TEMPLATE FOR PARTICIPANTS IN LEARNING JOURNEYS TO PROVIDE REFLECTIONS

Sustainable Heritage Areas: Partnerships for Ecotourism
Deliverable DT1.4.4

SHAPE

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SHA   Sustainable Heritage Areas

1. Introduction

One of the objectives of the SHAPE project is to facilitate transnational knowledge exchange on sustainable tourism initiatives that help to maintain and develop cultural and natural heritage assets in SHAs through sharing challenges, experiences and good practices. Sharing the experience gained in each SHA will be achieved by learning journeys and the SHAPE e-service.

The learning journeys are knowledge exchange activities that will enable stakeholders to visit other SHAs to observe and discuss innovative approaches to shared challenges and learn about governance structures (see SHAPE deliverable DT 1.4.3). Reflections on these activities and the knowledge gained through the visits will be gathered by SHAPE to be disseminated in the SHAs during regional stakeholder meetings and through the e-service. For doing this, SHAPE foresees using different types of mechanisms for the stakeholders to provide reflections and feedback during, on completion, and after the learning journey.

2. Reflections during learning journeys

Stakeholder observations will be carried out during learning journeys to capture responses of stakeholders to different activities. Notes will be taken of stakeholder discussions.

Participants will be encouraged to share their experience through their favourite social media channels using a hashtag provided by the project (e.g. #ShapingEcotourism, #shapeLJ). The objective is to gather the participants views in a non-intrusive way through the user-generated-content such as life photos, videos and ideas posted on social media. This content will be used by the stakeholders to chronicle their experiences and to document the learning journey.

After each learning journey, the project will do a netnographic exercise of social listening to elicit information about the aspects of the learning journeys that sparked more interest among stakeholders. This type of analysis on user-generated content is gaining importance in tourism analysis as social media represents a dynamic repository of individuals' unprompted experiences and reflections that indicate the importance of different experiences (Mkono and Markwell, 2014). Posting and uploading visual materials to social media is very relevant for the representation of tourism experiences (Gretzel 2017).

Constraints as the availability of mobile signal reception will be taking into account when designing these activities. We also recognise that not all stakeholders will engage with social media.

This activity will also contribute to communicating about the SHAPE activities and to the social media marketing of the ecotourism initiatives and the SHAs.

3. Reflections at the end of the learning journey

At the end of the learning journey, the participant stakeholders will provide reflections on the learning journey in both a structured and unstructured means at a final debriefing session, facilitated by members of the SHAPE team. The goal is to capture reactions to the learning journey while the experience is still fresh.

Stakeholders will be asked to complete a brief questionnaire where they will rate learning journey activities (see annexe 1). This activity will be followed by a general discussion about the topics explored during the learning journey and the extent to which knowledge gained will be useful for ecotourism development in their own areas.

The questionnaire will be tailored for each learning journey from a standard template designed (see the preliminary draft in annexe 1) to gain feedback on learning journey activities.

The facilitator will take notes and prepare a brief report afterwards to inform the SHAPE team and the host SHA.

Apart from this debriefing session, participant reflections will be gathered through short interviews on their experiences of the day which will be filmed for online dissemination. These interviews will be adapted to the activities developed during the day and will include general questions such as:

- What do you think about the activities you participated in during the learning journey? =
- From what you have experienced today at SHA X, what do you think your SHA can learn from SHA X and vice-versa?

4. Reflections post-learning journey

Between a week and fifteen days after the end of the learning journey, the participants will be sent an online questionnaire with open questions to gather their views and reflections on the learning journey. The goal of this activity is to gather more reflective views on the process and monitor if the learning journey has had any immediate impacts on the participants' attitudes towards activities in their SHAs.

This questionnaire will be the same for all the learning journeys (see the preliminary draft in annexe 2).

References

Gretzel, U. (2017). The visual turn in social media marketing. Tourismos, 12 (3), 1-18.

Mkono, M., & Markwell, K. (2014). The application of netnography in tourism studies. *Annals of tourism research*, 48, 289-291.

Annex 1. Draft Final Learning Journey Questionnaire

Preliminary list of questions to include in the questionnaire:

1. What is the activity that you have enjoyed the most? Please briefly explain why.

2. Have you learnt about something that you would like to use or test in your SHA? Please explain.

3. How useful have been the activities developed in the learning journey?

	Not at all useful	Not particularly useful	Neutral	Somewhat useful	Very useful	Do not participate / Do not know
Activity #1						
Activity #2						
...						

4. Are there challenges in your SHA, similar to those addressed in the learning journey? Please explain

5. Overall, how satisfied are you with the learning journey
   § Extremely satisfied
   § Somewhat satisfied
   § Neutral
   § Somewhat dissatisfied
   § Extremely dissatisfied

6. To what extent do you agree or disagree with the following statements regarding the learning journey?

	Definitely agree	Mostly agree	Neutral	Mostly disagree	Definitely disagree	Do not know
The learning journey has provided me with opportunities to explore new ideas or opportunities about ecotourism						
The learning journey has provided me with information and ideas relevant to activities in my own area						
I have received helpful feedback on the work that I developed in my SHA						
The learning journey was well organised						
The resources and information provided have supported the learning experience well						
I I The opportunity to communicate with people from other countries and regions is valuable						

7. Tell us what SHAPE could do to improve the learning journey experiences.

8. Would your recommend visiting XXX to other stakeholders in your SHA? Please explain your answer

9. Please add any additional comments you have about the learning journey experience

Annex 2. Draft Post-Learning Journey Online Questionnaire

Preliminary list of questions to include in the questionnaire:

1. What was your motivation for becoming involved in the learning journey?

2. What was the most positive aspect of the learning journey?

3. What was the most negative aspect of the learning journey?

4. How would you value the learning experience as a whole?

5. Have you contacted any of the participants that you meet in the learning journey since then?
   o No, and at the moment I do not have plans of doing it in the near future.
   o No, but I have plans of doing it in the near future.
   o Yes, to know more / exchange information about experiences / products / etc.
   o Yes, to explore the development of a joint activity or similar.
   o Yes, for other purposes.

   Please explain your answer

6. What have you learned from the learning journey?

7. Following the learning journey, are there any current activities in your SHA that you would like to change / adapt? If yes, please explain.

8. Have you been inspired by the learning journey to start any new initiatives or activities in your SHA? If yes, please explain and indicate any ways in which SHAPE could help.