKIT

The CultSense Pedagogical Toolkit contains a selection of materials which can be used by educators as tools within their teaching activities. These materials are developed around the central concept of Cultural Sensitivity and their main purpose is to develop the students' (and the teachers') Cultural Sensitivity competence (knowledge, attitudes, and skills). Being a wide concept, the authors have approached Cultural Sensitivity from several perspectives (conceptual and pragmatic/applied) and context-related (focus on travelling activities). Teachers from Higher Education programs in Tourism, Culture and Leisure are the main target of the toolkit; in a broader sense, every person who is interested in Cultural Sensitivity is invited to take a readers' dive into these materials, reflect and actively implement actions to nurture such competence.

The CultSense Pedagogical Toolkit consists of the following sections:

- Self-reflection
- Theoretical reflection on cultural sensitivity
- Inclusive Education
- CultSense methodology: the CultSense Survey and Experiments
- Overview of the CultSense Learning Tools: Learning Modules, Case Studies and Videos
- Other educational tools with recommendations for working on Cultural Sensitivity
- List of other resources to explore further.

The CultSense Pedagogical Toolkit provides a wide selection of materials for teachers to work on Cultural Sensitivity, in particular, in mobility contexts. Although aimed primarily at the fields of Tourism, Leisure and Culture, the tools can be adapted to a range of topics.



1.2 METHODOLOGICAL ASPECTS

CultSense Survey

The development of the CultSense Survey has followed the classical steps of this data collection method. Thus, the survey aims to collect data about how students become aware of local values and practices, and how they integrate these into their tourism experience resulted from contexts sensitive to local cultures and values. Several theories and studies related to Cultural Sensitivity were considered as the theoretical framework for developing the questionnaire. More specifically, dimensions such as (1) Intercultural competencies in the context of travelling, (2) Cosmopolitanism traits, (3) Travel frequency and behaviours and (4) Perceived Sustainability of Travel were defined theoretically and included operational items in the questionnaire. The survey includes previously validated scales used for measuring the items: Intercultural Competence in Tourism (Fan et al, 2022) and Cosmopolitanism (Saran & Kalliny, 2012). Useful discussions with the project's partners and supervisors have contributed decisively to creating the final version of the questionnaire. Even if more time-consuming, this collaborative and co-creative work is recommended, as it delivers a rich result, also more adapted and adaptive to different contexts. The survey can be applied among HE students, indifferently of educational level (Bachelor/Master), but with a focus (not limited) on Travel, Culture and Leisure programs.

In the CultSense project case, the survey was mostly applied in class via a link and filled-in in one of the 9 languages used (English, Spanish, Catalan, Dutch, Swedish, Finnish, Portuguese, Romanian and French). Moreover, it was applied every year, and, in total, more than 1200 responses were collected from the start of the CultSense project.

References

Fan, D. X., Tsaur, S. H., Lin, J. H., Chang, T. Y., & Tsa, Y. R. T. (2022). Tourist Intercultural Competence: A Multidimensional Measurement and Its Impact on Tourist Active Participation and Memorable Cultural Experiences. *Journal of Travel Research*, 61(2), 414-4

Saran, A., & Kalliny, M. (2012). Cosmopolitanism: Concept and measurement. *Journal of Global Marketing*, 25(5), 282-291.

CultSense Experiment

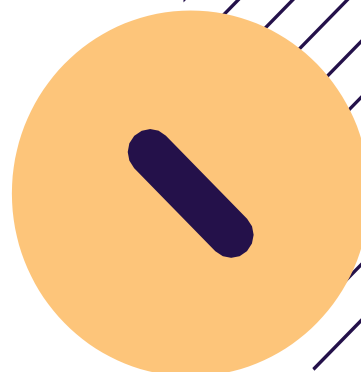
An experiment can be considered that research method which has as its purpose finding out the possible cause-effect relationships between the studied dimensions in a controlled (by the researcher) environment. Within the CultSense project, several experimental settings were tested to better understand how students' thoughts, opinions, values, and beliefs influence their (verbalized) behaviour in certain situations. More specifically, the students' resilience was analyzed when dealing with problems and changes of awareness regarding behaviours specific for travelling contexts.

A control group experimental design (based on the model of Omondi & Lukandu-Ateya, 2020) was proposed and applied. This design is in line with the methodology used for the "before-after" single-factor experiment and the intervention experiment. The subjects studied are recommended to be HE TLC students which should be split randomly into two groups – test group and control group. All subjects (from both groups) fill in a pre-intervention questionnaire which measures their initial cultural awareness level. The test group experiences the intervention or, otherwise said, is exposed to an independent factor while the control group is not. This independent factor can be any tool from the CultSense Pedagogical Toolkit which is applied in class (e.g., case study, video, learning module). The control group's subjects are provided only a reading lists regarding the topics of the applied tool. Eventually, both groups complete a post-intervention questionnaire. After analyzing the results, conclusions should be drawn regarding the measure in which the intervention factor (working with – parts of – a pedagogical tool) has influenced the students' perceived level of cultural awareness.

The used experiment design is flexible and can be further developed. Thus, according to the number of students, several groups can be included in the experiment (Solomon experiment) which are exposed once or several times to one or several independent factors (pedagogical tools). As a result, more and (possible) accurate data is obtained about the single and mixed effects of the factors (tools) on the students' perceived cultural awareness.

References

Omondi, A., & Lukandu-Ateya, I. (2020). A Monte Carlo-Based Search Strategy for Dimensionality Reduction in Performance Tuning Parameters. *Journal of Artificial Intelligence and Data Mining*, 8(4), 471-480. DOI: 10.22044/JADM.2020.9403.2076



1.3 EDUCATIONAL IMPACT

The educational impact or output can be identified from both the students' perspectives and the curricula perspective:

Student perspective

The CultSense Pedagogical Toolkit's impact channels into creating and/or developing the students' Cultural Sensitivity competence. All three pillars which build up a competence (knowledge, attitudes, and skills) are outcomes of using this *toolkit*.

Cultural Sensitivity Knowledge can be acquired by reading and reflecting on the topics of *Section 2 – Cultural Sensitivity. Working with a Delicate Concept*. Within this section, information about cultural sensitivity is provided which is funnelled into the context of tourism and travel. *Inclusive Education*, which can be another part of cultural sensitivity (*Section 3*) tackles subjects such as inclusive pedagogy, difficulties encountered by students differently able and how these difficulties can be minimized through specific actions. *CultSense resources (Section 6)* contain educational modules and tools, each with its own learning objectives, materials, activities, and assessment. The cultural sensitivity knowledge horizon can be reinforced and/or expanded by reading the *To Explore section (Section 8)*.

Cultural Sensitivity Attitudes are not easily acknowledged and fostered. Every section of the CultSense Pedagogical Toolkit contains information related to building cultural sensitivity attitudes in different amounts and forms. A special emphasis on these attitudes is considered within the CultSense Resources (*Section 6*) which, when used, includes the student in the cultural sensitivity system and mindset. Thus, the student is not an external observer (or reader), but part of the process which enhances the change of understanding and developing of cultural sensitivity attitudes.

Cultural Sensitivity Skills are developed through specific activities the students should perform within the CultSense Learning Modules. More precisely, every learning module includes one or more instruments, including assessment methods, some of which seek to support the skills development part of cultural sensitivity competence. An example in this regard can be considered the group assessment instrument of creating a video related to emotional encounters in tourism (*Learning Module 3 – Emotions and Encounters in Tourism*).

Curricula perspective

As mentioned, the CultSense Pedagogical Toolkit includes a selection of materials related to cultural sensitivity designed for educators, especially from the HE TLC programs. Each part of the Pedagogical Toolkit can contribute to the Curricula development of mainly TLC programs. Considering the learning modules' structure (Learning objectives, Contextualization, CultSense resources, In-class activities, Assessment, To explore), a whole learning module or parts of it can be included in the syllabus of a TLC topic when it matches the subjects' learning goals. In the same manner, individual case studies and videos can be used by teachers to achieve particular learning goals for a subject or discipline.

The CultSense Pedagogical Toolkit was a collaboration which resulted in a tool that can be used in many different contexts. As a process, it was also important as a tool of reflection on our own teaching practices, of comparison and, in the process, of professional and personal growth.

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