



ESTET

**EMBEDDING SUSTAINABILITY SKILLS IN TOURISM
EDUCATION AND TRAINING**

Project No. : 2020-1-PL01-KA202-081845

MODULE 2. SUSTAINABILITY-RELATED SKILLS AND INSTRUCTIONAL DESIGN APPROACHES

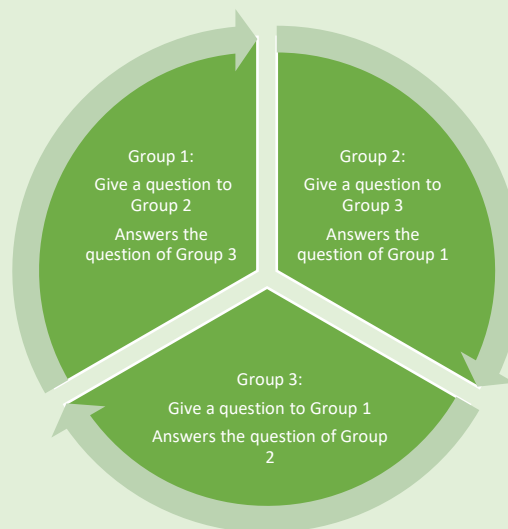
Activity 3: Inquiry-based learning approach

Type of activity	In-class, Face-to-face training activity
Overview & learning objective	<p>Learning objectives:</p> <ul style="list-style-type: none"> - Acquiring knowledge on the structure and components of Inquiry-based learning approach - Gaining knowledge how to use the approach in teaching-learning process related to sustainable skills in tourism - Learning about the advantages and benefits of using this approach in teaching green skills in tourism
Duration / timing	2 hours
Materials & environment	<p>The session is designed for in-class group work. The excises are developed for work in small groups of 6 people (the number of people per group may vary depending on the total number of participants).</p> <p>It is needed a room that enables training session activities.</p> <p>Materials needed to perform the training session are:</p> <ul style="list-style-type: none"> - Multimedia presentation equipment; - Flipchart and markers; - For the tutor: 1 PC/laptop with Internet connection <p>If the training session is organized and performed online, it is needed a suitable online platform that will allow to complete all training activities and group work (such as Zoom, Skype, Jitsi Meet, etc.).</p>
Implementation procedure (instructions / trainers' notes)	<p>I. Instruction (20 minutes)</p> <p>Begin with presentation of the project, yourself (trainers) and give time to participants to present themselves briefly.</p> <p>Provide information about the training session, its aims and structure – its components and time frames.</p> <p>Present the theory related to the topic (what is instructional design approach, what is Inquiry-based learning approach, how it is used and applied in practice, what are the main benefits and advantages of the approach, what are the different levels in inquiry-based learning, what is 5-E model and its components).</p> <p>Explain and give details about the practical exercises and tasks. Provide information about the expected results and deliverables and assign the time for the task.</p> <p>II. Implementation process (80 minutes)</p> <p>During this activity the participants will have to research a given topic following an <i>inquiry-based learning</i> approach. For this sessions and for better understanding of the method it will be used elements from both, <i>guided and open inquiry-based learning</i>. (A <i>guided inquiry</i> means that the teaches give open-ended questions /impose a problem to the students who have to find the answers and solutions. In the next level, that is <i>open inquiry-based learning</i> students formulate the questions/problems themselves.).</p>

Participants will use the 5-E model described in Module 2 and by going through the steps of the model they will complete the assignment.

The main topic for discussion could be: "Sustainability-related skills in Tourism". Each group will be assigned different question within this topic.

1. Show the 5-E model graphically to the participants on PowerPoint slide or flipchart, so they can have constant access to it during the implementation of the task.
2. Step 1: Present the main topic for the research. Each group has to formulate 1 problem or question related to the topic. To avoid overlapping assign different areas for each group: e.g. Group 1: question related to environmental protection; Group 2: question related to local economy protection; Group 3: question related to socio-cultural protection. The participants start to explore the topics through research and to formulate their questions/problems. (Time to complete the task: 15 min)
3. Step 2: In this step, the groups exchange their questions/problems for research. It is proposed that the following process be followed:



Then the groups have to make a research and find answers to the assigned question/problem. The instructor helps and guide them through the research (can help by offering key words, concepts or particular websites, etc.). Each groups have to prepare a presentation to present their findings and answers. Groups can choose PowerPoint, flipchart or other tools for their presentations. (Time for completing the task: 30 min).

4. Step 3: Each group presents their findings to the whole group and explain how they arrived at them (Time for completing the task, if there are 3 groups: 15 min).
5. Step 4: Further discussion on the new questions that emerge during the presentations of findings. The trainer

	<p>guides the discussion and summarize the main findings and conclusions of the group (10 min)</p> <p>6. Step 5: The trainer evaluates and assess the results of the groups. (10 min)</p> <p>III. Debriefing & reflection (20 minutes)</p> <p>Open discussion during which participants can share their opinions, raise questions and debate about their participation in the session, the learning outcomes of the training and the inquiry-based approach.</p>
Tips & recommendations for trainers	<p>It is very important that the trainer has a good knowledge of the Inquiry-based learning approach, its different levels and how to apply it.</p> <p>It is also very important that the trainer prepare in advance and has a profound knowledge on the topic that he/she assign to the students/learners in order to help and guide them through the learning process.</p>
Variations / possibility for adaptation	<p>This training session can be easily applied (partly or entirely) in online training using Zoom or other similar software program.</p> <p>It is also possible this session to be used for individual work. However, it is important that the teacher is in contact with all students and support them through the learning process when necessary.</p>
Handouts & other resources	<p>Provide material on Module 2 to participants prior to the training session.</p>

