

Teachers' Guide to Tourism Curriculum Design and Delivery:

Lessons Learned in the Central Baltic Area



Edited by Sanna-Mari Renfors

**Teachers' Guide to
Tourism Curriculum Design and Delivery:
Lessons Learned in the Central Baltic Area**

Satakunta University of Applied Sciences

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Introduction

The Interreg Central Baltic project BOOSTED aimed at providing a common and relevant skillset for the Central Baltic Area to grow as a coherent tourism destination. In practice, the project aligned higher tourism education with the needs of the tourism industry and the labour market in a new, joint curriculum and study programme of tourism business development.

Tourism curricula cannot be designed in isolation. Higher education institutions should consider the rationales and purpose when designing their curriculum. If tourism is to contribute to the economic regeneration and to the growth and competitiveness of destinations and businesses, it is necessary to understand the needs and state of the art of the tourism industry.

At first, a relevant, common skillset in tourism business development was identified by gathering data from more than 100 tourism professionals and by reviewing existing tourism curricula and national tourism strategies. Second, the data were analysed and the necessary skillset was translated into a joint curriculum with eight different courses. In the last phase, the curriculum was implemented as an online study programme.

All the project activities were implemented in cooperation with four higher education institutions: Satakunta University of Applied Sciences, Tallinn University of Technology, Vidzeme University of Applied Sciences and University of Latvia. National borders were blurred and the curriculum and the study programme are truly an initiative of three countries.

This Teachers' Guide is published to ensure that the results of the project are spread to higher education institutions delivering tourism education in the Central Baltic Area. The guide is a tool for future lecturers to adopt the curriculum designed in the project. The guide also provides essential tips for designing and delivering an eLearning course and an innovation camp with tourism students in international cooperation. Hopefully, the experiences gained during the project will support other tourism lecturers in their aims to develop international, industry-driven tourism education.



Sanna-Mari Renfors
Project Coordinator

The Process of Curriculum Design

Sanna-Mari Renfors, Satakunta University of Applied Sciences

Because of the structural changes in higher education, higher education institutions are under pressure to renew their curricula and their pedagogical approaches in the Central Baltic Area. This article presents an example of how this was implemented in the project BOOSTED. The article explores the process of skills identification and curriculum and course development.

Skills Identification

First, an international team of tourism lecturers identified the relevant skills and knowledge of tourism business development by performing a secondary data review. An analysis was made of the content of national tourism development strategies and plans contributing to the tourism development, industry reports and previous research on the topic in Finland, Estonia, and Latvia. In addition, altogether 17 tourism-related bachelor level study programmes were reviewed as well as a sample of the students' internship reports.

Secondly, the lecturers collected primary data by semi-structured individual and group interviews and focus group discussions. Altogether 103 interviews were made in three countries by different means of communication. The informants represented various tourism sectors and actors, i.e. micro, small and medium-sized tourism enterprises, national and regional tourism development organisations (national tourism boards, regional councils, tourism clusters and tourism-related projects), local tourism information centres and municipal agencies responsible for tourism development, tourism-related associations and tourist attractions.

The data were analysed separately in each country to identify skills categories for curriculum development purposes. Then, the international team of tourism lecturers reviewed the research findings jointly in a face-to-face workshop. In this workshop, the topics of the courses were discussed and chosen based on the research findings.

The following skills categories were identified to be relevant for the growth and competitiveness of the area as a coherent tourism destination: 1) product and experience design and development, 2) multi-channelled sales and marketing communication, 3) multi-sectorality, cooperation and networking, 4) cultural awareness and internationalisation, 5) managing business operations and

entrepreneurial competence. Digitalisation and personal traits are the cross-cutting themes relevant to many of the skills categories mentioned above. In addition, language skills have great importance. The skills categories are presented in Table 1.

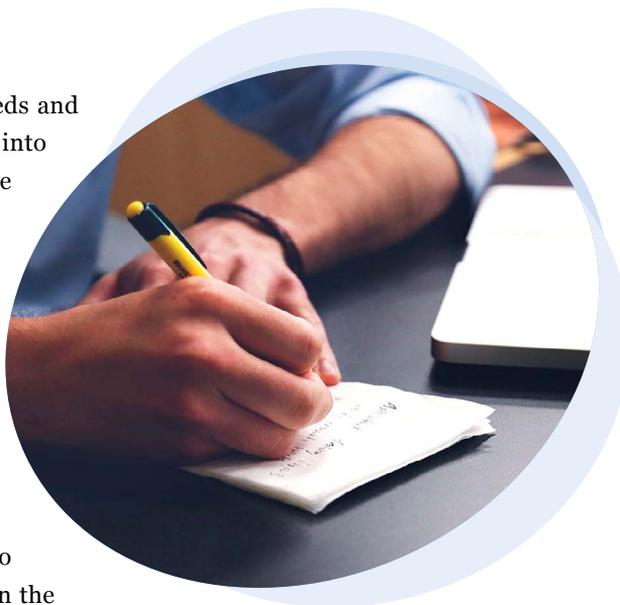
Table 1. The skills categories in tourism business development

Product and experience design and development	Multi-channel sales and marketing communication	Multi-sectorality, cooperation and networking	Cultural awareness and internationalisation	Managing business operations and entrepreneurial competence
Developing innovative and authentic tourism products and experiences of high quality	Understanding buying behaviour in tourism	Cooperation between different stakeholders and different sectors	Identifying international target groups	Managing human resources, especially the younger staff members
Designing and offering diversified products to specific segments	Using digital tools to enhance online visibility of destinations and products: use of social media, mobile technology and interactive websites	Theme-based cooperation	Applying customer know-how and market knowledge	Understanding the key pricing factors and factors related to a profitable tourism business
Developing versatile offerings from the interfaces of tourism and other fields; use of local natural and cultural heritage	Designing creative, high quality visual materials	Establishing, managing, and evaluating cooperation	Understanding the special characteristics of different cultures and their impact on business activities	Implementing risk management strategies
Tackling the challenges of seasonality; offering off-season products	Using thematic sales channels and models for searching and selling products online	Using innovative cooperation models	Enhancing international customer service skills	Identifying the operating environment with all its sectors and actors
Using ICT as part of a tourism product	Improving personal selling skills	Collaborative product development, marketing communication and sales	Knowledge of the special features of one's own culture	Developing analytical foresight skills and awareness of trends
Strengthening economic sustainability in product development				Developing an entrepreneurial attitude
				Using digital technologies in business operations

Digitalisation, personal characteristics, and language skills

Curriculum and Course Development

After the completion of the analysis, the needs and expectations of the industry were translated into course contents. After the course topics were chosen, they were shared for further course design; eight courses in total, two courses per university. The next stage involved working jointly in an online environment to develop the preliminary course descriptions including the purpose of each course, the keywords describing the course content as well as the most important learning outcomes. In addition, the lecturers elaborated the course descriptions jointly to avoid overlapping contents and gaps between the courses in another workshop. In this workshop, the course descriptions were discussed in detail to ensure their coherence.



The research results showed clearly that the destinations and tourism companies have very similar problems in Finland, Estonia and Latvia.
– Aija van der Steina, University of Latvia.

Next, the lecturers concentrated on internationalising the teaching process and developed their courses further. Each lecturer wrote a course syllabus with the following essential information: purpose, content, learning outcomes, learning activities, assessment and resources. Business cases to be explored in the courses were selected and teaching material was produced to the Moodle eLearning platform.

Boosting Growth of Tourism Businesses with a New Curriculum

Sanna-Mari Renfors, Satakunta University of Applied Sciences

The internationalisation of the curriculum has become a strong imperative in higher education strategies. Simultaneously, the growth of international tourism affects the content of the tourism curricula. The tourism industry in the area calls for similar professional skills to reach international markets jointly. This article presents a new curriculum “Boosting Growth of Tourism Business”, which is designed to support the development of the Central Baltic Area as a coherent tourism destination. The purpose of the curriculum is to provide an aligned and relevant skillset and necessary knowledge to meet the joint challenges and possibilities of the tourism industry.

The curriculum was implemented as an online study programme. The courses were marketed to different target groups, mostly for the degree and exchange students as well as to industry professionals. Surprisingly, a great amount of tourism professionals enrolled for the courses. Four online courses were delivered during autumn 2018 and three during spring 2019. One course was organised as an innovation camp, where the students were able to meet face-to-face.

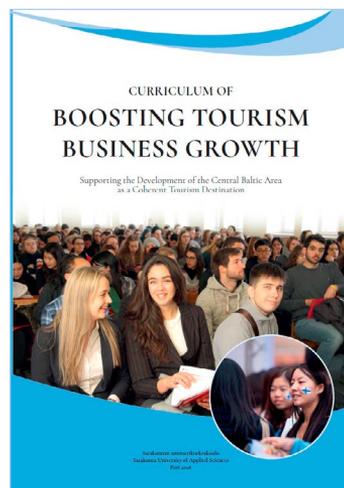
The curriculum provided students with numerous learning opportunities that help them to prepare for their careers. During the project, the studies were mainly implemented online which increased the flexibility of studying. The students studied in multicultural teams in an online environment and thereby developed their intercultural competence. In addition, studies included meaningful and challenging real-life business cases.

Why to study in this programme?

- You study in a truly international environment with students and lecturers from different universities from Finland, Estonia and Latvia.
- You acquire specialised tourism business skills and knowledge for boosting the growth and competitiveness of the industry, especially in international tourism.
- You can participate in an innovation camp in Estonia with the students from abroad.
- The programme is designed and implemented in cooperation with the industry professionals.
- The studies are implemented in a flexible online learning environment.

The Curriculum Consists of Eight Courses

The title of the curriculum is “Boosting growth of tourism business – Supporting the development of the Central Baltic Area as a coherent tourism destination”. Tourism is expected to increase its importance and continue its growth, and the curriculum enables students to develop skills and knowledge needed in coping with the changing circumstances in tourism business, especially with the growth of international tourism in the area. The industry-driven curriculum was planned in cooperation with professionals, and it is based on the future needs of the tourism industry.



In total, the curriculum includes eight courses (33 ECTS credits). Students get six ECTS credits from three core courses and three ECTS credits from five specialisation courses. The core courses aim at increasing the key skills and knowledge in designing experience-based products to deal with the challenges related to seasonality, managing marketing communication in tourism organisations and developing successful, multi-sectoral cooperation in destinations. Five specialisation courses increase skills and knowledge in international customer service and develop sensitivity to cultural differences. The students gain skills and knowledge in selling destinations, tourism products and services to meet specific customer needs. The students are introduced to different methods and tools to forecast global changes and their impact on tourism businesses. Additionally, the emphasis is on personal development significant for building careers in tourism, i.e. innovativeness, creativeness and proactivity. The following table (Table 1) provides the most important details of the curriculum in a nutshell. The course descriptions are presented with one selected assignment per course below the table.



Don't be afraid to experiment!

A result that is not 100% positive is still a result – a lesson from which to learn how to do things better .

– Riia Nelis, Tallinn University of Technology.

Table 1. Curriculum in a nutshell

Title of the curriculum	Boosting Tourism Business Growth – Supporting the Development of the Central Baltic Area as a Coherent Tourism Destination
Extent of the curriculum	33 ECTS credits
Curriculum level	EQF 6, Bachelor level
Purpose	Because tourism is expected to increase its importance and continue its growth, the purpose of the curriculum is to provide an aligned and relevant skillset and knowledge necessary for meeting the challenges and for using the possibilities of the tourism industry. When taking these studies, the students acquire specialised tourism business development skills and knowledge relevant to various tourism-related sectors and actors for boosting the growth and competitiveness of the industry. The module enables students to develop skills and knowledge needed in coping with the changing circumstances in tourism business, especially with the growth of international tourism in the area. The industry-driven curriculum was planned in cooperation with professionals, and it is based on the future needs of the tourism industry.
Key learning outcomes	The core courses aim at increasing the key skills and knowledge in designing experience-based products to deal with the challenges related to seasonality, managing marketing communication in contemporary tourism organisations and developing successful, multi-sectoral cooperation in destinations. In addition, the students acquire skills and knowledge in international customer service and develop sensitivity to cultural differences. They gain skills and knowledge in selling destinations, tourism products and services to meet specific customer needs. The students are introduced to different methods and tools to forecast global changes and their impact on tourism businesses. Additionally, the emphasis is on personal development significant for building careers in tourism, i.e. innovativeness, creativeness and proactivity.
Course list	The curriculum consists of eight different courses, three core courses of six ECTS credits and five specialisation courses of three ECTS credits: <ul style="list-style-type: none"> • Tourism Product and Experience Design, 6 ECTS • Digital Marketing Communication and Content Management, 6 ECTS • Increasing Competitiveness by Cooperation, 6 ECTS • Boosting Sales in Tourism, 3 ECTS • Cultural Competence in Customer Service, 3 ECTS • Forecasting Tourism in the Age of Uncertainty, 3 ECTS • Proactivity and Creative Performance, 3 ECTS • Innovation Camp in Product Development, 3 ECTS



S. ENIAL. LI. PATRIAL.

The project BOOSTED consortium

COURSE 1:

Tourism Product and Experience Design

6 ECTS

Purpose

The purpose of the course is to enhance the theoretical and practical knowledge of the role of continuous innovation, creative and sustainable use of cultural and natural heritage and co-creation in experience-based product planning and development to overcome the challenges of seasonality.

Content

The role of innovation and co-creation in experience-based product design; niche markets in experience economy; trends in experience-based product design; natural and cultural heritage as a source of creative and competitive product design; seasonality and creative product design; “Local and seasonal” as a new competitive edge; differentiation, adaptation, and continuous innovation in product development; co-creation and repeat visitation; sustainable product pricing

Learning outcome

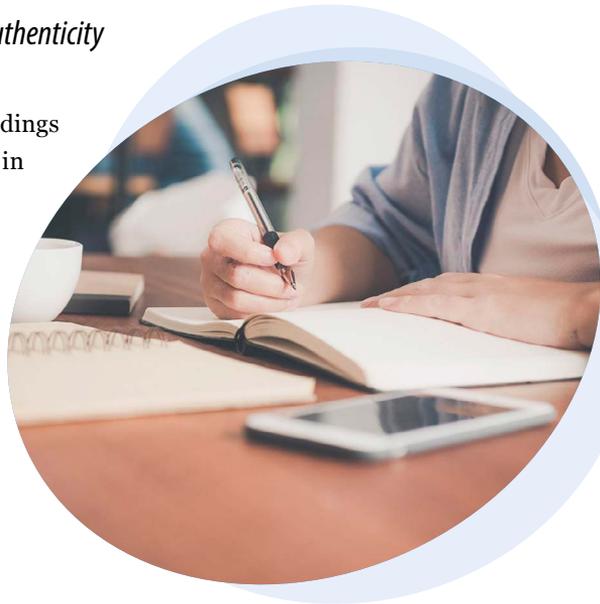
Student

- designs new innovative experience-based products and services by using insights from an innovation theory, service-design and a co-creation approach.
- recognizes different market needs in experience-based product development and innovates existing products based on the differentiated needs of the target markets.
- recognizes the innovative product design opportunities based on trends and seasonality and uses them creatively in new product design.
- identifies the elements of a competitive edge provided by local cultural and natural heritage and uses them creatively in product design.
- analyses comparable experience-based products locally and regionally and strengthens product and service competitiveness through product differentiation and networking.
- identifies opportunities for increased co-creation and uses them in sustainable product development and pricing.

Assignment

Discussion - Constructions and Experiences of Authenticity

Reflect on your thoughts about the module readings and other materials to discuss authenticity in tourist experience and address one of the fundamental issues of tourism from both theoretical and managerial (experience design) perspective. Relate your discussion to the condition of contemporary tourism – the post-modern turn in Western tourism and rise of non-Western tourism.



Some questions to aid (but not to limit) you with your conversation piece:

1. Where would you place the quest for authenticity in contemporary tourism?
How important is it?
2. Do you see it as an irrelevant concept for non-Western tourism?
Why or why not?
3. What is your opinion about “rendering” authenticity to consumers (tourists)?
Elaborate on your view about the managerial aspects of the quest for authenticity in contemporary tourism and tourism experience design.

Post your discussion piece on the platform and give a response to one of your course mate’s discussion.



Why is the topic important?

Tourism product innovation, the extension of the tourism season and focusing on the specific needs and preferences of different visitors – these are the key factors for attracting more visitors to the Central Baltic Area.

– Riia Nelis, Tallinn University of Technology.

COURSE 2:

Digital Marketing Communication and Content Management

6 ECTS

Purpose

The purpose of the course is to provide advanced knowledge, insights and practical skills needed in managing marketing communication in contemporary tourism organisations.

Content

Using Internet as a communication tool in tourism; digital communication models; digital marketing mix (7P) and marketing communication; Internet audience, consumer behaviour and customer profiles; designing digital experience: web sites and mobile marketing; web site design, structure, aesthetics and navigation; content strategy, storytelling and copywriting; marketing in social media and its optimization; traffic building techniques and communication mix; online marketing metrics and analytics

Learning outcome

Student

- recognizes different consumer behaviour models in tourism and online consumer profiles.
- develops a coherent, fully integrated and effective promotion strategy by combining the promotion tools of traditional and digital marketing.
- develops a creative concept of marketing communication including visual expressions of ideas in creative design and creates stories to engage tourists and to induce valuable digital experience for tourists.
- ensures that digital experiences are integrated to the rest of the business, and customer needs are translated into professional site design with content quality, aesthetic design, good navigation and clear structure.

- understands the relevance of social media to tourism business, is able to integrate social media into a communication strategy and develops an understanding of practical approaches to improve marketing on main social networks.
- assesses different options for traffic building and uses search engine optimisation, link building, affiliate marketing and display advertising as well as tests engaging paid media placements.
- uses marketing metrics and analytics for analysing the benefits of online marketing communication.

Assignment

Digital Experiences of Craft Brewery “Valmiermuiza”

The aim of the assignment is to give the students practical experiences in

1. the use of an integrated marketing communication strategy in a tourism and hospitality-related company.
2. evaluating and presenting improvements in the digital marketing of a company.

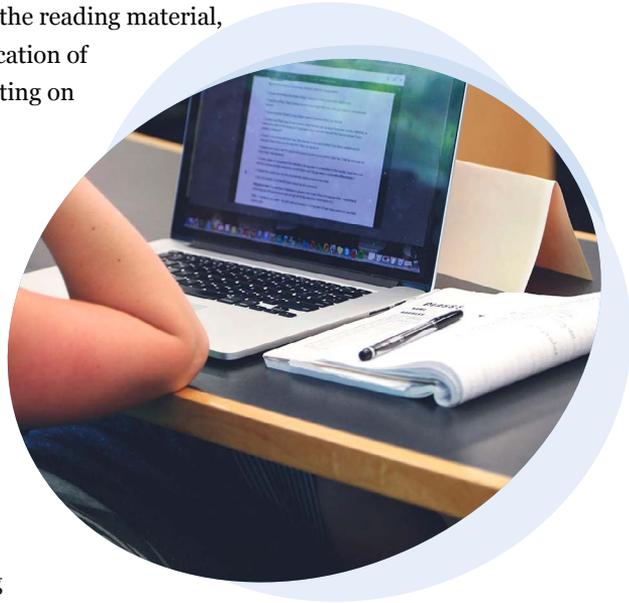
For this team project, you will form digital marketing consultant teams. During the semester, teams will have several deliverables, including the analysis of a marketing communication strategy in a company (channels and content) and recommendations for digital marketing improvements.

Part 1. Designing Digital Experiences: Website

- Based on the information provided in the reading material, develop a check list for the evaluation of web sites.
- Use your check list for the evaluation of the web site <http://www.valmiermuiza.lv/en/> and point out the weaknesses of the designed digital experiences of “Valmiermuiza”.
- Please, give your suggestions for the improvements of the “Valmiermuiza” web site.

Part 2. Digital Experiences: Content Strategy and Storytelling

- Based on the information provided in the reading material, evaluate the content quality and application of the fundamental principles of copywriting on the “Valmiermuiza” web site <http://www.valmiermuiza.lv/en/> and other digital channels.
- Based on the information provided in the reading material, share the opinion of your group of the use of stories and storytelling in the marketing communication of “Valmiermuiza”.
- Based on your evaluation results, give suggestions on how the content strategy of “Valmiermuiza” could be improved (improvement of existing content, development of new content types, etc.)



All deliverables have to be submitted in written documents. At the end, the teams have to give a final presentation that will include an explanation of the above-mentioned deliverables. The final presentation will be delivered to the client “Valmiermuiza” brewery.



Why is the topic important?

The need for skills in digital marketing and e-commerce has been highlighted by different tourism stakeholders in the Central Baltic Area. Content has become one of the main issues when using traditional and digital marketing communication channels.

– Aija van der Steina, University of Latvia.



COURSE 3:

Increasing Competitiveness by Cooperation

6 ECTS

Purpose

The purpose of the course is to increase the competitiveness and growth of tourism destinations and organisations by establishing and managing successful cooperation.

Content

Strategies, advantages and objectives of cooperation; cooperation models, coopeition; tourism actors and stakeholders; establishing, managing and evaluating cooperation; multi-sectoral cooperation in destinations; role of trust building; characteristics and aims of thematic, resource-based, product and market-related networks; local engagement in cooperation and producing visitor experiences

Learning outcome

Student

- understands the strategies, advantages and objectives of cooperation in different tourism organisations and destinations.
- applies different cooperation models including coopeition and identifies the actors and stakeholders involved: visitors, tourism businesses, NGOs, tourism business developers, authorities and locals.
- establishes, manages and evaluates cooperation and networks in destinations.
- identifies multi-sectoral characteristics of cooperation in destinations.
- understands the role of building trust in cooperation and in establishing tourism networks.
- understands the characteristics and aims of different tourism networks: thematic, resource-based, product- and market-related networks.
- encourages locals and local communities to cooperate and contribute to producing visitor experiences based on local cultural and natural heritage.

Assignment

Forms of Collaboration at the Destination Level

The aim of the assignment is to

1. study the key stakeholders and the forms of collaboration in a chosen destination in the Central Baltic Area (= the case).
2. get an understanding of the operations and importance of different forms of collaboration in a destination.

In the assignment,

- choose a tourism destination (= the case) and describe its characteristics.
- develop a list of the key stakeholders and actors in the destination. Use Internet and brochures as sources of information, do field work.
- interview 2–4 key stakeholders about co-operation/collaboration in the destination and summarise the results.
 - The interview questions are the following: What kind of co-operation models or networks are they involved with and why? What other networks or forms of collaboration exist in the destination? How are they linked to each other? Who are the key stakeholders? How were the networks or forms of co-operation established and how and by whom they are managed? What are their advantages and the objectives? What are the benefits of different forms of collaboration? How are the benefits evaluated? What are the risks of co-operation?
- Finally, study the reading material and reflect on your findings against theory. Compare, analyse, summarise and make conclusions.



Why is the topic important?

Tourism enterprises are mostly small, and collaboration is not an option for them – it is a must if they want to succeed.

– Jaana Ruoho, Satakunta University of Applied Sciences.

COURSE 4:

Boosting Sales in Tourism

3 ECTS

Purpose

The purpose of the course is to gain knowledge of successful sales planning, process organization and selling techniques in tourism and to develop skills required in selling destinations, hospitality or event products and services proactively and in identifying specific customer needs.

Content

Principles of selling in tourism; customer needs applied to selling tourism products for different target groups; planning and organization of a sales process; sales channels in tourism (traditional and new); digitalisation of sales channels; personal selling in tourism; selling techniques and instruments applied in tourism; new tendencies in destination selling

Learning outcome

Student

- identifies and meets customer needs.
- analyses and chooses appropriate sales channels.
- develops new selling ideas and techniques in a creative, proactive and goal orientated way.
- boosts fundamental communication techniques, in particular, questioning and active listening of the customers.
- communicates with the customer, chooses the right selling technique and interprets the customer's requirements correctly, applies sales techniques in response to a range of customer situations based on product knowledge.
- uses new technological applications in selling processes.

Assignment

Personal Selling Experiment

The aim of this assignment is to

1. evaluate a personal selling process in a tourism enterprise.

Part 1) Quiz: Read the materials and answer the questions on personal selling.

Part 2) Visit one tourism-related enterprise and get information about one tourism service you would be interested in buying as a customer, preferably in the Central Baltic Area. Choose a complicated/complex tourism product, so you can evaluate the sales encounter:

1. Sales person attitude
2. Sales process and its stages
3. Make suggestions for improvements



Why is the topic important?

Selling skills are important due to the change of the concept of sales – previously it was a skill for sales representatives, nowadays it is a skill and a task required of the majority of the personnel in a tourism enterprise. The customers in the Central Baltic Area are becoming more experienced in tourism and product offer. Therefore, tourism enterprises need to adjust their selling process to the current needs of the customers.

– Kristine Berzina, University of Latvia.

COURSE 5:

Cultural Competence in Customer Service

3 ECTS

Purpose

The purpose of the course is to increase the awareness and understanding of cultural aspects and their substantial impact on international customer service as well as to develop sensitivity to cultural differences.

Content

Customer target markets and their cultures; customers' cultural differences related to values, beliefs, language, religion; cultural dimensions in different cultural theories; successful intercultural communication in customer service; value creation in customer journeys; high quality customer service as a competitive advantage in tourism business

Learning outcome

Student

- recognizes and compares one's own culture to other cultures.
- identifies the effects of cultural diversity on international customer service.
- understands the customers' value creation process on the basis of cultural knowledge.
- designs and develops services increasing international customer satisfaction.
- implements high-level service by taking into consideration the customers' cultural origin.

Assignment

Intercultural Competencies in Tourism Industry Customer Service

The aim of this assignment is to

1. deepen your understanding of the intercultural competencies in customer service by applying the theory presented during the course into practice

Study, analyse and develop intercultural competencies in a chosen tourism organisation in the Central Baltic Area.

You need to decide your viewpoint: instead of presenting a general review, you can focus on a more specific element or elements, a particular service stage or a certain culture. It is important that the theory introduced during this course is used as the basis of your work. Naturally, you can and should look for further information in order to enhance and reinforce your understanding of the topic. Possible methods are numerous, e.g. an interview, survey, field visit. Remember to introduce some suggestions for development. In other words, what kind of improvements are needed and how they should be made.

You must also introduce the selected organisation briefly and describe its target group/s and the geographical market area in detail in the assignment.

The chosen organisation should operate in the field of the tourism industry (e.g. a company, enterprise, association, NGO) and have an international clientele. The selected organization should be willing to cooperate and have a readiness to give you feedback.



Why is the topic important?

Cultural competencies are important in all customer-related work, because organisations can increase their competitiveness by paying attention to and improving those skills. However, cultural competence has been researched and developed mostly in multicultural work environments, not as a customer service competence.

– Tiina Garcia, Satakunta University of Applied Sciences.

COURSE 6:

Forecasting Tourism in the Age of Uncertainty

3 ECTS

Purpose

The purpose of the course is to increase understanding of the impacts of global change on the operational environments of tourism businesses and to introduce students to different methods and tools to forecast these changes.

Content

Tourism business in the context of global change; role of forecasting in the context of development strategies; critique of forecasting; different types of future predictions; sources of data for forecasting tourism trends; review of qualitative and quantitative methods of future research and scenario analysis; evaluation of the results of future forecasting research; dynamic modelling and practical application of forecasting in tourism development

Learning outcome

Student

- recognises the impact of global change on the different aspects of tourism business.
- identifies the different forecasting methods and tools of tourism system development and is able to choose appropriate methodology.
- gathers, selects and analyses data to forecast future changes and challenges.
- evaluates the results of future prognosis studies.
- integrates the results of forecasting in the development scenarios, strategies and plans.

Assignment

Horizon Scanning

The aim of the assignment is to

1. increase competence in identifying and evaluating strong and weak signals (trends) that would influence tourism development in the chosen destination in the Central Baltic Area.

- Horizon scanning is the next step in a foresight process after the identification of the status. Horizon scanning (also referred to as an environmental/trend/signal scanning) is used to change mind-sets, challenge assumptions and provide more options. Horizon scanning is about the comprehension of strong and weak signals or trends that could and will affect future development. Every trend is evidence-based. At this stage you will search for answers to the question: *Which processes will affect your destination in the future and to what extent?*

In this assignment, you will identify the main trends and provide arguments for their potential impacts on tourism development. You define, which trends could have the greatest impacts, both positive and negative, on tourism development in the chosen destination in the future.

The content of the assignment includes the following sections:

- Aim of tourism development in the chosen destination
- Argumentation for data and information sources (what sources you used and why, how you worked with the data, possible limitations etc.)
- Trend identification and evaluation
 - a. identify the main global, national, regional trends impacting your destination
 - b. choose 5–6 most important trends and provide arguments for your choice (information of the criteria you used and/or credible evidence, analysis of the data series, an expert’s opinion etc.; evaluate whether the scope is local/ regional/ national/ global)
 - c. describe the impacts of the trend: give arguments for how this trend could affect development and the demand for tourism services, visitor flows and segments, and how it might affect the ability of the destination to compete and how critical it is for long-term tourism in the destination.



Why is the topic important?

The topic is getting increasingly important in a fast-changing world with tough competition among different product providers in any sector and region. However, so far, the topic has been covered poorly in the bachelor programmes of tourism.

– Linda Välliverronena, Vidzeme University of Applied Sciences.

COURSE 7:

Proactivity and Creative Performance

3 ECTS

Purpose

The purpose of the course is to develop the student's personality, specifically, to boost two interrelated personal traits, i.e. proactivity and a creative mind-set, which are significant in every aspect of the professional life, in particular, in tourism.

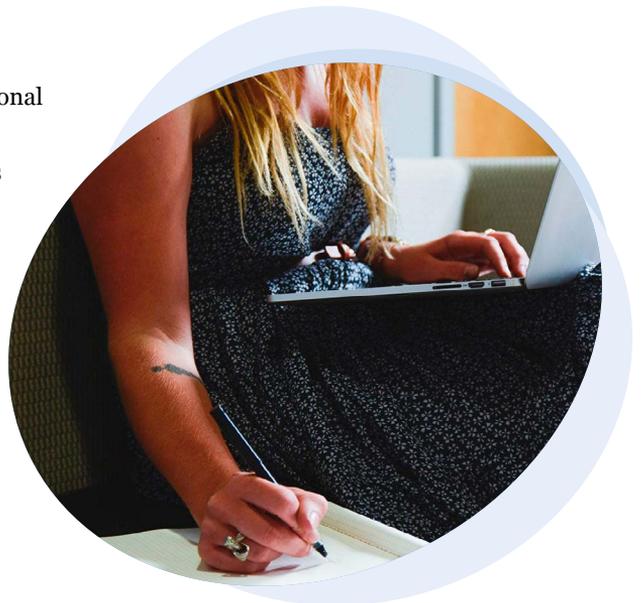
Content

Concept and role of proactivity in tourism; creativity as the product of an individual mind; real and imagined barriers; proactive behaviour in the different sectors of tourism; relationship between proactivity and creativity; different methods of training and evaluation; facilitating work environment; selling ideas in the context of proactivity; practical application of creativity in organizations

Learning outcome

Student

- recognizes the importance of personal proactivity.
- trains personal creativity and uses systemic, inventive thinking techniques independently.
- generates ideas creatively and implements them proactively.
- establishes a proactive and creative work environment in an organization/group.



Assignment

Re-Branders Move Forward

The aim of this assignment is to

1. use new approaches and train creativeness to write a short welcome description for a destination.

Once upon a time there lived a king and a queen... or... welcome to our beautiful countryside, a cosmopolitan resort, a historic site or a sporting paradise. Our area has something for everyone at any time of the year. Come to us to “get authentic experiences” or to search for “the beauty of wilderness”. This could be said about many destinations.

Re-creation and re-branding are in your hands now!

Choose one tourism destination (city, region etc.) in the Central Baltic Area, explore its tourism offer, novelties, topicalities and read existing “welcome” words on official websites carefully.

Then re-create a “welcome” in a new form that stands out.

It should include the following elements:

- A photo or an image that represents the destination best
- Create a new slogan.
- Rewrite the “welcome” words and a short description of the destination. Do not repeat adjectives and avoid using such clichéd words and expressions as activity, adventure, excellent, special, beautiful, valuable, great, rich, good time, good meal, happy, sunshine, famous, charming, green, delicious, spectacular, guaranteed.
- Create fact sheets or something else that would make your work different and special.
- Visualize this (make a draft of the front website).



Why is the topic important?

Creativity is highly demanded skill in the tourism industry especially now, when it gets more and more challenging to discover and offer new, unique experiences, when we are tired of clichés, stereotypes and feeling of “again”. Routine training, discovering of new perspectives and not staying on shallow will help to achieve result what is expected from the new-comers of industry.
– Ilze Grinfelde, Vidzeme University of Applied Sciences.

COURSE 8:

Innovation Camp in Product Development

3 ECTS

Purpose

The purpose of the course is to deepen the expected learning outcomes of the module by active exchange of ideas and constructive feedback in a multicultural setting. The course focuses on an active learning method in a multicultural setting by using a case study approach in project-based learning in product innovation.

Content

An active learning method; project-based learning in a multicultural setting; case study approach; multicultural and multi-sectoral cooperation in product design and innovation

Learning outcome

Student

- develops active learning skills through project-based learning.
- identifies opportunities and develops skills for product innovation through immediate idea exchange in a multicultural setting.
- develops enhanced understanding of different target market expectations and needs towards experience-based products and services as well as adapting product offerings to cultural differences.
- increases skills needed in competitive product design and recognises opportunities for product development through international, regional and multi-sectoral cooperation.
- enhances skills in how to involve local stakeholders in product design and development.



One learns by doing

We can make use of our strengths and later avoid the mistakes made now and take into consideration the good pieces of advice, when we plan the next course.
– Riia Nelis, Tallinn University of Technology)

ABC of Designing and Delivering an eLearning Course

Pekka Kuisma, Satakunta University of Applied Sciences

Teaching online is not significantly different from teaching face-to-face in real time in a physical classroom. However, in a virtual classroom, lecturers need to adjust their teaching practices according to the online environment. Resources needed for designing an eLearning course depend on the learning outcomes, course credits, required study material and assignments. This practical article describes the process of designing and delivering an eLearning course in the project BOOSTED. The text is also based on the writer's previous experiences.

A: Define the Course Strategy

When designing an eLearning course, it is important to have a clear course strategy. It includes setting the learning outcomes, i.e. what students should learn during the eLearning course. It also involves an implementation plan on how the eLearning course is delivered and what the schedule and timeline of all the different course activities are. In addition, an information plan is created including the student instructions.

First, define the learning outcomes (Figure 1): What should the students learn during the eLearning course? Second, define the theoretical framework of the course and the materials available: What kind of theoretical study material is available as eMaterial and required to meet the learning outcomes? Is it possible to use existing videos or Internet-based material? This material can be utilised in your course, if permission is granted. It is easiest to use your own pictures or videos.

Third, design the assignments: How many assignments should the course include for the students to meet the learning outcomes? Is it possible to meet the learning outcomes by completing several, more specific assignments or focusing on one comprehensive assignment? In an eLearning course, different types of assignments can be utilised. The assignments can be completed individually or in teams. However, teamwork is effective but more complicated. Therefore, use teamwork carefully in eLearning.

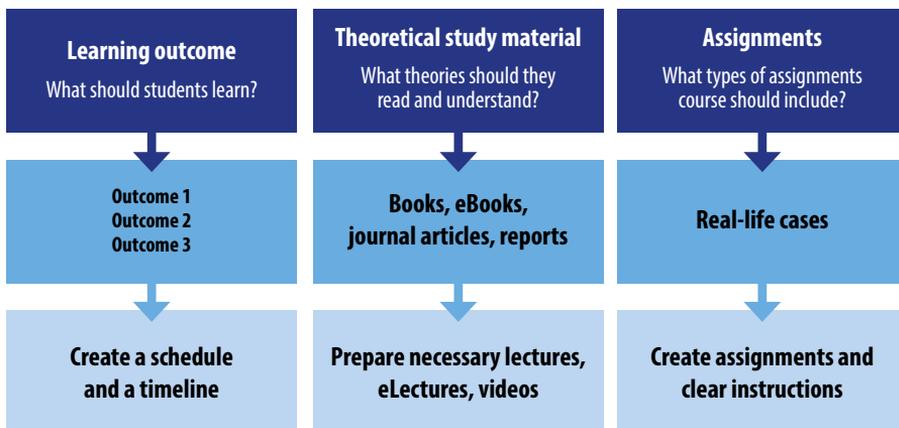


Figure 1. Planning an eLearning course



FACT:

Designing an eLearning course is a continuous process. You can always develop the course and your skills in eLearning will increase. After piloting the eLearning course in practice, you can modify it on the basis of the gained experiences.

B: Define Course Schedule and Timeline

When you have the theoretical study material and assignments planned, the following step is to plan the course schedule. First, define how much time you have as a teacher during the course. Second, define how much time the students need for reading and understanding the theoretical study material and for accomplishing the assignments. The following example (Table 1) demonstrates a timeline of an eight-week course.

Table 1. Timeline of an eLearning course

ACTIVITY	DATE
Introductory message with email	2.1.2019
Course starts	13.1.2019
Orientation exercise	15.1.2019
Contact lesson 1	16.1.2019
Exercise 1	22.1.2019
Contact lesson 2	25.1.2019
Exercise 2	29.1.2019
Contact lesson 3	3.3.2019
Exercise 3	5.2.2019
Contact lesson 4	11.2.2019
Exercise 4	12.2.2019
Guidance/control session	15.2.2019
Exercise 5 – team work	19.2.2019
Presentations	25.2.2019
Exam 1	28.2.2019
Exam 2	6.3.2019
Exam 3	13.3.2019
Evaluation	20.3.2019
Course ends	22.3.2019

C: Write Clear Instructions

When planning instructions for the assignments, it is important to be as clear and exact as possible without writing extra-long descriptions. Students understand what is expected from them, if the instructions are clear. If teamwork is used, the instructions should also be given on how to work in a team in practice and how to use various technological tools to communicate with the team members. This can be quite challenging.

Take the role of a student and check your own instructions. Are they easy to understand and follow? If not, you can be sure that students will be lost, too!



FACT:

Make your instructions clear enough for everyone to understand them. Make sure the students know what, how and when.

D: Make a Course Evaluation Plan

Before starting the course, you need to make a plan on how to evaluate the assignments and the entire course. It is important to introduce the evaluation plan to the students. The evaluation plan should also include methods on how to give student feedback. Remember that giving feedback to every student individually takes much time. Feedback can be given to all students simultaneously.



FACT:

If your evaluation criteria are very clear and given beforehand, the students know the course requirements. This will save time, because you do not need to explain and justify your evaluation afterwards.

E: Plan the Role of Lectures

Next, plan how many online lectures are required to explain the theoretical framework to the students. You can reach the learning outcomes in many different ways. The main idea is to plan an eLearning course, which is easy to implement and reduces your workload. Recorded lectures can be used, if you are able to produce your own videos. The videos can be recorded for example as a PowerPoint slideshow to MP4 format, or you can record and produce the videos to MP4s for example with Camtasia programme or with any other video production programme.

F: Plan Your eLearning Presence

When designing the course, it is important to define your own eLearning presence – what is your role as a teacher and when and where you will be available online for your students?



FACT:

You are the trainer, coach and leader of your group – you should activate and motivate your students. If you are not present online, it cannot happen.

G: Prepare an Information Plan

It is essential to inform the students about the content and the pedagogical choices of the eLearning course at the beginning of the course. The best method is to send the students an introductory message so they understand what the eLearning course is about.

The introductory message also establishes the culture of the eLearning course and the course rules including deadlines. In other words, the students are going to act based on the way they are activated and informed in your introductory message.

In addition, it is important to communicate with the students during the course by sending them messages when a significant milestone is reached:

- after the students have returned their assignment and they have been evaluated
- before the online lessons and
- when an eLearning course is finished to thank everyone for participation.



FACT:

The atmosphere of the eLearning course is created by the messages and information given to students. A good atmosphere supports you in motivating and activating students. It also impacts the dropout rate.



For me, the most important lesson in the project BOOSTED was the knowledge of how to develop and conduct an online course. The project gave me a possibility to learn and practise online course development and administration.

– Kristine Berzina, University of Latvia.

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www.projectboosted.eu



Photo: Latvia Travel

Lessons Learned and Tips for Designing and Delivering an eLearning Course

Aija van der Steina, University of Latvia

This article provides tips to help you design and deliver an eLearning course. These tips will help you deal with the challenges that lecturers faced in the project BOOSTED. Only two lecturers had experience in delivering study courses implemented 100% online, and seven lecturers had experience in blended learning, combining traditional face-to-face lectures in class with online educational materials and interaction. The study courses developed and delivered during the project BOOSTED were completely new courses for half of the lecturers but for others the courses were related to their teaching subject with new topics added to the courses. Therefore, the experience of delivering eLearning courses in the project BOOSTED was completely new for the majority of the lecturers involved, and their experience can be useful for all of you.

Tips for Designing an eLearning Course

If you are designing a course 100% online for the first time, it is totally understandable that you have a feeling of first-time insecurity on whether the scope and choice of the study material meet the requirements of the specific eLearning course. Insecurity about success is understandable but as the lecturers' experiences show, there is no single unique solution for all courses. It is possible to understand, which methods and approaches are the most effective for your particular course only by gaining real practical experience, so our advice is *not to be afraid to experiment*. The course delivery differs depending on whether you plan to deliver the course as a blended learning course or as distance learning with real-time interaction between lecturers and students.



TIP:

If you are designing an eLearning course for the first time, *find colleagues who are more experienced* and can help you in the process. Perhaps, it is possible to design the course for the first time together with some other colleague. We observed during the project that lecturers who designed and delivered courses in pairs were more successful in dealing with first time insecurity. These lecturers pointed out that they were able to overcome their doubts as it was possible to discuss these issues. In addition, one lecturer communicated with the audience orally during the course delivery and the other was able to help technically or answer the students' questions on the chat.



First, it seemed quite hard but when I got started, it went better than I thought. The delivery of the course was simple and clear.
– Jaana Ruoho, Satakunta University of Applied Sciences.

Another topical question during the designing stage is: What is the right proportion of study content? In a traditional study process, the number of lectures and contact hours are strictly defined by the ECTS credits for the particular study course. The requirements differ in different countries and universities. Check whether there are any requirements that you need to observe while delivering a blended learning or a course 100% online. There are no unified requirements regarding the amount of study material delivered within an online lecture, but *we recommend that you do not have more than 30 minutes learning time for one online lecture*. The scope of the lecture depends on the complexity and the level of interaction. If the lecture is 100% self-learning, then 10–15 pages of content would be required. Please, *pay attention to the fact that designing online study material is very time-consuming* and lecturers had to spend more time than they had planned at the beginning.



Preparation was much more time-consuming than for a “normal” classroom course. After the start, running the course was surprisingly smooth, so what I learned was that in this kind of implementation most of the workload is in the beginning, and once you have done the planning and preparations in time and carefully, the course runs well.
– Tiina Garcia, Satakunta University of Applied Sciences.

If the course is for degree students, entrepreneurs or other lifelong learning audiences, *think whether it is possible to tailor the study content and assessment tasks for these audiences*, as the needs and interests of these audiences are completely different. The experience of the lecturers of the project BOOSTED shows that it is more effective, if various audiences are not put together under one common online study programme or course but separate online courses are designed.



The group consisted of degree students, tourism specialists and entrepreneur. It was a heterogeneous group with different needs, knowledge and skills. It seems that different groups of learners need courses tailored for their certain group.

– Jana Raadik Cottrell, Tallinn University of Technology.

Pick the literature carefully, because it is possible that the students from other universities or entrepreneurs may not have access to e-books provided by your university library. If you cannot provide access to e-books, you can either use open access sources or include the content in your online lecture in the form of a text, video or audio.

The majority of project lecturers pointed out that they lacked sufficient knowledge and skills in designing high quality video materials. Therefore, *it is necessary to provide university support in producing video materials and providing access to the necessary video editing software*. Training lecturers in designing video materials is useful also for other teaching activities. Some recommendations on the use of video materials:

- A lot of bandwidth is required for video materials.
- Video can be successfully used to present a case study
- Avoid using videos, where the lecturer only talks the whole time.
- It is easier to retain the audience's attention with short videos (~3 min.), and the length of videos should not exceed 10 minutes.
- Graphics and animations are a good substitute for videos.

One of the challenges of an eLearning course is the assignments. How can we organise the assignments to suit the needs of both degree students and entrepreneurs? How many assignments are required? How can multicultural student groups work with the assignments? These were some of the questions asked by the lecturers at the beginning. There is no single formula, and the lecturers used various types and forms of assignments during the project.

Define the aims of the assignment clearly, and check whether you need to observe any internal regulations of your university regarding the number of the assignments. *To deliver the course in a consequent manner, it is necessary to determine strict deadlines for assignment submissions*. The project experience shows that in case of not observing the deadlines, difficulties are caused for the lecturers as well as other students, especially in case of group work.



It is necessary to prepare tests or some other form to assess knowledge gained in every class to make students read the learning material and watch videos. If students can avoid doing something, then they will avoid it. Only a few students studied on a regular basis the materials we provided.

– Linda Veliverronena, Vidzeme University of Applied Sciences

How to organise group work in an online environment? This was another question posed by the lecturers at the beginning of the course. Several approaches were used. Some lecturers divided students into multicultural groups to ensure that the groups were formed with participants from various universities. Other lecturers allowed students to choose their own group mates. *It is important that the lecturers are flexible*, because the percentage of dropout is high among students. The size and composition of groups may change during the course causing problems for students as well as lecturers. *It is imperative to draft clear guidelines on what is expected from the group and each of its members in terms of deadlines, cooperation, communication and work within the group*. Show students the opportunities available to communicate and perform group work efficiently in an online environment by using various communication platforms (e.g. Moodle, Prezi, WhatsApp).

The project experience shows that *group work can be conducted successfully in smaller groups (3 students) or in pairs*. Although students have all the opportunities to communicate online, they pointed out that it was difficult to find a time, when all group members could meet online and discuss issues related to their group tasks. If the course is only delivered in an online environment, there is a high possibility that the students do not know each other. If the students are from the same university or country, it might be a good idea to *organise one face-to-face class meeting at the beginning of the course* where the students can get acquainted with each other in person. A similar virtual online meeting session can also be organised at the beginning of an eLearning course.

After the delivery of an eLearning course, the majority of the lecturers pointed out that the biggest challenge they faced was to raise interest and maintain the interest throughout the course. The overall monitoring of student activity (reading materials, watching videos, group work) revealed that there were many inactive students, which led to a comparatively high level of student dropouts.

Degree students who worked in a goal-oriented manner completed the course successfully. Entrepreneurs were more interested in the study material but not as much in group work or completing the assessment tasks.

It is important to pay a lot of attention to informing, reminding and constantly communicating with the students throughout the course. Consider when and how you communicate with the students. Although the lecturers provided online consultations, they were not used widely. Use an eLearning platform (e.g. Moodle) and personal e-mails and allocate sufficient time for these activities. You can save a lot of time by using mail merge systems for personalised e-mails.

It is important not to *compress the course delivery into a very intensive, tight schedule*. It is better to foresee a longer course duration ensuring sufficient time for acquiring the theory as well as completing practical tasks. One option is to divide longer (6 ECTS credits) courses into two shorter (3 ECTS credits) courses.

After the delivery of the eLearning course, the lecturers acknowledged what needs to be changed and enhanced in the content and implementation of the course. These were some of the aspects that lecturers plan to pay attention to in the future:

- easier and simpler content
- the length of the course
- goal-orientated communication
- broad and clear guidelines and assessment criteria
- different assessment tasks for different target audiences
- shorter scope of group work
- more videos.

Although online teaching differs from traditional lectures in the class and demands a lot of additional knowledge and skills, do not be afraid to experience, discover, experiment and make mistakes as it is only by doing you can become an expert in eLearning.



Photo: Visit Finland / Harri-Pekka Savolainen

How to Innovate an Innovation Camp?

*Riia Nelis, Eeve Kärblane, and Jana Raadik Cottrell, Tallinn University of Technology
Estonian Maritime Academy Centre for Blue Economy*

In practical tourism research, an innovation camp is an event, where potential users are invited to contribute their ideas for the development and innovation of the existing products/services. In the project BOOSTED, the Innovation Camp in Product Development (3 ECTS) was the only face-to-face practical learning experience in addition to seven eLearning courses. It took place in early April on Saaremaa Island, Estonia. The aim of this article is to share the experiences and tips of the organisers of the Innovation Camp and to encourage colleagues to use this format of active learning more often.

Intensive Course vs. Innovation Camp

We have a long-time experience of organising international summer schools for tourism students which have actually also been innovation camps. In these camps an international group of students spent about 10 days as mock tourists testing the local services and working on ideas for their improvement and innovation. There was enough time for theoretical discussion and active learning. In the project BOOSTED, the 4.5-day Innovation Camp was originally meant to be offered to the students who had attended all, or most of the BOOSTED eLearning courses as an incentive for their hard work and a rostrum for discussion and feedback on the whole eLearning module.

In reality, very few Innovation Camp students had passed all or most of the online courses and for more than half of them, it was the only BOOSTED course taken. The previous knowledge and expectations of the students varied more than we could have predicted.



TIP:

To plan a successful innovation camp, find out who will attend the event, what previous knowledge they have and what they expect.

Planning the Content and Presenters

The planning of an innovation camp is quite similar to planning any other course. It starts with defining its aims, learning outcomes, schedule and timeline. However, if you have decided to arrange an innovation camp, take enough time to think through the theme and focus of the event. Prepare the content (readings, videos, assignments, etc.) for the pre-camp eLearning course. The focus of the camp also directs you to the selection of the presenters. When using an innovation camp as a method of active teaching and learning, you could have a keynote speaker to give an academic insight into the theme of the camp. An ideal keynote speaker is a person with a bright and inspiring personality, positive attitude, strong academic and entrepreneurial background, superb presentation skills and charisma. If you cannot find or afford an outstanding academic presenter, equip your pre-camp e-course with educating readings and assignments to give the learners an overview of the topic.



TIP:

Always use bright and inspiring presenters.

Cooperation with the Industry

An Innovation Camp is about developing the existing products and services. Use real cases and collaborate with real entrepreneurs and companies. In our experience, the result is better if you select the partner companies early enough, so that the company profiles and product descriptions are made available to the students on the electronic course prior to the camp. To encourage students, focus on product/service analysis more deeply. They should have a possibility to contact company representatives about their products/services already before the camp starts.

Plan enough time for company visits and contact meetings during the camp. Prepare the visits and meetings thoroughly; design inspiring and challenging group assignments based on the visits and meetings. When you have a 2–3-day camp, it could contain one field trip for the whole student group to all partner companies followed by a repeat visit or a contact meeting, where each student team can interview the people of their specific target company.

Make sure that the industrial partners are interested and willing to contribute and cooperate. They should really see the potential of the Innovation Camp in their product development. The students will be more devoted and motivated, if the practitioners supervise them through the product development and innovation process by giving instant feedback and comments. It is important for the students that the industrial partners attend the final product innovation presentation given by the students, or if it is not possible, take care that the innovation ideas of the students reach the industrial partners as well.



TIP:

Build a strong partnership with the entrepreneurs and companies.

Assignments

The number and character of student assignments depends on the length and volume of the course, as well as on its aims and learning outcomes. It can be necessary to prepare assignments of different nature and complexity to be able to give more challenging (or additional) tasks to the students whose academic level is higher than the average. For instance, if there is a mixed group of bachelor and master's students. Think carefully, if you give several small tasks or one big assignment for the camp. Recommendations and advice of the industrial partners could also be considered. Pay attention to the clarity of the instructions and plan time for supervising the students. Even if you intend to place as few restrictions as possible on the preparation and/or submission of the assignments in order not to stifle the creativity of the learners, remember that most students do need clear guidelines and ask for further explanation if they lack information.



TIP:

Prepare challenging assignments.

Cooperation with the Students

If possible, take the students out of their classroom routine and organise a real camp that is held in the country, in another town or region, or at the premises of an industrial partner. Involve students in the preparation of the camp; let them take care of the ice-breaking, team-building and free time activities. They could have their say in drafting the programme of the camp and in deciding the meals served to the extent the financial regulations permit. The Innovation Camp itself needs to be developed and innovated as well.



TIP:

Let students have a say, too!

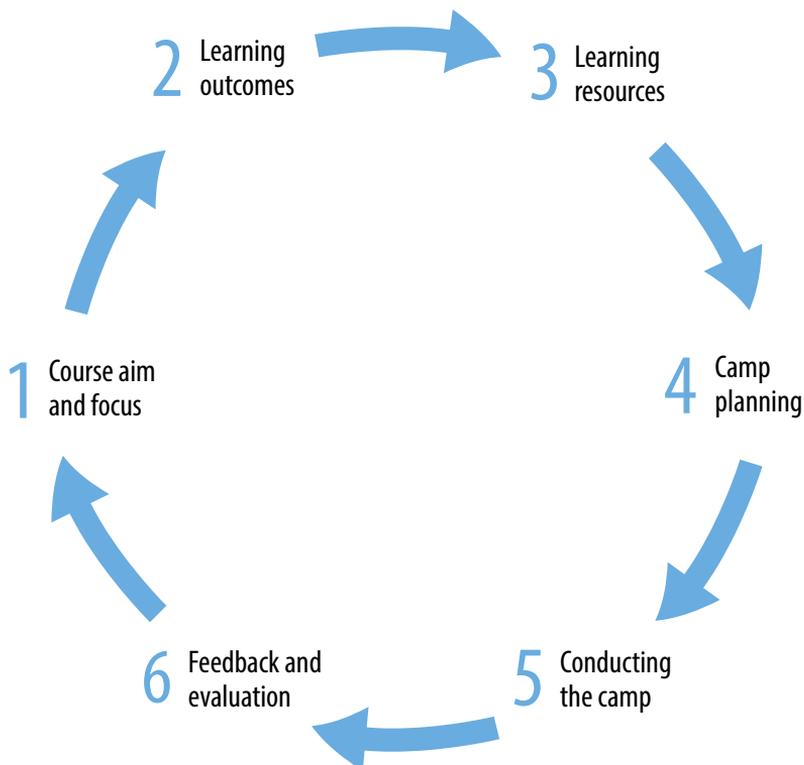


Figure 1. Innovation Camp cycle

Opportunities and Challenges of an International Project: The Lecturer's Perspective

Tiina Garcia, Satakunta University of Applied Sciences

Starting international collaboration in the field of higher education might be a bit of a challenge. Many questions arise, which need to be solved in the project planning phase and during the life cycle of the project. How to ensure all participants have a consistent understanding of the primary goals? How to find the best and most efficient way to work despite distances? The project Boosted faced all these challenges.

Designing an international curriculum and a study programme between three different countries and cultures has been a journey of learning to all parties.

The aim of this article is to describe this journey and the lessons learned during the journey from the lecturer's perspective. The following text is based on a poster session presented in the European Association for International Education (EAIE) conference in Geneva, Switzerland, 2018. The text is formed on the basis of a survey run to the project participants.

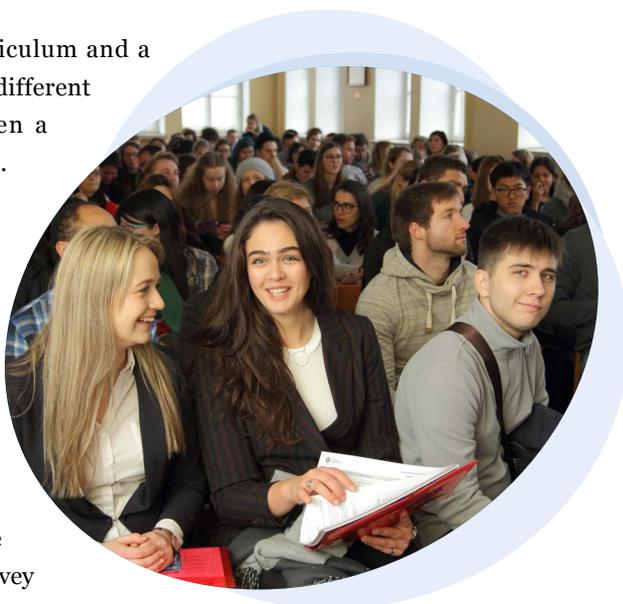


Photo: University of Latvia

The Stages of a Successful International Cooperation Project

The universities participating in the project BOOSTED in Finland, Estonia and Latvia differ in many ways, mostly in managerial and administration practices, but to some extent in pedagogical and didactical views, as well. Each stage of the project required close and intense collaboration between the project parties.

1

STAGE 1: THE DEPARTURE

Co-operation involving experts with different nationalities and different countries and cultures, sets challenges for thinking, acting and communicating. At the same time, international collaboration offers an outstanding and unique learning environment to its members as a by-product.

It is essential to set and follow common rules for efficient and fruitful co-operation. All voices need to be heard. Discovering a collective viewpoint requires an environment of open communication and confidence.

2

STAGE 2: THE CREW AND THE TASKS

The project group forms a community of knowledge, and it is important to get to know each member's special area of expertise in order to share the work accordingly. Being involved in an international project provides a great opportunity to increase one's own knowledge and networks. Depending on the project, it is necessary to consider, if having many experts from the same field is an advantage, or would a multidisciplinary group support the project goals better.

The participants should take time to get to know the project partners and their cultural background and the aim of co-operation, which takes into account all the expertise there is available in the group. Each group member in the project should have a task with its goals and timelines. This ensures dynamic work with progress.

3

STAGE 3: THE WEATHER FORECAST

A key factor in all projects is to ensure common understanding. The project partners can discuss the same things, yet interpret them in a different way. Moreover, each organization brings its particular culture into the project. This includes different ways of working and time management, rules and regulations, hierarchical structures and attitudes.

For a common understanding, all key concepts should be discussed and terms and ideas essential to your project work should be dealt with to ensure that all participants have a coherent view of them. Discuss the differences to increase understanding and document everything that is agreed on.

4

STAGE 4: ON THE WAVES

In an international project, the common communication language is often English. This may limit communication, and it requires consistency in using the terms and expressions in the project. Cultural and personal differences have their impact on communication in terms of listening, interrupting and in willingness to express one's opinions actively.

Face-to-face meetings facilitate understanding and provide a fostering environment for the participants' intercommunication. Use technically high-quality systems in online meetings in order to ensure good audio and visual connection. Written material supports the understanding of language and aligns the definitions.

5

STAGE 5: THE SOUVENIRS

An international project provides a great learning opportunity to participants. As practical tips of the project Boosted, we recommend: Good planning is everything, starting from the project plan. Meaningful activities encourage partners and enhance the spirit of 'us'. Well-planned, regular and efficient meetings help to organize the work, discussions, problem-solving and decision-making. "Sharing information is power", so let others learn from you and share your knowledge. A project is a chance to brand yourself as an expert.

BOOSTED! OPPORTUNITIES AND CHALLENGES IN INITIATING INTERNATIONAL COOPERATION

Boosting tourism business growth through higher vocational education 2016–2019

THE DEPARTURE



THE CREW AND THE TASKS

- Project group and shared work**
- Strong previous experience of intercultural work and networks
 - Responsibilities divided according to expertise and interest

ON THE WAVES

Reflections of intercultural communication and work in the project group

- English as work language/vocabulary → poorer expression → understanding? → time consumption, concentration breaks
- The impact of personalities vs cultural background in group dynamics?

THE WEATHER FORECAST

How to ensure mutual understanding

- language, terms, definitions
- pedagogical approaches
- procedures, regulations, rules, management, bureaucracy

THE SOUVENIERS

Learning outcomes and best practices

- Careful planning**
- Well-planned cooperation proposal with meaningful activities and precise responsibilities increases commitment



Work culture creation

- Equal input, responsibility, respect
- Democracy, open and trustful environment
- “Sharing information is power” -possibility to brand!

Importance of regular communication

- Human contact
- F2F + digital tools
- Discussions, decision making, problem solving
- Consensus

Riga | Latvia

Tallinn | Estonia

Heinski | Finland

This guide is a tool for lecturers to adopt the new curriculum designed with the tourism industry to support the development of the Central Baltic Area as a coherent tourism destination. The guide also presents lessons learned and tips for designing and delivering eLearning courses and innovation camps in international cooperation.



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