

S T E P S

Sustainable Tourism: E-guides Produced for and by Students



SUMMARY OF THE PROJECT

IES José M^a Infantes (JMI-Utrera, Spain), an English-Spanish Bilingual Secondary School, also offering Upper Secondary in Arts, Basic Vocational Training, Special Needs Education, and more recently, Upper VT in Tourist Guides, is a real SCHOOL-MUSEUM. The students, from different backgrounds (some at risk of early school dropout), have created about 200 artistic reproductions and are regularly trained as guides. We receive thousands of visitors. The visits are accompanied by shows and cinema.

Archigymnasium (AG-Soest, Germany) is a traditional grammar school founded in 1532. Apart from the standard class, they offer two specialized profiles: TABLET CLASSES and FOREIGN LANGUAGE CLASSES. Moreover, they offer a wide range of 25 different extracurricular activities as well as 7 different foreign languages. It is the first certified digital school in Soest and, thanks to this project, it has been accredited as a European School.

This program is a great opportunity for both, because they share needs and complement each other in their strengths and weaknesses. Both Andalusia and Mönesees/Soest are tourist regions. We realize tourism boosts our local economy, but also causes negative effects. Our students will study the environmental, cultural, and social advantages of sustainable tourism and attractive leisure offers for people of their age. AG will contribute its digital experience and JMI will contribute the cultural and artistic knowledge to this project.

OBJECTIVES

- Improve proficiency in English and Spanish
- Know, compare and respect the natural, cultural and social background of both towns
- Promote respect for the environment and awareness of sustainable tourism
- Strengthen understanding between cultures
- Value cultural heritage, contributing to its conservation and creation
- Improve digital competence
- Promote equality among students
- Reduce absenteeism rates
- Exchange good teaching practices
- Create a team in the centers for the management of future collaborations

PARTICIPANTS

29 students (13-17) and 5 teachers participated in transnational mobilities. It also involved a large number of local students, following inclusive criteria, 15 teaching departments, devoted direction boards, as well as local agents and enterprises.

ACTIVITIES

In 2 mobilities we got to know our partners and their towns, and we did joint tasks. Mobilities were combined with virtual work before and after, in a logical sequence for the final task. We analyzed the activities of the entire process, recommended the most appropriate and actively participated in others:

1. WE VALUE, WE SHOW, WE CREATE CULTURAL HERITAGE

Questionnaires and criteria to assess the sustainability of the activities carried out

Itinerary of the cities and explanation of the visits by the students

European corner: joint art work with a European theme

Peer training

2. ICTs AT THE SERVICE OF HERITAGE: e-GUIDES

Audio guides

Promotional video montage

Creation of website and blog

Informative campaign

METHODOLOGY

Methodology is communicative, interdisciplinary, motivating and student-centered. We used mainly English and Spanish, developing the 4 skills. We worked in German-Spanish mixed-ability couples/groups to promote communication. We used new technologies to obtain, analyze, produce, share and disseminate information. The contests and presentations enabled spaces for creativity and joint decision making. Many activities depended on collaborative work, peer training and learning based on project.

RESULTS / IMPACT

Positive attitude towards European values

Increased autonomy, personal initiative, entrepreneurial spirit

Two e-Guides of both regions for young people

Presentations/video clips

Guided tours

Audio guides

Photographic exhibitions

Paintings

Teaching materials and work templates

Web

Plan of dissemination in educational platforms and social networks (sensitive to privacy)

Local councils, companies, cultural and scientific associations, the elderly home (volunteers in JMI) and families collaborate. They offered workshop and resources. We called the local press/TV for specific events.

BENEFITS

STEPS is sustainable and supportive. We improved skills and expanded borders in this experience, open to equal opportunities above the socioeconomic reality and awakening the illusion in students who had lost it. We applied the learning, reused the materials and published them as Open Educational Resources. Others may consult the eGuides to plan excursions. The students were trained as local guides, collaborated with several associations in tourist programs and continued to train other colleagues. Several of the sustainable tourism resources discovered in the process become great educational resources and they are still carried out. In order to value the Erasmus Program and encourage other schools, Europa Café and The European Corner, created by the German and the Spanish, are permanent places in the Archigymnasium and in the School-Museum