



USING PASSPORT IN THE CLASSROOM

Introduction

This guide is for teachers who would like to use GTTP's online course, *Introduction to Travel & Tourism: Passport to the World*, in their classrooms. Currently it is mostly university learners who benefit from MOOCs (Massive Open Online Courses), but this GTTP course is for secondary school, tertiary and college learners as well.

This guide was developed by a dedicated group of GTTP teachers from India, Jamaica, France, Hungary, Kenya, and South Africa who collaborated in a workshop organized in 2019 in Hungary. The ideas suggested here are not meant to tell teachers what and how to teach the Passport material on the GTTP Platform. Rather our intention is to spark innovative solutions.

Who do we target?

The main target group for the course is GTTP member schools. However, the age range is diverse: in some countries we have learners aged 15 and in others we see only higher education learners. Our experience shows that this online course works for any age cohort involved in studying Travel & Tourism. Teachers will be able to adapt the material to find the right level of difficulty for her/his audience.

The course is free and open to all. So, you and your learners may meet GTTP learners from many countries.

How to start?

We suggest teachers either take the course prior to using it in the classroom or do it together with learners and explore a new world of learning with them. It is hard to imagine success without the teacher knowing what her/his learners are learning.

The platform is easy to use and hopefully an enjoyable experience as well. You will need to register your school, college or tertiary institution initially with Equator Learning by sending an email to tony.champion@equatorglobal.com.

When this is done you are ready to take it on -- just follow the instructions and indulge in a wide range of knowledge offered to you.

Timing

The course is planned as an 8 week, 16-session course. We assume two 45-minute online sessions a week plus outside research time. But, in fact a teacher can plan it differently to suit their schedule. It is not obligatory to wait till the end of every week before you proceed to the next week. Weeks in this sense are almost like chapters - you can read more than one at a time.

Structure

The course material is arranged in 8 weeks blocks. In each week there are 'Activities' that cover larger content areas, and in turn, 'Activities' are broken down to 'Steps'. Steps are the basic elements of the course. A 'step' can be a video (short visuals on various topics), informational (articles), discussions (where learners can share their views), polls (learners may vote on different issues), or quizzes to test the knowledge they were supposed to acquire.

You will see that you should complete all steps in a sequence; try not to jump or skip steps.

The articles include interesting short texts, sometimes stories. The aim is to spark discussion. The texts are very short and easy to read, even for non-native English speakers. Yet the articles are filled with links to interesting and relevant external sites. Browsing through these links may take a lot of time - and yield deeper knowledge of the area. It is the teacher's and the learners' choice to plan their own individual learning path depending on the interest, aptitude, and time of the learners.

In each of the 8 weeks we start with an introductory video on the week's topic followed by articles, discussions, polls. In each week we have a step on careers introducing learners into the vast array of career opportunities this industry offers. And finally, we close the session with a quiz. Quizzes are short and may be repeated without any limit.

Certification

The course is free and open to all, even to non-GTTP learners. For GTTP learners the individual school can issue a certificate to their learners (taking into consideration their classroom work and performance).

Methodology

Our suggestion is to use the online material where and how it fits and have the learners interact with each other and the teacher when it comes to sharing experiences, solving problems, explaining ideas, reflecting on own experiences. Blended learning -- online and classroom -- utilizes the gains of Internet and of social interaction.

Use a blended learning approach, helping learners process the information they acquired. Processing information includes selection, understanding, checking, reflecting, comparing and many other skills learners can develop.

In the following you will see different solutions on how you could work with the online material. You could:

- Have the learners read/watch/listen to segments of the online material first and then do the classroom work with them.
- Have the learners work on sections of the material alone and work with them on alternative sections.
- Have discussions, collect ideas and experiences from learners and use the online content to arrange and extend the information they already have into a logical order.

All these ways work and not one method recommended.

Below are examples for planning. They are not identical. We present different methods for each week. Do not regard our suggestions as a rulebook that must be followed. This guide is more of an educational cookbook with different recipes that are all great but may not end up as servings in one dinner.

IDEAS FOR WEEK 1

The Customer Journey

2 Sessions (40 – 50 minutes per session) As an introduction to the course brainstorming will reveal what learners already know about the concept of tourism.

Brainstorming exercise: Ask learners simple questions such as, “Describe the stages of a traveler’s journey.” (Give guided questions to obtain the 8 stages of the customer journey.) Teacher (and/or learners) will list the ideas given by learners during the brainstorming on the board or on flipchart paper. Flipchart may work better because it can be stored for later use. If tools are available, the products of the brainstorming exercise can be stored electronically and shared among learners or projected in the classroom.

Examples of the Brainstorming/Guided Questions

- What are the reasons why people travel?
- What guides their decisions?
- How will they get there?
- Where will they stay?
- Where and what would they eat?
- What activities would they participate in?
- What will that do when they arrive home?

2 Sessions (40 – 50 minutes per session). Place learners in groups to research and present ideas about the eight stages of the travelers' journey – each group would be given a different stage of the journey to present on in a selected format. Discuss requirements for conducting and presenting the research.

4 Sessions – Each group will get 20 minutes for presentations.

Groups will present their findings using different formats, such as Role Plays, Power Point, Scenarios – Lower age groups, 13 to 15 may use mostly practical activities, such as role plays while more senior learners would, for example, utilize power point presentations, with resource materials such as flyers, brochures, etc. to enhance their presentations.

As an out-of-school task mature learners may visit travel agencies, railway stations, airports, restaurants, hotels etc., and conduct interviews and gather materials.

IDEAS FOR WEEK 2

Select a Destination

Make 4-5 groups of learners and ask them to go through one given activity of Week 2 (there should be 4 groups, one for each activity but activity 2 may be split into two as it has more steps than others). This requires online access to the FL course.

When they are done, mix the groups by creating 4-5 different groups so that in each new group has members from the initial groups. Then ask the mixed group members to report what they have learnt while taking the activity assigned to them.

Finally ask the mixed groups to do the quiz at the end of the course together. You may make it a contest: the winner is the group had the fewest tries to get to the correct answers.

IDEAS FOR WEEK 3

Make a Reservation

Strengthening your knowledge

- Our suggestion is that teachers teach the prescribed content to their learners and use the online content as a recap or reflection course to prepare learners for their final examination.
- Teachers can introduce the topic to learners without teaching any content. Pose three questions to learners:
 1. Why do people make reservations?
 2. How can people make reservations?
 3. List the seven Online Travel Agencies.

The teacher can create a scenario in which to further gain clarity on whether all learners are on board and understand the content.

Scenario example:

A Chinese group would like to make reservations for their upcoming vacation; however, they are uncertain about the best Online Travel Agency to make use of. Can you suggest the most appropriate Travel Agency the group can make use of and why.

(Learners should use the content on FutureLearn to answer the above questions.)

IDEAS FOR WEEK 4

Use transportation.

Option 1. Have a discussion with learners based on the above topic. Ask learners which modes of transport they have made use of and what their experience was like.

Learners should then use FutureLearn to read more about the modes of transport they have used and also read up on other modes of transport. Learners should complete the quiz too.

Teachers should once again test learners' knowledge of the topic by creating scenarios in which learners can put their knowledge into practice.

Scenario example:

A traveler from South Africa must attend a GTTP training course in Hungary, Budapest. The traveler will leave on Saturday to attend the course Monday morning at 8 a.m. What would be a suitable mode of transport? Why or why not? Teachers should create many of these kinds of scenarios to assist learners in putting their knowledge into practice.

Option 2. Try the reservation system in class ([booking.com](https://www.booking.com)/[airbnb](https://www.airbnb.com)/[gds](https://www.gds.com)) and do a mock booking on the reservation system. This will show learners what to expect when making a booking as a tourist, where actual reality is shown.

Option 3. Learners enjoy games and competition in the classroom. Ask them to finish Week 5 (and/or Week 4) on the Internet outside of school. During the next class they could compete to find the cheapest rate of accommodation based on the scenario given by the teacher.

Option 4. This week's content can serve as an introduction to the topic of accommodation and hotel industry.

Option 5. If you have traveled recently, use an email received from an accommodation establishment to show learners the booking voucher or receipt of your booking. The reservation can also be shown, which has the terms and conditions. This way abstract information becomes concrete.

IDEAS FOR WEEK 5

Use Accommodation

Option 1. Learners' work placement experience in a hotel could be used to speak about the hotel: they are able to speak about customers and the services the hotel provides.

Following the reports on personal experiences ask the learners to complete Week 5 of the FL course at home. Next time in class ask them to arrange their experiences into the classification they have seen in the course.

Option 2. Following the completion of Week 5 content at home ask for examples of tourists who arrived to their neighborhood/city with the purpose of visiting a meeting center or an event.

Option 3. A video can be completed after finishing Week 5 of the FL course upon visiting a meeting /convention center or an event. Alternatively, the excursion can be done first and then the lesson.

Option 4. Ask learners to go through Week 5 of the online course first and prepare questions about areas that interest them or were not clear to them. A representative of a partner hotel could visit the learners to explain the different elements of a hotel and answer the open questions.

IDEAS FOR WEEK 6

Eat Meals

Option 1. Almost everywhere countries have a gastronomy week as a national special event. Representatives or visitors can be invited or interviewed to share their experience. Week 6 content may have to be covered before the event.

Option 2. Take Week 6 at home and see a local restaurant menu. Brainstorm with learners about possible improvements.

Option 3. Learners can learn about food first by taking Week 6 and learn more about molecular gastronomy in a biology class that can be linked to Tourism.

Option 4. Watching the food preparation video learners can think 'out of the box' about how food preparation is done in the airline industry. The content can be shown after discussion on food and food preparation in the Tourism and Hospitality industry.

Option 5. By taking Week 6 online learners will be able to understand how food is linked to culture and heritage as well. The teacher can decide to give the information as an overview or a conclusion about the theme.

IDEAS FOR WEEK 7

Participate in Activities

I want to start my own business (7.6)

Two sessions of 2 hours

- Learners are to read Week 7 content before a class workshop.
- Learners are divided into groups and asked to imagine their own business (cf. links to social network / traditions / food / local guide, etc.)
- Imagining a business. Investigating – for whom, what, when, where, how to offer (revisit Week 7. 7.6, search the Internet/school library). Creating documents (business plans / posters / presentation).

Option 1. Class presentation:

5 to 10 minutes presentations with 5 minutes questions time + feedback.

Option 2. Fair

Each group is to organize an area to present their findings and plans. All learners except one (the “host”) goes around the “fair” to “shop”. The “host” should present the “goods” in the fair to all other group members. When finished all groups go back to their homebase and share with the “host” what they have seen.

To conclude, each group is to post a comment and comment on the others.

If partner schools agree on a schedule, it is even possible to have exchanges between learners from different countries.

Travel experts.

A session of 2 hours

To be done at the end of week 7

Create groups of four learners. Each learner is responsible for a specific aspect of travel: reservation / transport / accommodation / food / activities (which means he / she will have in mind the related material on the online course). Each group is given a document with a customer profile (age, gender, occupation, highest level of education, nationality) and project (place they want to go, duration, budget, maybe a list of “must-see” attractions).

Each group has one hour and 30 minutes to look up for information and organize it.

Then each group enacts the situation in front of the class – fellow learners playing the part of the customers (duration: 15 minutes). 15 minutes feedback allowed for asking learners’ reflections.

IDEAS FOR WEEK 8

Return Home and Tell People About Trip

Do Your Own Blog

Option 1.

Ask learners to finish Week 8 on the online platform at home.

In class, discuss with them the process of writing a travel blog, why a blog is attractive or why it is not. Then ask for volunteers who would give it a try and are willing to use Padlet to create their own travel blog.

Assign the rest of the learners into work groups and request their feedback along given aspects, such as, “How does it look?” “Is it interesting”, “How is the blog’s style?” “Who would want to read this blog?” etc. They also should explain their answers and why/how they arrived at them. Practice feedback if they have little or no experience with it.

Option 2.

Select a few travel blogs; use an Internet search by typing, “best travel blogs” and “most annoying travel blogs”. Make groups of 3-6 in the class and have them pick one blog each. Do not tell them from which category their blog is. Ask them to have a look at the blogs online in the classroom and talk about what they have seen.

When finished ask their opinions about the blogs. At the end tell them the categories you selected the blogs from. See if they found the best blogs to be best and the most annoying to be annoying. Discuss the results and ask them to recap by reading Week 8 of Passport online.

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