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**The underlying pedagogical
approach for developing
SCITOUR products**



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The underlying pedagogical approach for developing a Scientific Tourism product

With science and science communication at the heart of the scientific tourism initiative, one of the main ideas is to provide the travelers with an experience that also facilitates for science learning. In the SCITOUR initiative, we have decided to follow a well-established tool in informal science education called Educational Pathway. It is a tool created to facilitate science learning experiences in both formal and informal educational settings with a three- step approach:

1. Pre-visit: activities and resources preparing the tourist for the actual visit.
2. Visit: activities involving travelling to the targeted destination and participating in the tourism product.
3. Post-visit: activities rounding up, concluding the learning experience as well as facilitates a continuation of the actual visit and learning experience by providing additional guidance for the continuation of the learning process.

From these phases the actual Visit phase is the core experience, when the visitor will participate in a place-based tourism activity produced by the tourism entrepreneur. In a normal tourism product, this has been the only phase. In the Scientific Tourism initiative and product structure, we add both the Pre-visit and Post-visit phases to the tourism product.

These are seen as essential for the realization of a fruitful science learning experience, by providing and preparing the visitor for the science related tourism experience and by continuing the experience and providing for a continuation of the learning process after participating in the actual tourism product.

There are two different methods for developing Educational Pathways that also can be adopted to the Scientific Tourism product structure, open visits and structured visits. Open visits are seen as a less pre-defined experience compared to structured visits that are designed more in detail. The Scientific Tourism product structure exact position is depending of the degree of formality applied to the design of the visit by the tourism entrepreneur. Among these two methods, open and structured visits, the structure of the open visits can be seen as the simplest, least pre-defined learning experience best suitable for the scientific tourism products structure.

In regard to the Educational Pathway tool, there are also two pedagogical approaches to how to structure the learning experience. The narrow Inquiry-Based Learning approach and the much wider Resource-Based Learning approach. In connection to the Scientific Tourism product structure, the wider Resource-Based Learning approach is applied as the basis for the conception of the open visits. This allows for the highest possible flexibility with the basic organization in a three-phases scheme of activities: before, during and after the visit. The core of the learning experience constitutes the actual visit phase, with Pre-visit and Post-visit phases supporting and enlarging the tourism product.

The pattern to follow to create a Scientific Tourism product

A) Introduction and preparation (OPEN TO ALL)

This section contains basic information about the SCITOUR product and the intended learning experience. This information should describe the scientific aspect of the SCITOUR product such as science learning elements, as well as basic information about the duration, group size, location, price, as well as information about the company.

Title:

Give a title that easily recognize the content focus and science

Short description of product:

A short description of the SCITOUR product to outline the scope of the experience. It will serve as a teaser to raise the interest of the visitor/client.

Keywords:

A limited number of words/short phrases reflecting the topic and product.

Target audience/number of participants:

The intended visitor/client and number of participants in the product

Location and context:

The location of the realization of the Scientific Tourism product. Detailed description and map.

Product duration:

The approximate time needed to realize/participate in the SCITOUR product.

Scientific elements:

Reference to the areas of science that will be covered during the SCITOUR product and needed prerequisite knowledge as well as encouragement to obtain a prerequisite knowledge for those that participate.

Guidance to the Scientific Tourism three-phase product structure:

Guidance regarding the structure of the SCITOUR products and how to get the most out of the visit and how to extend the experience after the visit is over.

B) Pre-visit (CUSTOMER ONLY, access granted after purchase)

Orientation information

Describe and direct the user to relevant information available on the context and elements of the SCITOUR product, which may prepare and orient the visitor before the actual visit. Such information may be popularized articles uploaded or linked, but also other media, such as YouTube videos, TV-programmes, podcasts etc.

Building pre-experience

Describe and direct the user to any information or activities that might exist and which would be a useful pre-experience preceding the “main” participation in the SCITOUR product. Such content may for example refer to the location and background of the region, history, environment, geology, people.

Description of the experience

A description of the product and what to expect and experience. The use of video and images together with testimonies from former visitors participating in the SCITOUR product.

The core experience

Describe in detail the way in which the visit should be conducted, focusing on information that will help the visitor’s orientation through the experience. If appropriate, explain the rationale behind the proposed ordering of the activities, or state and explain the freedom in which the learning experience can be shaped by the visitor.

Provoke curiosity: questions to ask and things to observe

Describe in simple terms the questions that the visitors could ask, or the observation or information he/she could concentrate on, during the visit to the get the most of the learning potential offered by the experience.

Any other relevant information

Provide any other information that does not fall under the previous categories but is necessary or useful for the effective/successful realization of the core visit.

C) Visit

This phase is taking place in place-based location of the tourism entrepreneur.

D) Post-visit (CUSTOMER only, access granted after Visit-phase completed)**Follow-up activities and materials**

Describe and direct the visitor to any follow-up materials that can be used to continue the learning experience gained through the post-visit and main visit phases of the SCITOUR product. These are different forms of references to scientific publications, books, popularized articles, YouTube videos, TV-documentaries, webpages, etc. In addition, guidance on how to engage in new learning experiences should be given.

Sustainable contact

Provide the visitor with the possibility to maintain contact with the SCITOUR entrepreneur and others that have had the same learning experience, through social media. Provide also the possibility to support different science and conservation