



2020-1-UK01-KA227-YOU-094543

IO1- A2: Elaboration of Training Methodology

**KA2 - Cooperation for innovation and the exchange of good practices
Partnerships for creativity**



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(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference	Title
1	2020-1-UK01-KA227-YOU-094543	HerTour4Youth Proposal
2		

APPLICABLE DOCUMENTS

ID	Reference	Title
1		
2		





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1. Introduction

1.1 The scope of the project

On the grounds of Heritage Tourism acting as a fundamental part of cultural heritage and sustainable tourism making up almost 40% of tourism revenues globally, a wide list of digital initiatives have been taken during the last few years. In particular, advanced technologies (such as 360 photo, Augmented Reality, 3D scanning, etc.) in conjunction with hybrid skills (i.e. technical and non-technical) of businesses' digital transformation have been providing endless possibilities in the field of cultural tourism towards enriching tourists experiences based on cultural heritage. Indeed, there are several examples revealing that heritage tourism is increasingly moving towards a new digital era. However, the COVID-19 crisis has a massive impact on the tourism-related cultural sector, having shone a light both on the challenges endured by people working in the sector and on how cultural life is weakened by the global lockdown (Compendium of Cultural Policies & Trends, 2020). In fact, the pandemic crisis jeopardizes the most crucial parts of cultural tourism (UNESCO, 2020). With almost 13% of museums being under the threat of never re-opening, more than 80% of UNESCO World Heritage properties being locked and most people working on tourism-related jobs being currently unemployed, the need to move towards digitization becomes even more urgent. To that end, new skills are being required among the professional profiles of culture and tourism. It is thus rational for young people seeking job opportunities in the heritage tourism sector to be more equipped with digital competences to form a more resilient tourism workforce (UNWTO, 2020).

1.2 Project objectives

The project aims at empowering young people in promoting Heritage Tourism resources through the development of their own skills in Digital Design for the digital transformation of heritage tourism. Moving towards a totally new era in cultural tourism that integrates the concept of digital heritage tourism into cultural life, young job seekers should be equipped with competences that allow them to differentiate themselves among a close and yet competitive industry. After the project completion, participants will be able to put their creativity into action being in position to map out digital content that promotes local culture and manage the tones of resources that cultural life offers (museum exhibits, local products, places to visit, local food, etc.) in an intuitive manner.

Recent research has shown that the tourism sector has been turning into digitalised solutions towards the establishment of Smart Tourism. The objective is to lead creativity and innovation in tourism, while contributing to new destination configurations (Dredge, et. Al., 2018). In fact, the Digital Heritage Tourist definition



has recently appeared under the scope of tourists visiting a place (museum, location, etc.) virtually instead of physically, having the entire tourist experience in a digital manner.

However, after COVID-19 outbreak, global tourism is brought to a standstill, with millions of people looking for cultural experiences from their homes and with professionals being rather unprepared for the lockdown and with their hands tied in the context of a travel-less world. On the other hand, youth play a significant role in all action plans to limit the impact of the crisis, while they are among the most vulnerable groups being the main victims of the aftereffect of the pandemic (Rojo, 2020). Therefore, with youth unemployment being increased by 0.8% within the first month of the crisis (March-April 2020) and with Heritage Tourism being at stake and turning to digital solutions to survive, there is an urgent to equip young people with digital competences in order to overcome unemployment and support heritage sustainable development.

1.3 Project Target group

The main target groups of this project are:

- Young adults that already have working experience in heritage tourism or are interested in promoting heritage tourism
- Young adults that are interested in improving their digital competences
- Youth workers
- Youth training organizations
- Tourism organizations
- Organisations related to the creative/cultural industry
- NGOs or other organizations/authorities taking initiatives towards sustainable development
- Digital designers/Digital design/e-Learning companies
- Policy makers



2. The Compendium

2.1 The scope of this document

The current document aims to define the methodological approach for the training course to be delivered to the project target group. In particular, the training methodology comprises:

- The learning objectives of the course
- The course design & structure
- The work allocation
- The definition of estimated seat time per course unit/module
- The validation and evaluation process

2.2 Compendium objectives, design and recommendations

2.2.1 Compendium learning objectives

After receiving the training through the Digital Designer Compendium, participants will be able to:

- Acquire adequate knowledge on the digital trends related to Heritage Tourism Management
- Have a deeper understanding of the basic principles of Digital Design
- Be in position to apply their newly acquired digital skills into real-life practices
- Gain the capacity of combining their knowledge in Tourism with their digital skills
- Pursue a competitive job position in the Tourism industry

2.2.2 Compendium design

The Digital Designer Compendium will be segregated into two parts that provide useful hands-on information about the hybrid skills that young job seekers should acquire in order to embrace the digital transformation of the Tourism sector and thus be competitive as future employees. Those two parts refer to:

- Theoretical part: The Digitization of Heritage Tourism
- Practical course: Workshop for Digital Design principles

The compendium will comprise six training modules related to the main aspects of Digital Design and their applicability in the Tourism industry with a view to increase



the competitiveness of young job seekers in the field and the attractiveness of the sector. In particular, the compendium scrutinizes:

- **Non-technical skills: Soft skills required in tourism-related jobs**
- **Technical skills & recommended tools: Digital thinking for heritage tourism**

The structure and allocation of the work to be done towards delivering an inclusive Compendium for the project target group is displayed in the following table:

Part 1: The Digitization of Heritage Tourism

<i>Module</i>	Learning Objectives	Duration	Partner responsible
<i>Digital Transformation of Tourism: Existing actions & initiatives to go digital</i>	-Have a deeper knowledge of the initiatives towards digitization of tourism -Be able to identify new actions in the field -Conceptualize own initiatives	1 hour	UNESCO
<i>Top trends in Tourism digital Transformation: Tools & Strategies</i>	-Have a deeper knowledge of the digital trends in Tourism -Be able to identify new tools and practices -Be able to use technology to promote & manage tourism -Promote tourism in a wider audience	1 hour	M.O.R.E.
<i>Major challenges for Heritage Tourism in a post-COVID-19 era</i>	-Have a deeper knowledge of the risks and challenges one might face in Tourism -Identify pitfalls to avoid -Self-motivate to take initiatives for their mitigation	1 hour	BG Guide
<i>The value of digitization in travelling: How tourism can survive the crisis</i>	-Have a deeper knowledge of the value of ICT tools in Tourism -Spot actions that safeguard heritage tourism -Be able to conceptualize new ICT solutions	1 hour	HEIMAT Foundation

Part 2: Workshop for Digital Design principles

Module	Learning Objectives	Duration	Partner responsible
<i>Computer programming</i>	<ul style="list-style-type: none"> -Have a basic understanding of programming principles -Have a deeper knowledge of how ICT tools work -Be able to apply programming principles 	1 hour	CIVIC
<i>Digital marketing & branding</i>	<ul style="list-style-type: none"> -Have a deep understanding of digital marketing aspects -Identify the most appropriate principles for one's needs -Apply basic digital marketing & branding techniques 	1 hour	ATERMON
<i>Hybrid skills in Heritage Tourism Management</i>	<ul style="list-style-type: none"> -Have a deeper knowledge of the skills required in Tourism -Increase soft and technical skills -Apply hybrid skills in real work environments 	3 hours	UNESCO
<i>Adaptability vs. Adaptivity for Digital Heritage Tourist experience</i>	<ul style="list-style-type: none"> -Have a basic knowledge of adaptability and adaptivity and how those apply in Tourism -Recognise the different aspects of the two concepts -Apply adaptability and adaptivity when using ICT 	3 hours	HEIMAT Foundation
<i>How to apply Digital Design in Heritage Tourism: case studies / success stories</i>	<ul style="list-style-type: none"> -Recognize the applicability of digital tools and practices in Tourism -Be able to self-reflect on gained knowledge -Apply digital design skills in similar cases 	3 hours	BG Guide

<i>Digital Design & Design Thinking: Connection to the culture sector</i>	-Understand the basic principles of digital design & design thinking -Identify the most appropriate aspects based on own needs -Apply main principles for tourism management	3 hours	M.O.R.E.
<i>Different kinds of Designers: The role of graphic designers / web designers / UX designers</i>	-Have a deeper knowledge of UI/UX design -Understand how UI/UX applies as a digital skill in Tourism -Be in position to apply UI/UX	3 hours	CIVIC
<i>Different kinds of deliverables: Banner ads, Infographics, Website elements, UI/UX wireframes, Graphics for documents</i>	-Understand the different kinds of digital design -Create own deliverables using gained knowledge -Promote Tourism through own digital tourist guide	3 hours	ATERMON

3. Assessment tools

The training modules constituting the Compendium will be accompanied by quiz-like assessments that aim to support participants in their self-reflection learning process. In particular, each module will be regarded as fully completed once participants have answered a knowledge-assessment questionnaire related to the information provided within the module.

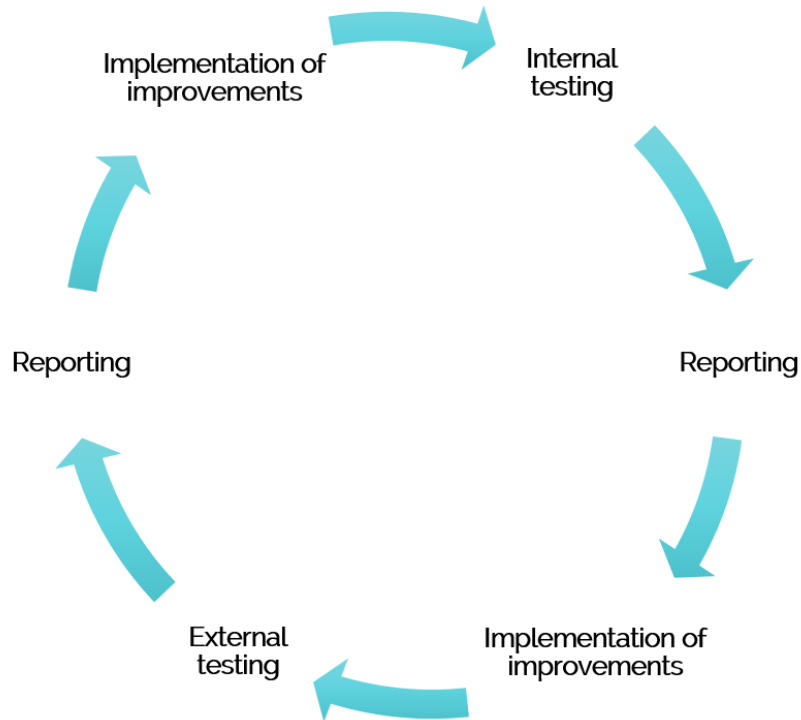
In order for participants to be in position to reflect on the knowledge and skills acquired through their training, one questionnaire will be prepared as the last section of each module. The questionnaire will include Likert-scale questions for knowledge assessment along with a hands-on assignment for skills assessment with a view to support the learning process, while feedback will be also given for right/wrong answers.

4. Validation process

The validation process will not be a one-off task but an iterative Agile process that leads to the final outcome. The Digital Designer Compendium and supporting tools



will be tested firstly by participants from the partner organizations and, after the implementation of improvements, by target group representatives.



5. Annexes

5.1 Templates

5.1.1 Content development template

Title of the Module

Introduction

[Short description of the module – up to 5 lines]

Learning Outcomes

After completing this module, you will be able to:

Outcome 1

Outcome 2

Etc.

Keywords:



Estimated seat time: X hours

Glossary of terms: [A-Z order with key definitions]

Main Content

Please provide your content here. Include definitions, explanations, practical examples and case studies/success stories. The main content (not the whole document!!!) shall be around 15 A4 pages, including images.

References

Please use [APA Style](#) to write down your references.

5.1.2 Assessment tools template

Knowledge Assessment

Quiz-like assessment based on the main content. Please mark the correct answer with bold when required. Include 10 questions for your module. Increase gradually the level of difficulty.

Question 1(multiple choice or true/false): text
[answer 1] [correct answer] [answer 3]

Question 2 (multiple choice or true/false): text
[correct answer] [answer 2] [answer 3]

Question 3 (multiple choice or true/false): text
[correct answer] [answer 2] [answer 3]

Question 4 (multiple answers correct): text
[correct answer] [correct answer] [answer 3] [answer 4]

Question 5 (multiple answers correct): text
[correct answer] [answer 2] [answer 3] [correct answer]

Question 6 (multiple answers correct): text
[answer 1] [answer 2] [correct answer] [correct answer]

Question 7 (multiple answers correct): text
[answer 1] [answer 2] [correct answer] [correct answer]



Question 8 (matching): Match the terms with their definitions.

Term 1 name: Definition

Term 2 name: Definition

Term 3 name: Definition

Term 4 name: Definition

Term 5 name: Definition

Question 9 (matching): Match the concepts with their explanations.

Concept 1 name: Explanation

Concept 2 name: Explanation

Concept 3 name: Explanation

Concept 4 name: Explanation

Concept 5 name: Explanation

Question 10 (matching): Match the problems with their solutions.

Problem 1 name: Solution

Problem 1 name: Solution

Problem 1 name: Solution

Problem 1 name: Solution

Problem 1 name: Solution

Skills Assessment

Assign an exercise that promotes problem solving and critical thinking related to the actual implementation Digital Skills in Tourism

