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Sustainable spatial planning of tourism destinations: Manual for teachers

**Edited by
Tomasz NAPIERAŁA
& Iwona PIELESIAK**



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Lodz, 2022



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Sustainable spatial planning of tourism destinations

Manual for teachers

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Introducing students into sustainable spatial planning of tourism destinations.

Role of tutors

Tomasz NAPIERAŁA & Iwona PIELESIAK
(University of Lodz, Faculty of Geographical Sciences)

Introduction

There are two goals of this introduction to the collection of workshop scenarios. First is to explain the logic of this collection, and the second – to present the role of tutor conducting the workshop. This collection of workshop scenarios is a manual for teachers developed as an output of the project called ‘SPOT. Sustainable Spatial Planning of Tourism Destinations’. The project was funded under the Erasmus+ Programme (agreement No. 2019-1-PL01-KA203-064946) and conducted by the consortium of the following universities and research institutes: University of Lodz (Poland, leader of the consortium), Inland Norway University of Applied Sciences (Norway), Institute of Geography and Spatial Organisation Polish Academy of Science (Poland), Mersin University (Turkey), Polytechnic of Leiria (Portugal), and Politecnico di Torino (Italy).

The course about sustainable spatial planning of tourism destinations was designed to help the students obtain an understanding of the nature and driving forces behind the tourism industry by focusing on tourism spatial planning. The course students will be able to identify independently the key issues and problems, and propose solutions to them in the development and evaluation of tourism spatial planning. The course will provide a conceptual framework for theoretical and practical issues, and it offers a foundation for further innovative teaching and learning. The manual could be useful for tourism spatial planning teachers in different geographical, cultural or social contexts. However, the range of possible applications is definitely wider than that. The mindset, approaches and techniques presented in this publication may prove useful also for educators in other fields, in which holistic and long-term planning is concerned.

The logic of workshops in the course on sustainable spatial planning of tourism destinations

The sequence of the manual content corresponds to the logic of ‘general to detail’. In addition, it reflects the usual organization of knowledge transfer to planning practice. First, the objective of research is set and the expected form of delivering the results is chosen. This stage requires expanding theoretical knowledge and



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identifying the demand for the particular piece of research. Then, data is collected – in field (e.g., inventories), due to the review of literature and other source materials, by the use of remote social research techniques, through direct meetings with accurately identified stakeholders etc. The next stage requires making extensive analysis of the collected materials and dissemination of the results through selected communication channels. Nowadays, all the stages mentioned above may be effectively facilitated with the use of dedicated computer software.

The starting point for implementing the course proposed in this manual should be getting acquainted with the syllabus (see Appendix 1). This document offers a brief overview of what the workshops are supposed to offer the students in terms of knowledge and skills. Also, the initial requirements are mentioned there. The next step is reading the description of the workshops included in this publication. However, to maximize the effects, it is advised to compare the content of the manual with the description of the course and the output of each workshop already conducted as part of the SPOT project (<https://spot-erasmus.eu/>). Please note also that each section in this document ends with a reference list so that the reader may additionally expand his knowledge in a chosen field.

The first detailed description of a workshop – prepared by Even Tjørve (2022), uses cinematic parallel to explain how important the ability to formulate a message is. He strongly emphasizes the purpose of gaining and retaining reader's attention. Then, formal aspects as well as content structure are discussed. The role of reports is presented in this part, and the author explains how this form differs from an essay. There is also a detailed description of what such type of document usually consists of, and that is further on related to the IMRAD structure. A content that is critically important for the successful outcome of the workshop follows this part. It tackles fields and ways of supporting students in their journey toward skilled writing. Not only a general overview is delivered in this section, but also very precise technical information, such as working with search engines and logical formulas. And finally, more explicit instructions on formal aspect of preparing reports, including their editing, is offered to the reader.

The second workshop is supposed to introduce the problem of sustainable tourism and familiarize students with indicators that allow for understanding the general background for the analyzed destination and making some initial assessments. In order to do so, Fernanda Oliveira and João Paulo Jorge (2022) focus on European Tourism Indicator System which offers the possibility of using dozens of core and optional indicators that reveal the impact of tourism on society and culture, economy, environment as well as those that refer to destination management. The reader should note that the indicators may be used to much wider extent. That means the purposes such as e.g., managing and monitoring the dynamics of the scope and the scale of the impact attributed to the tourism on a regular basis.

However, in local research, and this particular scale is focused on in the handbook, it is not advised to rely solely on fairly general indicators. The specificity of the analyzed destination needs to be thoroughly explored. That, apart from reviewing literature and formal documents, as well as collecting statistical data, often requires also conducting a field inventory. That is what the third workshop was designed for by Marta Nalej (2022). Its aim was to develop skills of utilizing selected GIS techniques for data acquisition. First, that requires completing preparatory tasks, which include installation of the software, downloading data, and other actions necessary for creating a base for cartographic analyses. All of them are presented in a form of step-by-step instructions. What is more, in order to make the whole process easier to follow by the students, the description of subsequent steps is illustrated with corresponding screen-shots. The second part of the

workshop is focused on the use of QField application for mobile devices. Here, also a graphic material enables students to understand the sequence of actions and easily repeat them on their own.

As soon as enough source material is completed (on the basis of literature and formal documents review, field inventory etc.), it's time to analyze a potential of the study area. Sylwia Kaczmarek and Jacek Kaczmarek (2022) tackled this part of the research, offering a compact tutorial on implementing GEMIS (Geography-Economics-Marketing-Infrastructure-Society) analysis. The nature of diagnostic elements within those five fields is described first. Then the authors explain the need for choosing a reference unit for comparisons, and emphasize the need for preparing a wide set of disaggregate information for further diagnoses. As soon as this task is completed, students will be able to assess the significance of chosen features, their possible positive impact or a chance to overcome negative factors. Those identifying and hierarchizing parameters are later used in context of scenario synthesis. This stage of the workshop is supposed to enable students draw strongly justified conclusions.

That kind of structured expert analysis of the research material is necessary, but an additional value, especially in the modern approach to planning, may be achieved due to the involvement of stakeholders who are crucial for the specific problem tackled within the project. There are many techniques of enhancing participation for planning. For the purpose of this course, Yasemin Sarikaya Levent and Tolga Levent (2022) chose to focus on a traditional though still very popular technique, which is a panel discussion. The authors divided the workshop into three steps – before, during and after the panel discussion with the locals. Every stage is described in detail and enriched with a number of clear, useful tips. The form of this section is very pragmatic, aimed at optimization of time necessary for preparation and the expected outcome. The following parts of procedure description are completed with a set of key questions and exhaustive answers assigned to each of them.

During the workshop that involves participation of local stakeholders, students will probably come across divergent objectives, points of view, values perception etc. that may be a source of conflict between interest groups. Therefore, there is a need to develop skills for deeper understanding of such complicated situations and their impact. That will allow for further mitigation of the tensions, correcting strategies and improving communication with the socio-economic environment. Katarzyna Leśniewska-Napierała and Marta Nalej (2022) acknowledge that necessity and offer possibilities of utilizing a social role game as a part of the workshop on stakeholder analysis. Not only do they provide a compact description of the procedure, but also the technical frames for more thorough analysis with the use of QGIS and stakeholders mapping.

As it was already mentioned, there are multiple techniques that support decision-making, including those for sustainable tourism planning purposes. That is what Vanessa Assumma and Marta Bottero (2022) begin with in their section, listing techniques according to decision-making phase. That part serves as an introduction to illustrating possibilities for using extended SWOT analysis in practice. Apart from explaining once again this commonly known assessment procedure (identifying strengths, weaknesses, opportunities and threats), the authors reveal possibilities more advanced analysis. STEEP, which stands for Society, Technology, Environment, Economics and Policy, integrates sectoral examination with the four-quadrant traditional approach. In conclusions, there are some more suggestions how to enrich SWOT, including cartographic visualisation.

The final part of this manual comes a full circle, as it refers in a way to writing reports section. However, in this case only the final stage of a research project is discussed, namely communicating the results to non-scientists and decision-makers in particular. Denis Cerić, Marcin Mazur and Iwona Pieleśiak (2022) aimed at

strengthening students' understanding of the necessity for extremely conscious and responsible way to transfer knowledge from research to practice. However, it's not easy to gain attention nowadays, as both researchers and practitioners manage their tasks under the conditions of work and information overload. Also, there is a risk of misunderstanding of communication purpose and its content between those groups. Huge effort must be therefore made to provide an appealing and concise form of the message. The last workshop offers guidance on general steps and adds also a few detailed tips on how to address and convince decision-makers successfully.

It is worth realizing that any part of this document is unique and specific only to the course on sustainable tourism planning. On the contrary, the authors tried to prepare the content with the general academic development of students in mind, and practicing skills useful in a possibly wide spectrum of their future activities. Furthermore, in the process of adapting the course to individual didactic needs, the teacher should be cautious and flexible. The manual was not designed for the unreflective implementation – each time, the tutor should discover whether students have not acquired certain skill(s) already. If so, the workshop may be reduced to repeating and emphasizing crucial elements, omitted and/or replaced with mastering other competence.

The role of tutors in the course on sustainable spatial planning of tourism destinations

In general, the role of tutor is to support and promote learning (Schofield, 2007). According to the idea of problem-based learning – fundamental from the perspective of the course on sustainable spatial planning of tourism destinations, the role of the tutor is to support students in a subtle way by questioning to facilitate critical way of thinking when delivering solution for real (or realistic at least) problem (Bethell & Morgan, 2011). Problem-based learning organised in a small group of students and assisted by a tutor is evidenced as stimulating cooperation between students and their prosocial behaviour (Leśniewska-Napierała et al., 2020). Efficient tutoring, in opposite to classroom instruction, is about close, dialogic relationship between students and teachers focused on increase of learning efficiency (Lee et al., 2017). Recently, the focus of researchers on problem-based learning should be emphasized (Donnelly, 2013). However, in times of uncertainty, most of discussion refer to e-learning or blended learning rather than teaching in the class, and – what is important from the perspective of this contribution – teaching in the field. It is emphasized, that the ability of tutors to approach students and to build efficient tutors-students relations is much more probable when delivering workshops or seminars rather than lectures (Hagenauer & Volet, 2014). As thus, the focus on the role of tutor is extremely important in terms of problem-based learning. To avoid any difficulties when applying problem-based learning, the role of tutor and expectations of tutor's engagement must be clearly defined (Leśniewska-Napierała et al., 2020).

Perception of teachers role is different at every level of education. For elementary or middle school students, instrumental aid provided by tutors is important (Ang, 2005). Students of middle level of education indicate that monitoring is the main role of tutor, namely monitoring of attendance, and monitoring progression of subjects (Schofield, 2007). The responsibility of teachers for creating an open, supportive, comfortable, respectful, safe, and enjoyable environment is expected mainly at the higher level of education (Anderson & Carta-Falsa, 2002). Hagenauer & Volet (2014) complains that relations between tutors and students were less examined in higher education compared (the relation between adults) to the similar relations in the primary or secondary school context (the relation between adult and a child or an adolescent). The better understanding of tutors' role might help to decrease the students' drop-out rate (the problem of students'

sense of belonging to the university), increase positive effects on tutors themselves (the problem of job satisfaction), and finally increase the excellence in teaching and learning in higher education (Hagenauer & Volet, 2014; Tait, 2004). Adult-like behaviour (e.g., self-organisation, independency, integration with other students rather than tutor) is expected from university students. Thus, the level and quality of care supported by tutors is completely different than in primary or secondary schools (Hagenauer & Volet, 2014).

In terms of problem-based learning, especially in teaching spatial planning, an interesting solution might be to assign two tutors for a group: one from the university, and one practitioner (Ping & Zheng, 2022), e.g., from design company or from the office responsible for spatial planning, or two tutors representing complementary expertise in spatial planning and the particular development context of the research area (Wandl et al., 2019), e.g., tourism. Especially that the interdisciplinary approach to the problem-based learning is identified as efficient for students and beneficial for tutors (Wróblewska & Okraszewska, 2020). Students involved in a workshop of problem-based learning, especially when it is organised in international group, might evidence some educational challenges, namely: low degree of socialisation, insufficient language skills, inexperience in teamworking, and unknown abilities of students (Paszkowski & Gołębiwski, 2020).

The second concept crucial from the perspective of the course on sustainable spatial planning of tourism destinations is the concept of collaborative learning. It must be emphasized that successful collaborative learning could be developed by the particular focus on the relations between students and tutors. Students need to develop supportive network of collaborators and friends, and teachers wish to achieve learning outcomes with no particular need to collaborate with students in a same sense that students want to collaborate with each other (Anderson & Carta-Falsa, 2002). This is in line with findings of Roorda et al. (2011) who found that the older students, the less emotionally connected to tutors, and more oriented toward networking with other students.

The quality of the safe and secure environment needed for effective collaborative learning depends on time that tutor spends with a group of students on clarifying, discussing and giving feedback on assigned task, processing thoughts and feelings, assisting in diagnosing misconceptions and providing alternative explanations, discussing lessons learned from studies conducted by a group, but also initiating one-on-one conversations with students of particular needs (Anderson & Carta-Falsa, 2002; Chan, 2002). In the result, students are expected to become active, creative, collaborative, and exploratory (Anderson & Carta-Falsa, 2002; Leśniewska-Napierała et al., 2020).

The following stages of tutorial process for problem-based learning should be listed: identification and deconstruction of the problem, seeking and using knowledge and experience, understanding of the problem, choosing a strategy to solve the problem, and finally evaluating the strategy proposed. The specific role of tutor at every step of problem-based learning might be different. However, the main responsibility of the tutor is to organize and support collaborative learning environment (Donnelly, 2013). The role of tutor when working with a group of students is to identify what is really new for the students, in terms of both skills and knowledge, and then plan the integration between past and present skills and knowledge. Planning the integration is both personalized (targeting every single student), but also joint (engaging both tutor and all students) process (Anderson & Carta-Falsa, 2002).

Chan (2002) describes two opposite strategies of tutors who want to motivate students: highly controlling and highly autonomous and supportive. Highly controlling approach is based on rewards and threats. The role of the tutor is to control the students in the process of achieving prescribed goals. The focus of the highly

controlling tutor is on identification of students' failure. On the other hand, the role of teacher oriented on autonomy and support is to encourage students self-motivation to achieve goals identified by them rather than tutor. The role of the tutor is to ask questions rather than give advice. Tutor teaches students how to identify the problem and how to identify knowledge and skills needed to solve the issue identified, rather than give the instruction how to solve the problem. Tutor's focus is on emphasizing things working well. Students learning in autonomous and supportive environment are confirmed as more competent, motivated, creative, positive, open for a change, and having greater conceptual understanding, compared to students of control oriented teachers (Chan, 2002; Thonus, 2001).

The support offered students by tutors should consider the roles of students, namely other than learner role only, e.g. role of employee (Jacklin & Le Riche, 2009). It is evidenced that tutors' strategies to motivate students are differentiated across disciplines. Controlling approach is typical for natural sciences, engineering and technology, medical and health sciences, and agricultural sciences, rather than social sciences and humanities (Lindblom-Ylänne et al., 2006). Moreover, highly controlling tutors usually recruit from the group of instructors, used to be directive rather than supportive (Thonus, 2001). Students appreciate collaborative and facilitative style of tutor's work rather than suggestive and assertive. They expect also that tutors are content experts and have abilities to create interpersonal relations (Kassab et al., 2006). Empathy and warmth are the important characteristic of the tutor, as communication of empathy enables understanding of students' feelings and personal experiences and allow to avoid joining with students' feelings, which makes empathy different from sympathy (Lim et al., 2011; Roorda et al., 2011). To engage students in a deep learning, tutor's role must be to support understanding the content, rather than require rote learning. So, the focus of tutor has to be not only on creating the proper learning environment, but also on application of proper assessment practices (MacLellan, 2001).

When examining the role of tutor in teaching process, the relation between tutor and students is discussed from the perspective of students rather than tutors. However, better understanding of the tutor's role should contribute not only to better academic performance of students, but also to increase the tutor's satisfaction (Frankel & Swanson, 2002). The role of tutor is to identify the teaching problems not only created by students, but also resulting from tutor's attitudes, approaches and behaviours, and embedded in institution of university (Jacklin & Le Riche, 2009). The managerial role of the tutor must be emphasized as well. The managerial responsibilities of tutor include scheduling learning activities, and establishing and clarifying procedural rules like deadlines, course requirements and certification (Lee et al., 2017).

It is argued that the relations between students and teachers has significant impact on students' academic performance, but also their behavioural and social adjustments in general (Ang, 2005; Komarraju et al., 2010). Positive atmosphere and warm relations created by teachers increase students' confidence, and success in achieving learning outcomes in consequence (Ang, 2005; Dobransky & Frymier, 2004). Dobransky & Frymier (2004) explain the difference between sociological and psychological levels of communication between tutors and students. The communication of sociological level occurs when tutors and students communicate to each other within their social roles. On the other hand, the communication of psychological level is between individuals. The development of psychological communication between students and tutors is demanded for successful teaching. This happens when tutor is sharing the control with students (Dobransky & Frymier, 2004).

Jelfs et al. (2009) identify the following contexts of a good tutor's characteristics: critical thinking, vocational guidance, subject expertise, and interaction promoting. Critical thinking and subject expertise are important

contexts for all students, while the significance of vocational guidance and interaction promoting is differentiated among students. Chan (2002) emphasizes that a good tutor is a person of appropriate interpersonal and pedagogical skills, as the role of tutor is to successfully communicate and deal with students. Tutors' tolerance to new ideas and differences of students' opinions is mandatory, especially in cross-cultural environment (Chan, 2002). Donnelly (2013) found that the good tutor is a person who knows when to support students actively (step in), and when to let them work (step out). It is argued that the effective tutor-student relation is balanced: close enough, but not too close (Hagenauer & Volet, 2014). The shift from 'support' to 'supportive' is expected (Jacklin & Le Riche, 2009). The moment of intensive care of the tutor is when students need to be back on track to complete assigned task. This all relate to tutor's authority and presence. Tutor must be seen by the students as an expert of the content, available always when necessary. Students must feel that they are able to go their way, but the person ready to give feedback and guide is always present (Donnelly, 2013). Kassab et al. (2006) suggest to listen to students and intervene when needed.

Every tutor should be encouraged enough to evaluate their teaching. This is the problem of tutors themselves, but also the role of institutional leaders and administration (Ariew & Lener, 2005). Finally, it might be found trivial, but as Wilson (2008) suggests, it is easier to be a good tutor when one likes students, and likes teaching.

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Report writing at a student workshop – a case for storytelling and academic discourse (Workshop scenario)

Even TJØRVE

(Inland Norway University of Applied Sciences, Inland School of Business and Social
Sciences)

Introduction

Teaching academic writing typically involves both the macro level, concerning the ‘story’ or ‘discourse’, and the micro level, meaning the grammar and syntax as well as conventions of formal writing and format – or genre.

The purpose here is to provide some guidance in helping students discover unanswered questions and build an academic narrative, whether the format is a report or any other type of academic writing. A narrative is simply an account of connected events, in other words a story, and people love stories. Unfortunately, many academics do not consider an academic text as a story. Still, in many respects academic writing is storytelling and not very different from writing a manuscript for a ‘Hollywood movie’.

The Hollywood narrative is visible in almost every movie in some way or other. A primary objective in this style of storytelling is to seize cinemagoers interest and keep it throughout a full-length feature film. The moviemaker has only a few seconds to grab hold of the viewer. Through this the first part of the movie, the ‘setup’, a deal is closed with the audience about what the story is about and how it will play out.

With the movie narrative as a useful backdrop, I will provide a somewhat personalized approach to academic writing, focusing more on the storytelling – the narrative – than redistributing or categorising facts. There is of course a tremendously large literature on academic- or scientific writing, and you may yourself be an experienced author and tutor of students. I still hope this will be reading, even for the experienced academic.

Though this ‘report’ on report writing focuses much on how to plan or approach the writing process and about storytelling, but we also need to discuss what a report is and how to choose format and structure. Therefore, we first delve into the formal aspects of how to write a report. In any type of writing, one will be faced with a number of format- and structure choices or expectations. These must be considered before the writing starts.

Formal aspects of report writing

The format and structure of the report

Here 'report writing' is the main focus, though the genre of writing a report is a slippery one, as a 'report' can be almost any type of written non-fictional communication of some length. As such a report is just a piece of informative writing, aimed at describing and analysing a set of facts or actions. Still, we should expect the purpose of a report to contain some sort of assessment where specific information and evidence, and that this is presented in a clearly structured format with sections and headings. It should provide an interpretation or discussion of the facts or data presented, often prompting some sort of conclusion and advice, for example in the form of managerial strategies or policy recommendations.

For any type of writing one must ask oneself who are the readers are and who is the client or principal who employed you – or maybe the teacher who gave you the assignment to write the report. Thus, before you start writing, the first question you need to understand the choices and expectations you are facing. However, for a report this may be a simple question, because reports are typically aimed as a specific group of readers, and the task of writing the report is given or commissioned by a person or party, for example an employer, client, or teacher.

The style and formal expectation vary immensely between teachers or clients, institutions, fields, countries, and more. Therefore, instructions and guidelines are often provided when somebody is asked to write a report. This employer - or professor - is likely to expect or demand the report to conform to a certain format or follow a specific structure, or even write into a pre-prepared template or form.

This template will have predetermined headings for sections with open spaces that need to be filled out, as it is in the workshops in this project. One may ask whether strict guidelines or a template can in fact hamper creativity and restrict the quality of the finished product. Still, for many types of reports, the template form is often used, as it is simple to relate to in order to deliver a satisfactory product.

The difference between a report and an essay

Before we look at how to guide the students through report writing, it may be useful to compare expected key differences between essays and reports. Essays are often not as tightly structured as reports and offer conclusions about questions instead of recommendations for actions. Moreover, essays are not written for a specific reader in mind, as the report is. Reports more often use bullet points and have more tables and graphs.

The template for the report

The template for the report in our project has the following structure:

- Name of authors (Name, surname, affiliation and email address; The name of author who is the person to be contacted for communication about the report, the corresponding author, should be indicated with an asterisk after the surname);
- Title of the report (The title should emphasize the idea of future development of the investigated case-study area);
- Abstract;
 - Abstract text (The abstract must, in our case, not exceed 300 words in length, and should summarize the framework, major findings and policy recommendations of the report);
 - Keywords (The keywords chosen, limited to 3-6 words, should be the ones that best describe the content of the report);

- Theoretical and methodological framework (The theoretical and methodological framework is set to include three chapters: aim of the report, literature review, and methods, and should not exceed 5.000 words; The aim of the report should define its purpose related to the identified problem in the case-study area; The literature should broaden the perspective and context; The methods should describe the main methods and how they are applied here);
 - Aim of the report;
 - Literature review;
 - Methods;
- Case study analysis (The case study analysis is also set to include three chapters: case-study area, stakeholder analysis, and SWOT analysis; The case-study area description may include cartographics; The stakeholder analysis should identify and describe the stakeholders of the case-study area; The SWOT analysis should discuss strengths and weaknesses of the case-study area, as well as threats and opportunities shaping the developmental path of the investigated place);
 - Case study area;
 - Stakeholder analysis;
 - SWOT analysis;
- Policy recommendations (The policy recommendations should highlight and describe actionable recommendations; The idea to solve the problem should be presented; The policy recommendations should: 1) lead to problem solving, 2) refer to interests of stakeholders, and 3) be justified by the analysis of identified internal strengths and weaknesses and external opportunities and threats);
- References (The references should follow the present version of the APA style).

The IMRaD model

The painter Pablo Picasso is best known for his cubism with highly geometric minimalist objects. Still, despite his modern style was trained in the art of naturalistic painting, meaning that he possessed the classic skills of technique and composition. Likewise, the academic writer should know and understand the classic structure of an experimental research paper with four sections: **introduction**, **methods**, **results**, and **discussion**, which is given the acronym IMRaD, hence the 'IMRaD model' (Fig. 1).

Though this structure was first suggested for reporting experimental studies, it is useful to imagine this model as underlying any type of structure you may choose, even when you have no methods-, results-, and discussion sections. For example, in qualitative research results and discussion is collapsed into 'analysis'. Moreover, it is often useful to divide into sections according to themes, questions, cases or other to be discussed or answered instead of results and discussion or analysis. This means that you can approach one theme at a time, for example first approach ecological sustainability, then economic sustainability, and then sociocultural sustainability for the destination you study. However, for each of these three subjects you will present your observations, data, results, together with finds in the literature and your interpretation or discussion of all these, in the form of an analysis based on logical argumentation. Either way, the underlying structure with results and discussions is still present in the background, even when the report (or publication) has section titles describing the theme presented and discussed in the section.

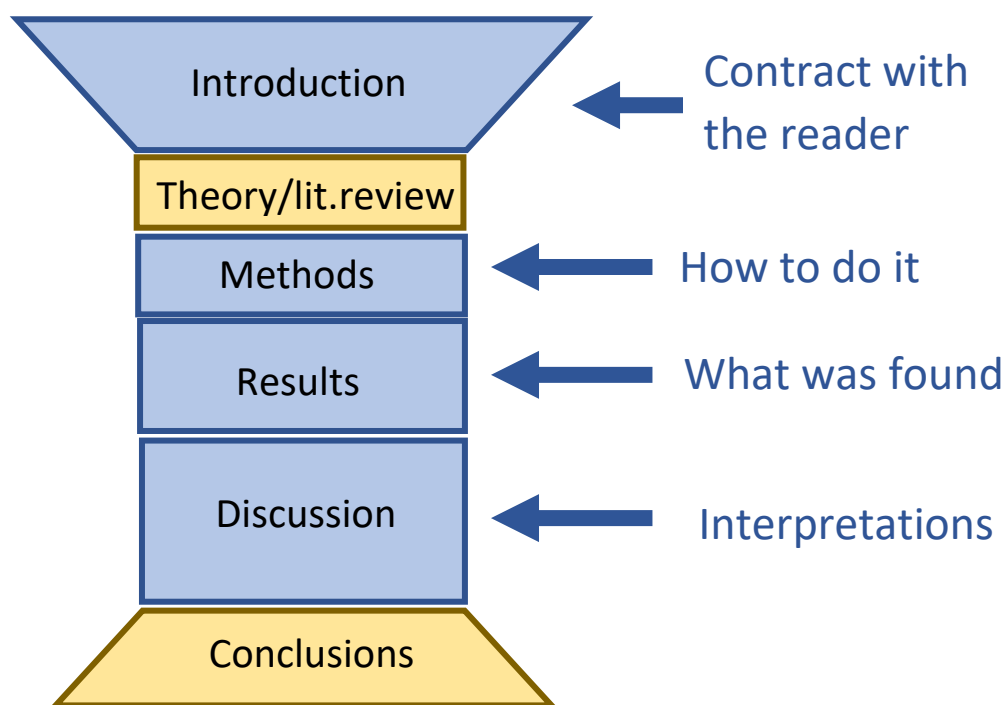


Fig. 1. IMRaD model

Whatever format is chosen it is always useful to understand the IMRadD structure. In addition to its four sections: Introduction, Methods, Results, and Discussion, this figure has included two more sections often found in academic publications: both a Theory- or Literature-review section and a Conclusions section.

Large variations over this model is found in academic writing

Source: own elaboration.

Integrate formal aspects when talking to the students

It is a good strategy to provide information formal aspects during the students writing process, instead of pushing large blocks of teaching onto the students before they start to write. The student needs help to master to search for literature as well cite and write reference lists, how to present and write captions for figures and tables. They also need to understand formal rules for how to express oneself in academic writing, for example how to use tenses and numbers, or to avoid colloquial and presumptuous language. It is also useful to get advice on the use of commas and hyphens in academic English, as well as the use of acronyms, abbreviations, and ampersands (logograms for the word 'and'). You will find a list with descriptions of useful advice in the section called 'Formal conventions in academic writing' at the end of this publication. Use them when needed during the writing phase of the student workshop.

All this said, one of the most important advice to the student about the formal aspects of writing is to be consistent in the use of format and style for example fonts for titles (or headings), subtitles, body text etc.

Tutoring report writing at a workshop

Guidance at the start-up

Students in a workshop, maybe from different programmes, institutions or even countries, will have very different levels of knowledge about and training in academic writing. With limited available time, lecturing and tutoring should be focused mostly towards the practical level, attempting to guide the students in their writing. Still, workshop writing is a golden opportunity to integrate teaching of formal aspects, as those mentioned above. When the students are writing themselves, they are more motivated to receive this type

knowledge. This can be done by directly advising the students on how they can improve syntax, content, structure, and argumentation in what they have written. Doing so, tutoring the workshop groups while they write becomes most efficient way to improve their academic writing.

Still, the student benefit from an introductory talk or some advice (which I prefer to give without the support of a PowerPoint presentation). When they have been given their topic or assignment, they should be asked to go through the literature and write up some sort of literature study or short 'essay', which will be the foundation to carve out their approach and the story they wish to tell. This essay or review can then be used as a bases for the introduction- and literature-review chapters (or theory chapter) to their report.

The next step should then be to write a first draft for an introduction, or what in this case is called 'Aim of the report'. The main purpose of the introduction is to justify and describe the aims, which means setting up a contract with the reader about what the story is going to be about, why this story is important, and how it is going to be told. Thus, when they write up their report, the introduction will serve as a guide and storyline for the students to follow.

Searching for literature and writing an essay

The students should be encouraged to first search for literature and put together available knowledge in a written form – as in some form of 'essay'. The purpose of going through literature before starting to write the report, is firstly for the to get acquainted with the topic in order to give the report a direction. It will help the students to identify knowledge gaps and begin to understand what questions should be answered or possible recommendations that could be discussed.

It is virtually impossible for a student to pose interesting questions or present problems that need solving, without knowing the subject to be studied. Therefore, instead of asking the student to write a research proposal or project description right away, and let him or her fail at the task, it has shown to be much better to start by writing an essay, for which the student needs to go through the literature on the topic. To do so requires skills in searching for literature. This is a topic for the one of the lectures as well as the first tutoring sessions.

How to search for literature

The student should be shown how to search at Google Scholar as well as in Web of Science, JSTOR and other databases. However, the average student is surprisingly poor at finding literature, for lack of experience and knowledge about how to choose search terms and to combine search terms.

When searching, especially on Google Scholar, it is important to understand boolean search operators and know how to do a boolean search. The boolean search operators used in Scholar are mainly AND, OR, and NOT, in addition to the use of brackets, (), and quotation marks, "". Google Scholar recognize operators written in capitals. If one for example aims at literature where one finds both the words 'sustainable' and "destination planning", the boolean search term will be:

- sustainable AND "destination planning".

Here it is of course important to write "destination planning" in brackets, or the search engine will recognize the term as to separate words (resulting in many unwanted hits). If one wanders if contemporary destination planning may be affected by a neoliberal trend in physical planning, a search term like this may be useful:

- "neoliberal trend" AND "physical planning".

The use of brackets is also useful, for example if we want also to search for ‘destination plans’ combined with ‘sustainable’. Then the search term would look like this:

- sustainable AND (“destination planning” OR “destination plans”).

The addition of the search term ‘destination plans’ does not increase the number of hits that much, but it may find some important references would otherwise be missed.

By using the ‘advanced-search function’ in Google Scholar one avoids the needs for the boolean-operator words (AND, OR, and NOT), though quotation marks may still be useful (as it combines several words into one). The advanced search is found in the menu on the left side of the Scholar page. The pop-up menu is self-instructional.

It may also be rewarding to search in Google itself. Here it may be easier to find reports, plans, guides, laws, and regulations. The trick here is to add the search phrase ‘filetype: PDF’ to the search. This floats the desired literature to the top of the list.

A search in Google Scholar may be sufficient to get access to some literature. To the left of the displayed reference scholar suggests a place it can be downloaded for free. Here your institution, which you should be logged into, may also have linked in places where you can download the publication. However sometimes one will not be able to get access to the publication without payment. If one has an affiliation to an institution (for example as a student), it is often possible to get access through one of the many academic search databases. I have found Web of Science and JSTOR to be the most useful. JSTOR is the place to find older literature.

Search and write in parallel

To first put together a literature study or essay is not only a fine way to come up with a story or knowledge gaps, but also an excellent opportunity to improve the student’s technique of searching for literature, reading, and writing at the same time.

In the past, before the internet, we had to go to the library to look up references in large bibliography books, and then find the articles we wanted in the printed journals – or the chapters in books. If the articles or chapters were interesting, we could, if we were lucky, copy them on the copying machine – to create a nice pile of literature on our desks. Only then would we read everything thoroughly and make notes – before we started to write.

Today everything is on the Internet and instantly accessible. This has made it possible to search and write at the same time – in parallel, which is much faster and more flexible than the old way. The need to print an article or other literature is all but gone. Often it is not even necessary to download the PDF, as it is always right at hand, at least when still connected to the Internet.

As the writing proceeds, one finds new and interesting aspects that need to be followed up with literature. If one wants to look at the importance, effects, and uses of online customer reviews for restaurants, one can search for: “online customer review” AND restaurant. Once the first publication is downloaded as a PDF, one can use Ctrl+f to find mentions of ‘customer review’ (or ‘customer reviews’) within the text. By reading the paragraph and then move on to find the next mentioning of ‘customer review’. In this way one can quickly get overview of what is written about customer reviews and the restaurant industry.

Searching and writing in parallel is very efficient in most types of academic writing. However, one must have a story to tell. Academic writing is all about storytelling, but does one find a story worth telling?

Use the essay to find the story

Academic writing is all about storytelling, where the goal is to tell that unique story that must be revealed to the World. Finding your story also makes the writing process much easier when you know where you are going. Only when you have a storyline, you can go ahead with writing the introduction and the other sections in your manuscript, so that they support that narrative.

As much as it is important to have a clear idea of what story you are going to tell, it is difficult or impossible to come up with a good, clear story or problem for discussion, if you do not know much about the field or topic at hand. Therefore, finding and reading up on current literature while putting together a literature study or an essay may be the best first approach. It is often what is needed to reveal knowledge gaps and discover a story – realize that there is tale to be told. Only then it is time to write a research proposal or project description. The student should be able to describe the aim of the study in three sentences.

How to write an introduction (aim of the report)

The purpose of the second tutoring session is to present and discuss the research proposal or project description. This will resemble the format of an 'Introduction' and can be used as a first draft for the introduction in the finished manuscript. The introduction will catch the reader's interest and make a contract with the reader. With this contract the writer agrees with the reader what the story is about and how it will be told. With the introduction the writer takes the reader by the hand, introduces the theme and the story, and explains why this is important, what needs to be answered and how it will be answered.

When the students have written their proposal, it will be turned into the introduction for the report or whatever type of academic writing is attempted. The introduction also serves as a guide for the writing process. It is no exaggeration to say that the 'Introduction' is the heart of academic writing, and the students should have a good understanding of how an introduction (or proposal) can or should be structured.

When the students have written their proposal, it will be turned into the introduction for the report or whatever type of academic writing or publication.

The introduction is a proposal and the contract with the reader

The introduction or research proposal should start wide by describing a phenomenon or field in general terms. This can be some theory or facts that are of interest. Then it is time to narrow the theme or subject down towards what will be the focus of the study or the report, to justify the study at hand. Next one should identify knowledge gaps and present questions that must be answered.

The next step is to describe the purpose or aim of the study and the report. This is where one establishes a contract with the reader about what this story is about and how it will be told. Finally, the reader is told how the study will be done, and the methods to be applied are mentioned briefly. This is guidance the students can be offered as a lecture or conversation before they start writing.

How to tell a story

The art of storytelling

Our understanding is that the aim is that the finished report tells a clear story about the findings and their importance, as well as recommendations. Storytelling involves the same techniques, whether the objective is to create a movie, a novel, or an academic treatise. Thus, for an academic argument, the basic structure of

the movie narrative can be used, with its four acts; Act 1: SETUP, Act 2: CONFLICT, 3:CLIMAX, and Act 4: RESOLUTION (Fig. 2), much classic story arch in Hollywood movie.

The introduction provides the 'setup', that is: first introduces the reader to the realm or setting at which the study is staged. The focus is then narrowed down to reveal the 'conflict'; the problem we need to address or questions that must be answered. The 'tension' rises as we discuss methods to find answers, and the 'climax' of the story comes when we see what the information we have gathered, or our data tells us. The 'resolution' of the story comes as a discussion with argumentation and interpretation of all we have collected. Here we also describe consequences and possible (applicable) recommendations.

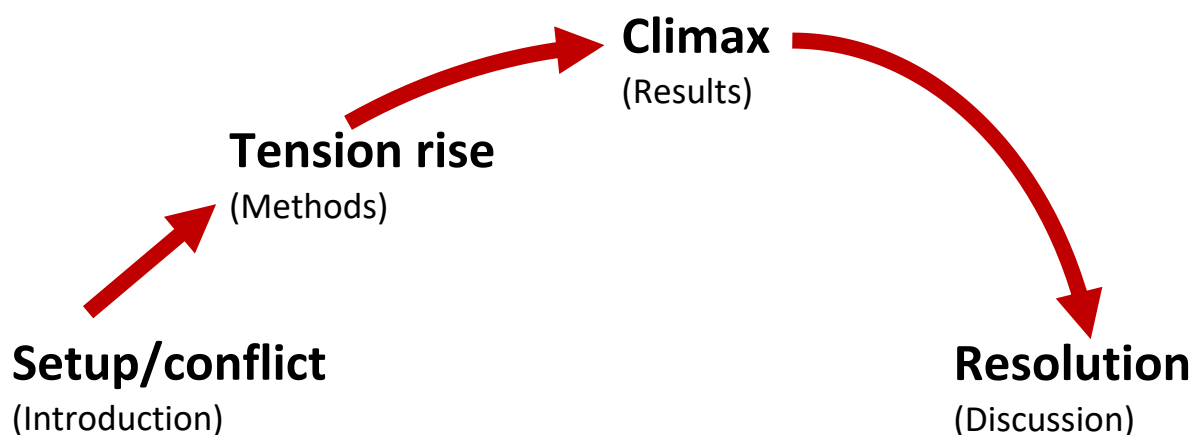


Fig. 2. The classic story arc.

It was initially used to describe a typical Hollywood film, but it equally well describes the storyline of an academic paper. The first part of the introduction resembles the 'setup', where the stage for the story outlined, justifying the study, and where the conflict is introduced in the form a need for more knowledge and questions to be answered. The 'climax' is reached when the results or assembled knowledge is presented, and 'resolution' is found with the discussion.

Source: own elaboration.

Formal conventions in academic writhing

Abbreviations and acronyms

All non-standard abbreviations should be written in full the first time they are mentioned, with the abbreviation in brackets, as in 'destination-management organization (DMO)'. Subsequently only the abbreviation, in this case the acronym 'DMO' is used and without brackets. Latin abbreviations as 'cf.', 'e.g.', 'etc.' and 'i.e.' do not require definition.

Active- and passive voices

Passive voice is often overused in academic writing. Examples of passive and passive voices are:

- Passive voice: "Actors from three different destinations were interviewed"
- Active voice: "We interviewed actors from three different destinations"

Today active voice has become more common, though using the first person some prefer not to use the pronoun 'I', when 'we' is not appropriate (because there is only one author). Passive voice can easily create confusion to whether the author(s) own statement or whether it is from the literature. A weakness of active voice a tendency to focuses more on the author than on the research or results. My advice is to choose active voice unless instructed not to.

A particular problem with passive voice is that one easily makes the error of dangling modifiers. A dangling modifier is a phrase or word that modifies the wrong object, for example:

- “To come up with actionable policy recommendations, actors from three different destinations were interviewed”

Here the modifier, which is “To come up with actionable recommendations” modifies “actors”, indication that it the actors that must “come up with actionable recommendations”. Active voice fixes this problem:

- “To come up with actionable policy recommendations, we interviewed actors from three destinations”

Ampersands

There are a couple of simple rules to the use of ampersands, meaning logograms for the word 'and'. Examples of ampersands are '&', '⁂', and 'et'. The general use is not to use ampersands in regular text, titles. The exception is when citing sources with more than one sources, for example: “(Hanson & Smith 2020)”, as in citations according to APA referencing. However, one should not use an ampersand when saying that: “Hanson and Smith (2020) found that...”.

Acknowledgements

The acknowledgements usually placed at the end of the manuscript, but before the references. Here one can acknowledge people who have helped in in the preparation of the writing and information gathering or data collection. Often institutions or other that have contributed with funding or other resources are also given credit.

APA 7

APA stands for the “American Psychological Association”. The APA style is the best-known citing- and referencing standard used in academic writing. Professors and instructors frequently require their student to use APA, which is now on its 7th edition. The advice is to use APA 7 when citing in the text and for formatting the references in the literature list.

One may use other referencing styles, given that they are easy to understand. The most important is to be consequent and use the same rules throughout the manuscript and reference list.

Appendices

If one has supplementary material it is useful to attach this as one or more appendices. An appendix may contain raw data, tables, figures, diagrams, maps, photos and more. Tables and figures in an appendix should be numbered as a separate sequence from those in the main text.

Author order

One needs to decide who to include as authors and in what order to list them. Only those who have made a significant contribution should be asked to be co-authors. The first author is the one who has done most of the work. If two authors have contributed about equally much, they are mentioned alphabetically. When

there are several authors, only a first author and maybe also a second author may be put first and the rest alphabetically. If a nestor in the field or a supervisor has contributed, that person is often made the last author to mark this position.

Captions

Every figure and table should be labelled with a number, e.g. 'Figure 1' or 'Table 1', followed by a descriptive caption. The figures and tables are numbered in the order they appear in the text. The caption should be complete, that is, comprehensive enough so that all in the figure or the whole content of the table content can be understood without reading the main text. One may have to include additional contextual information to the caption for the viewer to understand and interpret the figure or table. The figure caption should be placed under the figure, but the table caption should be placed above the table.

Citing in the text

It is important how one cites literature in the text, and that one is consequent in the way it is done. Unfortunately, many students restrict their citations to appear at the end of the sentence, stating for example that: "The new market-driven planning has resulted in a planning system outside the planning legislation (Holsen, 2017)". However, with this way of citing, one automatically acknowledges this statement as true. An alternative is to write that: "Holsen (2017) notes that the new market-driven planning...". Then there is at least room for doubt. If instead the wording is: "Holsen (2017) claims that...", then it shows that the author does not necessarily agree with Holsen. Another way to show that one does not necessarily believe that what Holsen says is true or correct is to say that: "According to Holsen (2017), the new market-driven...". The validity of the claim in the citation can also be tweaked by the use of tenses. Past tense, as in "Holsen (2017) found that..." signals that this may not still hold true, whereas "Holsen (2017) finds that..." adds a little bit more credibility, meaning that it is probably still true.

It is important to show what is included when citing, and what is accredited to the author. If one writes: "Holsen (2017) notes, the new market-driven planning has resulted in a planning system outside the planning legislation. The present planning legislation is better suited for strategic planning but is less suited for coordinating a plethora of smaller privately initiated plans and developments.", then the reader will get the impression that the latter is the author's idea when in fact it is Holsen's. Therefore, because these are two sentences, Holsen has to be cited again by ending the sentence like this. "...plans and developments (Holsen, 2017). Alternatively, knowing that Holsen is male, one may write: "Holsen (2017) notes that...outside the planning system. He claims that the planning system is less suited..."

It is of course also possible to build the two sentences together with a comma and an 'and'. Then it becomes clear that both statements are his with just citing him once.

DOI

The DOI or Digital Object Identifier uniquely identifies the article or object at hand. The DOI will guide one directly to where the article is published. Publications that have a DOI number should not be references with the URL of the page where it is published but with DOI. In APA the DOI is written as for example "<https://doi.org/10.1177/0002764206290633>", but other standards than APA may require one to write it as "[DOI: 10.1177/0002764206290633](https://doi.org/10.1177/0002764206290633)".

Figures and tables

All figures and tables must be mentioned in the text. They are numbered in the chronological order they appear in the text. Figures should be centred on the page. Both figures and tables should be set apart in the manuscript, meaning that the main text should not flow around them on either side.

Fonts (serif and sans serif)

Writings that are intended to be read on paper usually have text written with a serif font, whereas writings meant for publication on the internet only usually have their text with a sans-serif font. Serif fonts have serifs, which are the fine strokes at the end of the letter's main stroke. Sans-serif fonts do not have these extra strokes. In addition, the serif font typically has lines that vary much in thickness, compared to sans-serif fonts. Below are some examples written in Calibri (sans-serif font) and Times New Roman (serif font).

Calibri Times New Roman

When writing captions for figures and tables, one will often choose a different font to what is used for the main text. Then it may be useful to use a serif font for one and a sans-serif font for the other.

Hyphens and dashes

Hyphens are used to link words together, typically when two or more words act as a single adjective before a noun. For example, if one writes "Case study is a research methodology...", there is no hyphen between 'case' and 'study'. However, writing "Case-study analysis is used for...", one needs a hyphen between 'case' and 'study'. This is one of the grammar rules most frequently sinned against in academic writing. There are also many words that have hyphens, even outside this rule. Examples of such compound words are 'one-sided', 'sign-in', 'follow-up', 'self-control', 'inter-related', 'non-violent', and 'vice-president'. In addition, a hyphen is used when spelling out numbers between 21 and 99, as in 'twenty-four' and 'sixty-eight', as well as when spelling out fractions, as one-fourth and two-thirds.

Then there are two types of dashes: the n-dash and the m-dash. They are both longer than the hyphen, and the n-dash is longer than the em-dash. The shorter one, the en-dash, is used to mark (from-to) ranges, as for example 'page 11–14' or 'harvest season August–September'. The en-dash can also be used to alert the reader to the prefix of a compound, thus to make a complex or difficult compound clearer, for example 'pro–United States' or 'Emirate of Abu Dhabi–United Arab Emirates border'.

The em-dash is the longest dash, about the length of the letter 'm'. It is used to separate a word, phrase, or clause from the rest of a sentence, for example: 'The ski destination has one strong owner — Skistar'.

Numbers

The general rule is that in academic texts numbers from one to ten should be written with letters, and with numbers from 11 and onwards. However, if a sentence starts with a number, it should be written with letters, for example: 'Ninety-five second homes were built last year.'

Oxford comma

The Oxford comma is commonly used in academic writing as the final comma in a list of things or names as "...loss of nature, loss of access to nature, and overtourism...", but also when listing authors in your references: "Hansen, J., Sato, M., & Ruedy, R. (1995). Long-term changes...". It is important to be consistent, meaning that if one chooses to use the Oxford comma, it should be applied everywhere where appropriate.

Tenses in academic writing

When writing a report, draft of a thesis chapter, or an academic article, you need to choose which tense, or tenses, to use. From your chosen tense, your reader receives two kinds of information: firstly, regarding the time (past, present or future), and secondly, whether an event or process is open or closed (meaning whether it is over or ongoing).

What do tenses do? Verb tenses present a relationship between

- the present moment (now), and,
- another moment or period in time (which may be long or short) in the past, present or future.

Tenses manage time by placing them within particular relationships or 'time frameworks'.

Tense frameworks: In academic writing, time frameworks can vary between different sections of the report, thesis chapter, or article.

Abstract: this usually refers to your unpublished results and uses the past tense.

Introduction: usually needs to include background information and references to published research. You also need to explain why the research being reported is important. It is usually presented in the present tense. For example, "There is no internationally accepted definition of a second home" (Hall, 2014).

When you refer to existing research relevant to your work, you can express your opinion of the research you are writing about through careful tense selection. In this situation, when you use the present tense you indicate that you believe that the research findings are relevant (one is expressing the currency of the research), even though the research may have been done some time ago. For example: "Originally, the second home concept was geared towards noncommercial residences but increasingly the term is being applied to second residences that are also available for short-term holiday accommodation (Bieger, Beritelli, & Weinert, 2007)" (Hall, 2014).

Present perfect tense can be used in the introduction when referring to previous research to communicate 'recency' or 'currency'. Currency may be positive (asserting that the research has a firm research foundation) or negative (asserting that not enough or valid research has been done). Positive and negative currency can be conveyed in the same sentence.

Methods: It is customary to use a form of the simple past tense to describe what you did in your study. For example: "The research used a three-contact mailing procedure (initial mailing, postcard reminder, and follow-up full mailing), resulting in a 72.1% response rate" (Stedman, 2006).

Passive voice is often used in the methods section, as in "To represent the setting object, survey respondents were asked about the particular lake on which they owned property (if the property owned did not border a lake, the respondent was asked to select a lake that they visited often, lived near, or was otherwise a favorite)" (Stedman, 2006).

Results: use the past tense in the results to detail what you found. For example: "Social network participation was measured via a 4-item scale, following Stryker and Serpe (1982)" (Stedman, 2006).

Tables, diagrams and figures: if referring to tables, diagrams or figures in the methods or results, refer to them in the present tense. For example: "Table 1 demonstrates..." or "Figure 2 shows..."

Discussion: here you want to explain the significance of your results. The present tense is usually used for this. For example: "This research suggests that in a setting where second home ownership and recreation have a strong and continued presence, year-round residents hardly have a monopoly on place attachment" (Stedmand, 2006).

The discussion can include a mix of tenses: using past tense to summarise results and present tense to interpret them.

Conclusion: a combination of tenses can be used in the conclusion to highlight past research, summarize the main findings and implications of the study, point out any limitations of the study and describe directions of future research.

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Tourism indicators for sustainable destination management (Workshop scenario)

Fernanda OLIVEIRA & João Paulo JORGE

(Polytechnic of Leiria, School of Tourism and Maritime Technology)

Introduction

The sustainability of tourist destinations has been a relevant topic in recent decades and the object of interest of academia, government and other institutions of civil society. One of the important aspects in this discussion is the research and study of the construction of methodologies and tools needed to measure the sustainability of tourism. Thus the relevant tools to identify and provide the measurement of tourism sustainability indicators have gained particular prominence in the planning and management of destinations at different geographical scales. Such is the case of the European Tourism Indicator System (ETIS) proposed by the European Commission, “with the aim helping destinations to monitor and measure their sustainable tourism performance, by using a common comparable approach” (European Commission, 2013).

Being a voluntary management tool, ETIS monitoring results are founded on self-assessment, data collection, observations, and analysis by the destinations. The system was revised in 2016 (European Commission, 2017) and provides destinations with a fully tested system, based on 43 core- indicators and 40 optional indicators, sectioned into four categories: destination management, social and cultural impact, economic value and environmental impact.

In this work document, with the purpose of improving the teaching-learning process in these subjects, four different activities are proposed with the aim of putting the ETIS sustainability indicators into practice, one for each section: 1) destination management, 2) economic value, 3) social and cultural impact and 4) environmental impact.

Sustainability indicators as support to tourism planning

Sustainable development must be a major focus of tourism policy makers, including industry and destination organisations (Hall, 2019). The sustainability indicators are crucial for the providing of information that leads to the understanding of the territory, and they must be used in decision-making and action planning. The indicators have the function of highlighting diversity, proposing the discussion of sustainable development in its various dimensions and articulating democratic planning and monitoring processes (Netto, 2021; Ivars-

Baidal, 2021). Thus, in tourism, the development of sustainability indicators must enable the society, as a whole, to evaluate the progress of the tourism activity, as well as to compare different realities.

The use of sustainability indicators, according to the World Tourism Organization (2005), constitutes an important tool for measuring the level of sustainable development of the tourism activity. Thus, in the sector planning process it is possible to monitor the various transformations that occur in the territory in a given lapse of time, guiding public policies by the concept of sustainability. However, there are still great challenges to be faced, as Sanches et al. (2018) point out, a significant part of the current discussions on the subject are divergent regarding the types of indicators used, pointing out that their dimensions tend to converge towards an environmental, socio-cultural, economic and, in some cases, institutional standard.

In a given tourist destination, whatever its physical, cultural and socio-economic characteristics, promoting sustainable tourism development requires involving, among other issues, the enhancement and conservation of natural and cultural heritage, improvements and access to infrastructure services such as electricity distribution, water supply, paving and sewage treatment systems. Besides this, it also needs to favour a better distribution of income and the reduction of social and gender inequalities.

In a given tourist destination, whatever its physical, cultural and socio-economic characteristics, promoting sustainable tourism development requires community involvement, among other issues, the enhancement and conservation of natural and cultural heritage, improvements and access to infrastructure services such as electricity distribution, water supply, paving and sewage treatment systems. Besides this, it also needs to favour a better distribution of income and the reduction of social and gender inequalities. Tourism is a very complex and cross-sector activity, and measuring its sustainability is a major challenge today, since new ways of assessment developed by different tools and methodologies are always emerging, mainly due to the fact that there are different theoretical understandings about sustainability and its operationalization. Moreover, even if the indicators can not bring to light all the issues involved with sustainable development, they can serve as parameters for new research and tourism planning initiatives, being necessary to think of tourism always as an activity linked to the environment.

European Tourism Indicators System

The European Union Sustainable Development Strategy was designed with the objectives of promoting cohesion, social equity, economic prosperity, and environmental protection (Modica et al., 2018; Font et al., 2021). One of the main operational highlights of this strategy is the proposed implementation of the ETIS (European Commission, 2017). This document and its associated toolkit formulate quantitative measures for sustainable tourism (indicator systems) relating to its social, economic, and environmental dimensions.

According to European Commission (2017), for the purposes of this system of indicators, a destination can be defined as:

- a geographic area that is currently or potentially attractive to visitors/tourists;
- a place or area which is recognised and can easily be defined as a visitor destination and has a range of facilities and products in place for tourism purposes;
- a place or area which is promoted as a destination;
- a place or area where it is possible to measure the supply of and demand for tourism services, i.e. the visitor economy;

- a place or area where the visitor management process usually includes a range of public and private-sector stakeholders together with the host community.

As mentioned before ETIS is based on 43 core indicators (see Table 1 to 4) and 40 optional indicators, sectioned into four categories: destination management, social and cultural impact, economic value and environmental impact. The core indicators gather the essential, key or baseline information that a destination needs to understand, monitor and manage its performance.

These core indicators have the function of monitoring the fundamental aspects of sustainability and provide the basis for effective destination management. In addition, they allow for comparison between destinations. For the system to be really effective it is necessary that all the indicators are monitored regularly.

Table 1. ETIS indicators related to destination management

Criteria	Indicator reference	ETIS core indicators
A.1 Sustainable tourism public policy	A.1.1	Percentage of tourism enterprises/establishments in the destination using a voluntary certification/labelling for environmental /quality/sustainability and/or Corporate Social Responsibility measures
A.2 Customer satisfaction	A.2.1	Percentage of tourists and same-day visitors that are satisfied with their overall experience in the destination
	A.2.2	Percentage of repeat/return visitors (within 5 years)

Source: European Commission (2017), Section A.

Table 2. ETIS indicators related to economic value

Criteria	Indicator reference	ETIS core indicators
B.1 Tourism Flow (volume & value) at the Destination	B.1.1	Number of tourist nights per month
	B.1.2	Number of same day visitors per month
	B.1.3	Relative contribution of tourism to the destination's economy (% GDP)
	B.1.4	Daily spending per overnight tourist
	B.1.5	Daily spending per same day visitor
B.2 Tourism Enterprise(s) Performance	B.2.1	Average length of stay of tourists (nights)
	B.2.2	Occupancy rate in commercial accommodation establishments per month and average for the year
B.3 Quantity and Quality of Employment	B.3.1	Direct tourism employment as percentage of total employment in the destination
	B.3.2	Percentage of jobs in tourism that are seasonal
B.4 Tourism Supply Chain	B.4.1	Percentage of locally produced food, drink, goods and services sourced by the destination's tourism enterprises

Source: European Commission (2017), Section B.

Table 3. ETIS indicators related to social and cultural impact

Criteria	Indicator reference	ETIS core indicators
C.1 Community/Social Impact	C.1.1	Number of tourists per 100 residents
	C.1.2	Percentage of residents who are satisfied with tourism in the destination (per month/season)
	C.1.3	Number of beds available in commercial accommodation establishment per 100 residents
	C.1.4	Number of second homes per 100 homes
C.2 Health and Safety	C.2.1	Percentage of tourists who register a complaint with the police
C.3 Gender Equality	C.3.1	Percentage of men and women employed in the tourism sector
	C.3.2	Percentage of tourism enterprises where the general manager position is held by a woman
C.4 Inclusion and Accessibility	C.4.1	Percentage of rooms in commercial accommodation establishments accessible for people with disabilities
	C.4.2	Percentage of commercial accommodation establishments participating in recognised accessibility information schemes
	C.4.3	Percentage of public transport that is accessible to people with disabilities and with specific access requirements
	C.4.4	Percentage of tourist attractions that are accessible to people with disabilities and/or participating in recognised accessibility information schemes
C.5 Protecting and Enhancing Cultural Heritage, Local Identity and cultural Assets	C.5.1	Percentage of residents that are satisfied with the impacts of tourism on destination's identity
	C.5.2	Percentage of the destination's events that are focused on traditional/local culture and heritage

Source: European Commission (2017), Section C.

Table 4. ETIS indicators related to environmental impact

Criteria	Indicator reference	ETIS core indicators
D.1 Reducing Transport Impact	D.1.1	Percentage of tourists and same day visitors using different modes of transport to arrive at the destination
	D.1.2	Percentage of tourists and same day visitors using local/soft mobility/public transport services to get around the destination
	D.1.3	Average travel (km) by tourists and same day visitors from home to the destination
	D.1.4	Average carbon footprint of tourists and same day visitors travelling from home to the destination
D.2 Climate Change	D.2.1	Percentage of tourism enterprises involved in climate change mitigation schemes—such as: CO ₂ offset, low energy systems, etc.—and “adaptation” responses and actions
	D.2.2	Percentage of tourism accommodation and attraction infrastructure located in “vulnerable zones”
D.3 Solid Waste Management	D.3.1	Waste production per tourist night compared to general population waste production per person (kilos)

	D.3.2	Percentage of tourism enterprises separating different types of waste
	D.3.3	Percentage of total waste recycled per tourist compared to total waste recycled per resident per year
D.4 Sewage Treatment	D.4.1	Percentage of sewage from the destination treated at least at secondary level prior to discharge
D.5 Water Management	D.5.1	Water consumption per tourist night compared to general population water consumption per resident night
	D.5.2	Percentage of tourism enterprises taking actions to reduce water consumption
	D.5.3	Percentage of tourism enterprises using recycled water
D.6 Energy Usage	D.6.1	Energy consumption per tourist night compared to general population energy consumption per resident night
	D.6.2	Percentage of tourism enterprises that take actions to reduce energy consumption
	D.6.3	Percentage of annual amount of energy consumed from renewable sources (Mwh) compared to overall energy consumption at destination level per year
D.7 Landscape and Biodiversity Management	D.7.1	Percentage of local enterprises in the tourism sector actively supporting protection, conservation, and management of local biodiversity and landscapes.

Source: European Commission (2017), Section D.

ETIS case study

Four different activities are proposed, one for each section of the ETIS: 1) voluntary certifications for destination management, 2) stay of tourists for economic value, 3) tourism accommodation accessibility for social and cultural impact, and 4) protection areas on the destination for environmental impact. The proposed exercises are intended to bring students into contact with the national tourism statistics system of the country where they are studying and with the online platforms that provide information on some of the indicators included in the ETIS. In addition to the analysis of quantitative data, students are also expected to make some calculations that allow them to have an idea of the performance of the country and the tourism sector in some indicators. The task proposals presented allow for comparisons between tourist destinations and other places and regions in the country.

Activity of voluntary certifications for destination management

In the field of sustainability, voluntary certification when developed and adopted by a company or a tourist destination entails a set of concerns and management principles that are reflected in the adoption of good environmental, social and economic practices. Therefore, the voluntary certification verified in the tourism enterprises of a given tourist destination (or of any municipality, region or country) makes it possible to understand the interest and level of implementation of good practices for sustainability. This indicator reveals the percentage of tourism enterprises/tourism destinations "that have had an independent verification of their sustainability practices and allows Destination managers and policy makers to create incentives for participation" (European Commission, 2013, p. 7).

This activity can be carried out for local/regional destinations - a municipality, an archipelago, a protected area (made up of several municipalities) - or national destinations:

- indicator being analysed in local/regional destination: percentage of tourism enterprises/establishments in the destination using a voluntary verified certification/labelling for environmental/quality/sustainability and/or CSR measures; or
- indicator being analysed in national destinations: percentage of tourism destinations using a voluntary verified certification/labelling for environmental/quality/sustainability.

Table 5. Indications for students' work on voluntarily certification systems for each type of local/regional or national destination

Aspect	Local/Regional Destination	National Destination
Class organization	The class should be organised into groups (2 to 3 students)	
Task for each group	<p>1. Each group is responsible for identifying the number of certified tourism enterprises in one of the areas of activity:</p> <ul style="list-style-type: none"> - Traditional hospitality - Camping and rural accommodation - Restaurants - Animation companies - Tourist attractions <p>2. For each area of activity, identify</p> <p>(i) No. of tourism enterprises certified</p> <p>Method of calculation: $\text{Total nr of tourism enterprises certified} \div \text{total nr of tourism enterprises} * 100 = \% \text{ of tourism enterprises certified}$</p> <p>ii) types of certifications obtained (environmental/quality/sustainability, national/international)</p> <p>iii) Date of first/last certification</p> <p>iv) Nr. of enterprises having more than one certification</p> <p>v) how the certification is communicated in the enterprise's communication tools (website and social networks of the enterprise)</p> <p>3. Draw up national or international benchmarking to compare the results obtained</p>	<p>1. Each group is responsible for identifying the number of certified territories in the country, by:</p> <ul style="list-style-type: none"> - municipalities - Protected Natural Areas - Beaches - Others territories <p>Note: depending on the size of the country, several groups may be responsible for the municipalities</p> <p>2. For each type of territory, identify</p> <p>(i) how many are certified</p> <p>Method of calculation: $\text{Total nr municipalities certified} \div \text{total nr of municipalities} * 100 = \% \text{ of municipalities certified}$</p> <p>ii) types of certifications obtained (environmental/quality/sustainability, national/international)</p> <p>iii) since when are they certified</p> <p>iv) how the certification is communicated in the territorial management entity's dissemination tools (website and social networks of the entity)</p> <p>3. Draw up national or international benchmarking to compare the results obtained</p>
Data collection	Websites analysis	Websites analysis

Additional tasks (depending on the time available for the activity)	1. Mapping the geographical distribution of certified companies by type of activity area; 2. Each group will be able to identify the company (by area of activity) that in their opinion stands out the most in terms of sustainability and prepare an oral presentation with the main good practices developed 3. All the class, may discuss and present proposals for encouraging companies towards certification	1. Mapping the geographical distribution of the municipalities and other certified territories; 2. Each group will be able to identify the territory that in their opinion stands out the most in terms of sustainability and prepare an oral presentation with the main good practices developed; 3. All the class, may discuss and present proposals for encouraging territories towards certification
Additional Indications	This activity can be carried out including the study of other voluntary tools related to sustainability, namely: sustainability reports, codes of conduct and codes of ethics	

Source: own elaboration.

Stay of tourists' activity for economic value

The economic value of tourism multiplies as the length of visitor stay increases. Monitoring average length of stay is an important pulse on enterprise and destination performance.

Table 6. Indications for students' work on average length of tourists' stay

Aspect	Country, regions and municipalities
Class organisation	The class should be organised into groups (2 to 3 students)
Task for each group	1. Each group is responsible for a region of the country under study and must analyse: <ul style="list-style-type: none"> - the average length of stay of tourists (nr of nights), in each municipality and across the region; - if possible, identify the average stay by type of tourist accommodation. 3. Comparing values obtained for each type of official tourist accommodation
Data collection	Official national databases regarding tourist accommodation
Complementary tasks (depending on the time available for the activity)	1. Mapping the average length of stay of tourists (nr of nights), by municipality and region

Source: own elaboration.

Activity of tourism accommodation accessibility for social and cultural impact

The ability of a destination to accommodate people with disabilities reveals its inclusive character and its concern to welcome everyone. Hence, "This measurement will help raise awareness of the accessibility of the destination. Where the percentage is very low, it may also draw the attention of hoteliers who identify a market opportunity" European Commission (2013, p. 38). Percentage of official tourism accommodation with rooms accessible to people with disabilities and/or participating in recognised accessibility schemes is the indicator being analysed.

Table 7. Indications for students' work on tourism accommodation accessibility for local/regional destination

Aspect	Local/Regional Destination
Class organisation	The class should be organised into groups (2 to 3 students)
Task for each group	1. Each group is responsible for a region of the country under study and must analyse how many tourist accommodation establishments have accessible rooms. Or 1. Each group is responsible for one type of tourist accommodation establishment with accessible rooms and analyse it at a national level.

	<p>2. For each type of tourist accommodation, identify:</p> <p>(i) Total number of accommodations with rooms accessible to persons with disabilities. Calculation method: Total number of accommodations with accessible rooms for people with disabilities ÷ total number of accommodations * 100 = % of accommodations with accessible rooms for people with disabilities</p> <p>(ii) Total number of bedrooms accessible for disabled persons Calculation method: Total number of disabled accessible rooms ÷ total number of rooms * 100 = % disabled accessible rooms types of certifications obtained (environmental/quality/sustainability, national/international)</p> <p>3. Compare values obtained for each type of official tourist accommodation</p>
Data collection	Official national databases regarding tourism accommodation
Complementary tasks (depending on the time available for the activity)	1. Mapping the geographical distribution of accommodation with rooms accessible to people with disabilities
Additional indications	This activity can be replicated for the percentage of tourist attractions accessible for disabled people (museums, casinos, theme parks, monuments, etc.)

Source: own elaboration.

Activity of protection areas on the destination for environmental impact

The existence of resources and natural areas is essential from the point of view of biodiversity and environmental quality. Its designation as a protected area is crucial from the point of view of fauna and flora conservation and the development of control measures. According to European Commission (2013, p. 64): "The measurement indicates the level to which a destination demonstrates commitment to protection and recognises the significance of biodiversity". Percentage of destination (area in km²) that is designated for protection is the indicator being analysed.

Table 8. Indications for students' work on analysis of protection areas on the destination

Aspect	Tourist destinations
Class organisation	The class should be organised into groups (2 to 3 students)
Task for each group	<p>1. Each group is responsible for one tourist destination and should analyse:</p> <ul style="list-style-type: none"> - the total area classified as protected (per km²) – including natural protected areas (terrestrial and maritime), areas belonging to the Natura 2000 network, forest areas and other <p>Method of calculation: Total geographic area (km²) designated as protected within the destination ÷ total geographic area (km²) of the destination * 100 = % of destination designated as protected</p>
Data collection	Official national databases regarding protected areas; Management plans for protected areas, natura 2020 network and other marine and terrestrial natural areas

Source: own elaboration.

Summary

There are several methodologies and instruments to assess the sustainability levels of the tourism activity, in a context of planning and management of a territory, taking into consideration its nature conservation and its socio-economic development. Sustainability indicators expose issues and are a precious help in proposing solutions and effective actions in order to operationalise a true sustainable development of a destination. ETIS is conceived to run the process for collecting and analysing data with the objective to assess the impact of tourism on a destination, improving its sustainable management. In addition ETIS seeks to help destinations and stakeholders to measure their sustainable management processes, enabling them to monitor the performance over a period of time.

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How to support spatial planning course with GIS software. QGIS and QField applications (Workshop scenario)

Marta NALEJ

(University of Lodz, Faculty of Geographical Sciences)

Introduction

The Geographic Information System (GIS) collects spatial data from various sources and enriched with descriptive attributes in the database. It allows the user, in an interactive way, using analytical functions, to transform them into useful information by creating information products, maps, reports, databases. GIS is used to acquire or analyze spatial data describing the Earth's surface and phenomena occurring in it. It is a very useful tool for creating a model of geographical space, taking into account the mutual location of its elements, and it has become necessary when solving many practical problems and looking for answers to numerous research questions (Longley *et al.*, 2005, 2006; Tomlinson, 2007; Urbański, 2010).

There are two basic methods of digital representation of spatial data in GIS: 1) raster, in which the space is divided into basic fields arranged in rows and columns with assigned attributes, and 2) vector, in which real world objects are represented by points, lines and polygons, also with assigned attributes. Descriptive attributes of spatial objects are used to identify them and define their basic properties, including the characteristics of the objects in terms of time, e.g. the date of their creation. The selection of the representation method depends on many factors: available data sources, software, and the purpose for which the data will be used. The collection of spatial data itself is one of the most important and time-consuming tasks in GIS. Data can be obtained by direct measurements, then we are dealing with raw data. Secondary data comes from other studies, systems, or databases and is transferred to the GIS.

The aim of the workshop is to show the possibility of using GIS as a tool to acquire spatial information during field inventory. The first part of the workshop involves the preparation of a geographic space model based on secondary vector data. Data transferred from an external source are properly selected and adjusted. For this purpose, GIS desktop software is used. In the second stage, the prepared project is used to obtain spatial data in the field using the GIS mobile application (Fig. 1). The workshop is conducted on the example of Peniche (Portugal).

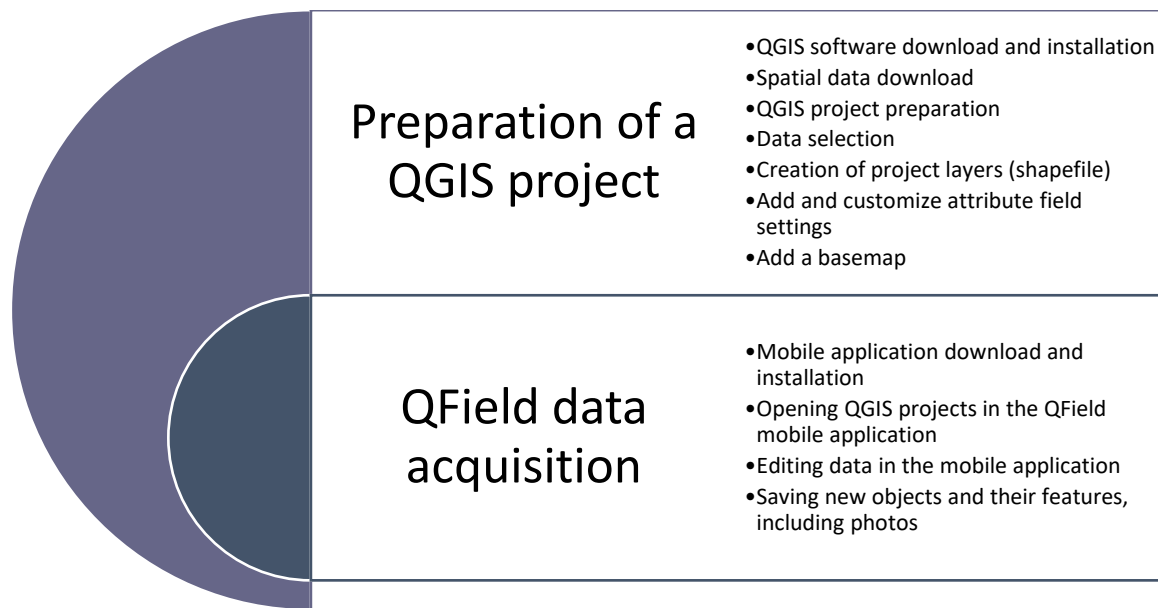


Fig. 1. Workshop stages
Source: own elaboration.

GIS software and data

The workshop is carried out using QGIS software, which is open source, licensed under the GNU General Public License. QGIS allows users to create, edit, visualise, analyze, and publish geospatial information. Select the appropriate version for your computer and operating system (QGIS, 2022). The QField mobile application is also used. It makes it possible to work with GIS data outdoors on a mobile device and deploy existing QGIS projects in the field. QField is released under the GNU Public License (GPL) Version 2 or higher (QField, 2022).

Two sources of spatial data are used in the workshop. INSPIRE Geoportal, which is the main European access point to the data provided by EU member states and several EFTA countries under the INSPIRE Directive (European Commission, 2022). The INSPIRE Geoportal was the source of the Portuguese administrative unit boundaries. The data can be found in the INSPIRE Data Sets tab, after selecting the country of interest on the map, the data set can be downloaded. Since many data sets may be accessible for a given country, the search option is available by entering keywords in the search window, e.g., administrative units. The second source of spatial data is OpenStreetMap (OSM) (OpenStreetMap, 2022; OpenStreetMap Wiki, 2022). It is a collaborative project to create a free editable geographic database of the world. OSM data is available on the Geofabric website (Geofabric, 2022). To download data, an area of interest should be selected. In this case, the data for Portugal in shp.zip format was downloaded.

GIS project preparation

Start working by downloading software and data. Install the QGIS software. Create folders called 'Data' and 'Project' in an accessible location on your computer's drive. Place the downloaded data in the 'Data' folder and unpack it. Run QGIS and select a 'New Empty Project' from the 'Project Templates'. The project has the description 'EPSG: 4326 - WGS84' (Fig. 2). It is a definition of the coordinate system in which the spatial data will be displayed. WGS84 is a coordinate system designed to be uniform for the world. It is widely used in navigation devices. All valid spatial data have an assigned coordinate system, often these are systems for a

certain area, e.g. a country to which the spatial data relate. Most GIS software has built-in information about multiple coordinate systems and allow to freely change systems and perform data transformations to adapt their display to the coordinate system specified for a given project. The selection of a coordinate system for a project depends on the scale of the project. For projects that do not cover the entire world, it is recommended to use coordinate systems for a given zone or country. Each coordinate system is described with the EPSG register code, which allows users to find and use a coordinate system appropriate for the study area (GeoRepository, 2022). Change the QGIS project coordinate system by selecting the 'Project' tab in the top menu and go to the 'Properties...' In the CRS (Project Coordinate Reference System) tab, filter the coordinate system by EPSG code. In this case use EPSG: 3763, ETRS89/PortugalTM06 coordinate system for Portugal. Then save the project by selecting the 'Save' command from the 'Project' menu. Save the project e.g., in the 'Project' folder as 'Peniche'.

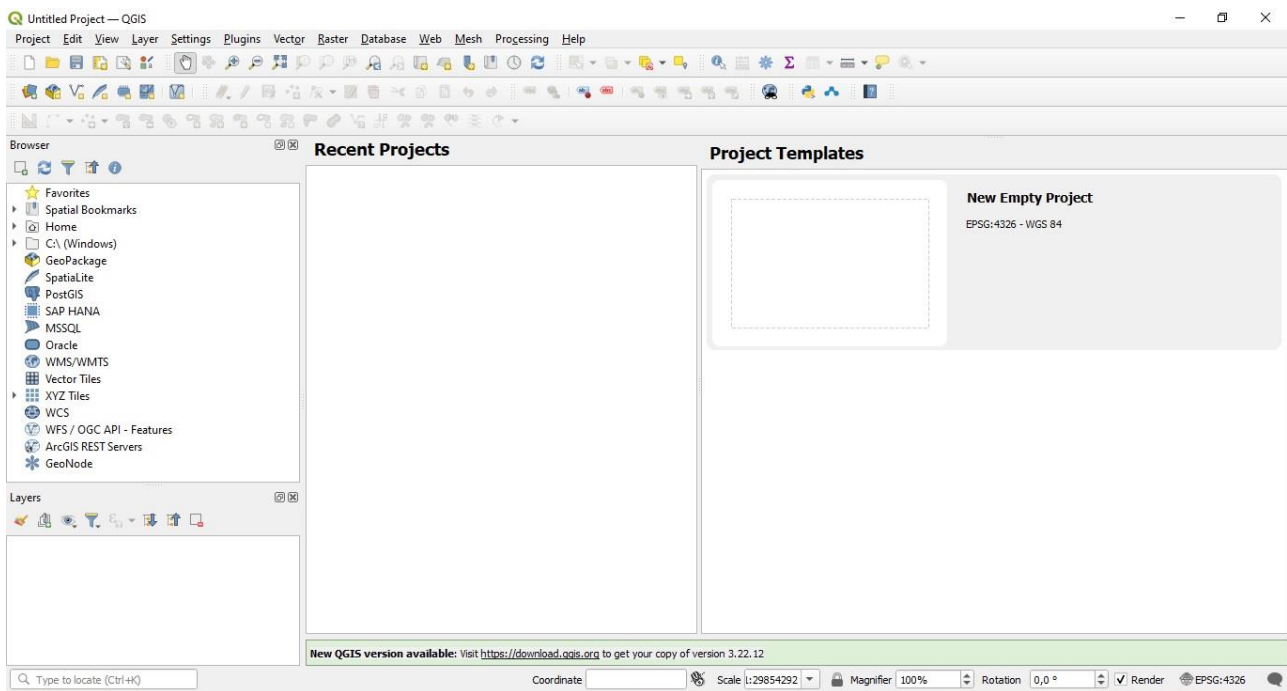


Fig. 2. The initial interface of the QGIS software

Source: QGIS (2022).

Add the downloaded data containing the administrative boundaries of Portugal (Cont_AAD_CAOP2020.shp) to the project. In QGIS Browser Panel find the 'Data' folder. Select the appropriate shapefile, right-click, and select 'Add Layer to Project' command (Fig. 3). Select and mark the study area, which is the county of Peniche. The given object can be selected with the selection tool – 'Select Feature by Area or Single Click', by indicating in the map window or by marking in the layer attribute table.

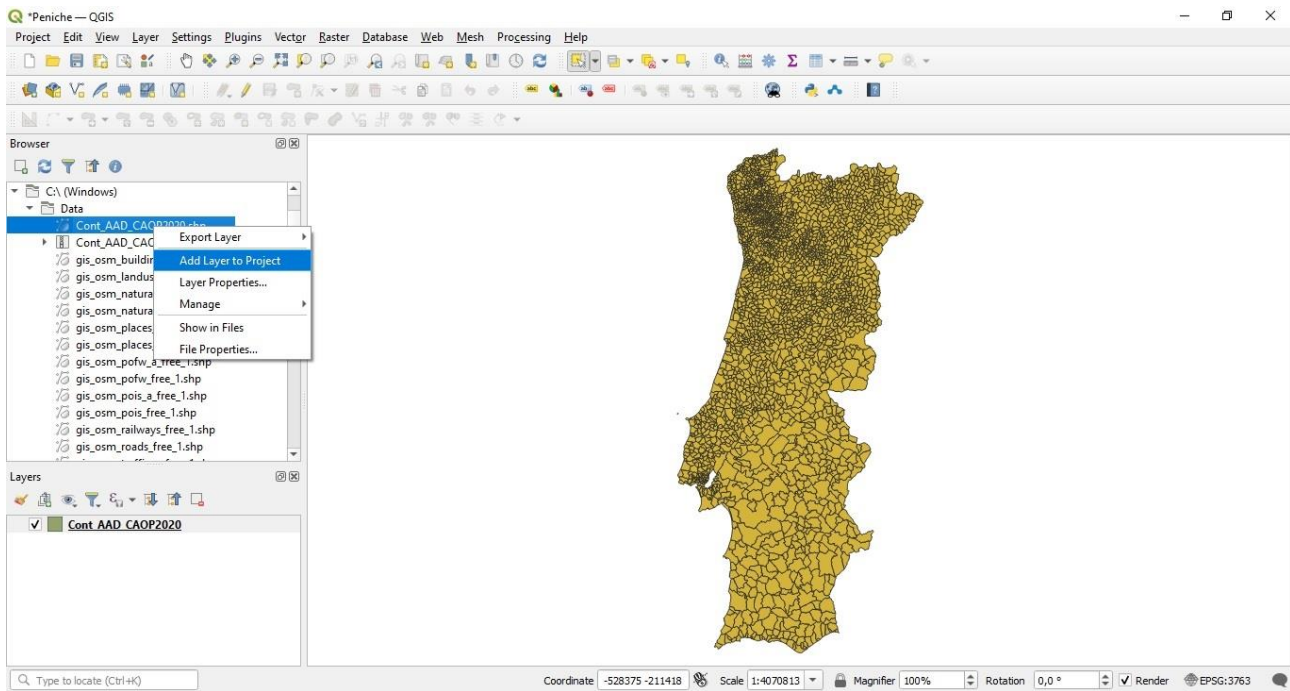


Fig. 3. Adding a layer to a QGIS project
Source: QGIS (2022).

Add OpenStreetMap data that will be needed during the field inventory. In this case, the data for buildings (`gis_osm_buildings_a_free_1.shp`) and roads (`gis_osm_roads_free_1.shp`) were used. Use the 'Select by Location' tool to select buildings in the study area. Select the objects in the '`gis_osm_buildings_a_free_1`' layer that intersect with the '`Cont_AAD_CAOP2020`' object. Remember to select the 'Selected features only' option (Fig. 4).

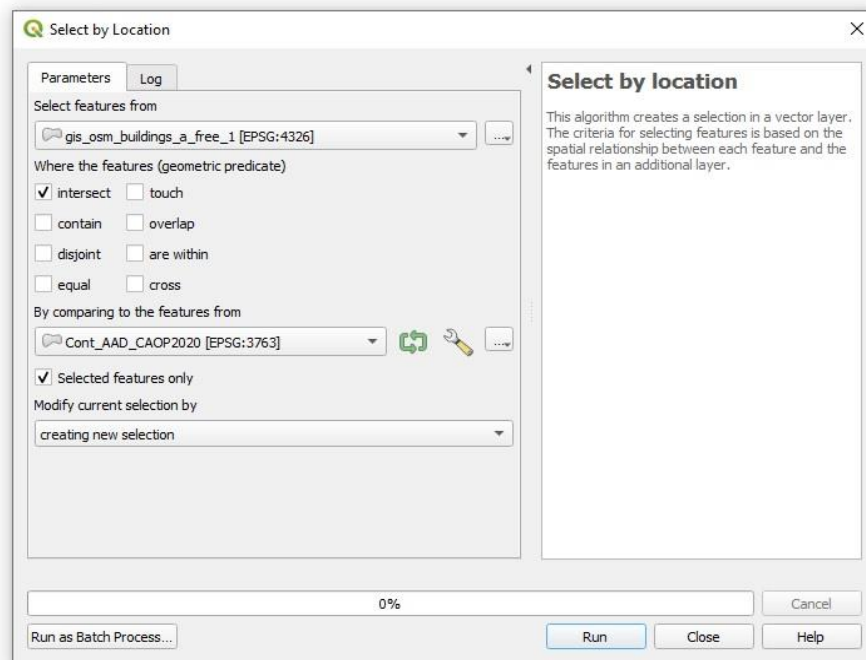


Fig. 4. 'Select by Location' dialog box
Source: QGIS (2022).

Save the selected objects as a new file by right-clicking on the layer name: 'gis_osm_buildings_a_free_1' in the QGIS Layers Panel and selecting *Export* command – 'Save Selected Feature As...'. Remember to select the appropriate file format, in this example it is a shapefile. Indicate the location where the file should be saved ('Project' folder), its name 'buildings', and the coordinate system, the same as for the whole project (EPSG: 3763, ETRS89/PortugalTM06) (Fig. 5).

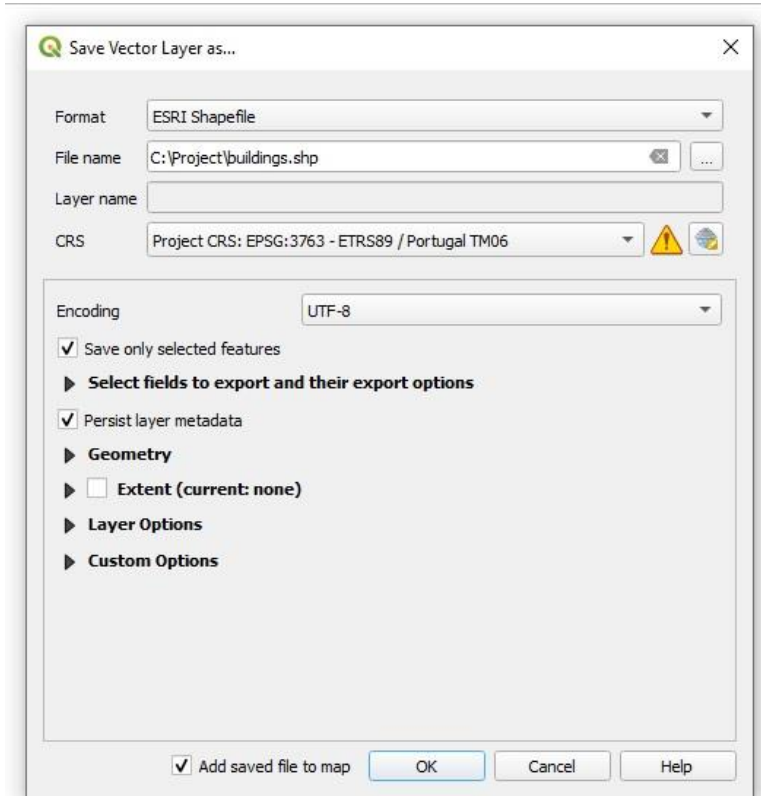


Fig. 5. Saving selected objects as a new layer
Source: QGIS (2022).

Then open 'Processing Toolbox' and find the 'Clip' tool. Extract objects - roads from the study area with the 'Clip' tool. Use 'gis_osm_roads_free_1' as the input layer and 'Cont_AAD_CAOP2020' with a selected Peniche border as an overlay layer. Remember to select the 'Selected features only' option (Fig. 6). Save the Clipped temporary layer as a file named 'roads' in the 'Project' folder. Remember to set the coordinate system as in the project (EPSG:3763, ETRS89/PortugalTM06). Remove the thematic layers that are no longer needed: 'gis_osm_buildings_a_free_1' and 'gis_osm_roads_free_1', Clipped and Portuguese administrative units ('Cont_AAD_CAOP2020').

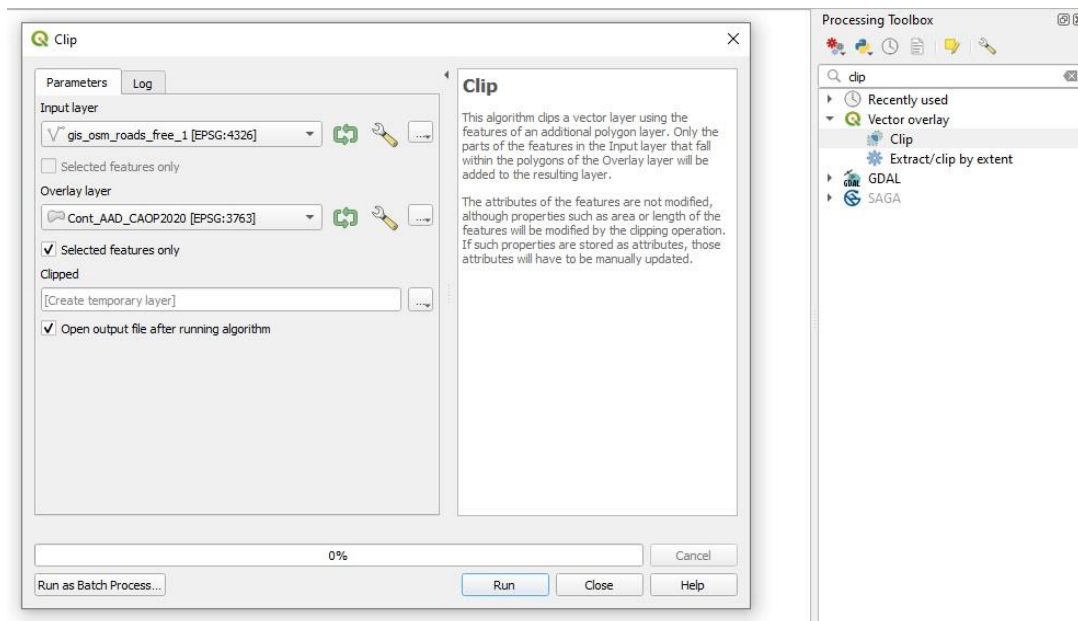


Fig. 6. Using the 'Clip' tool

Source: QGIS (2022).

Add new fields to the attribute table of the buildings and roads layers, which are used to collect information during the field inventory. Start editing the layer and select 'New Field' in the attribute table. Enter the field name, select the field type, and length (Fig. 7). Choose the parameters depending on the type of information you want to store in it. For example, for the building layer, add a text field (string) called a 'function' with a length of 50 (the length specifies the number of characters that can be written in a given field), and for the road layer, add a 'width' field of the whole number (integer) type and length – 5. For both layers, add a field where photos of objects taken during the inventory can be stored. It must be a text field (string) with a length of 255, name it 'photo'. Save layers edits and stop editing.

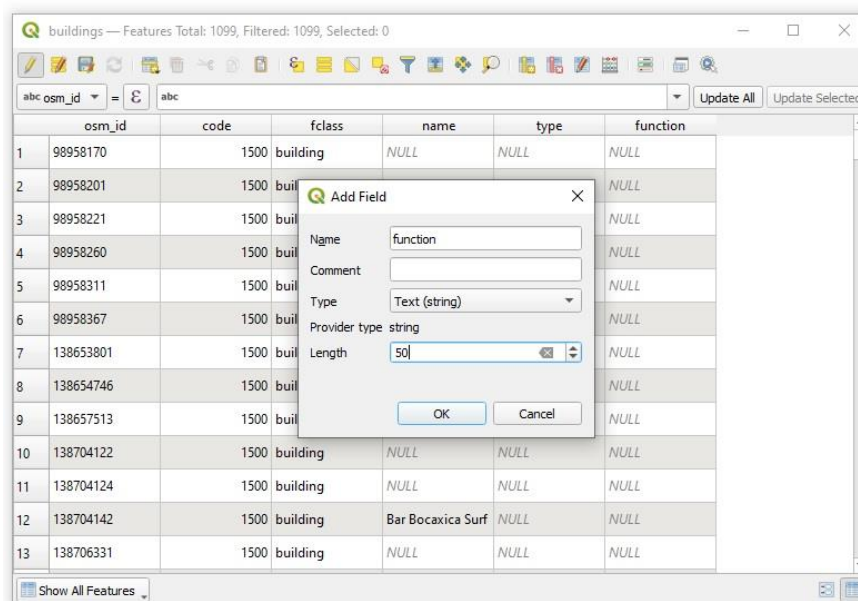


Fig. 7. Adding a new field to the attribute table

Source: QGIS (2022).

In the layer properties, go to Attributes Form and find 'photo' field (Fig. 8). Set the 'Widget Type' as 'Attachment', 'Path' as 'Relative to Project Path', and 'Integrated Document Viewer' set for 'image'. Setting relative paths of photos ensures permanent connection with the project and protects against loss of connection between objects and photographic documentation. Apply the settings.

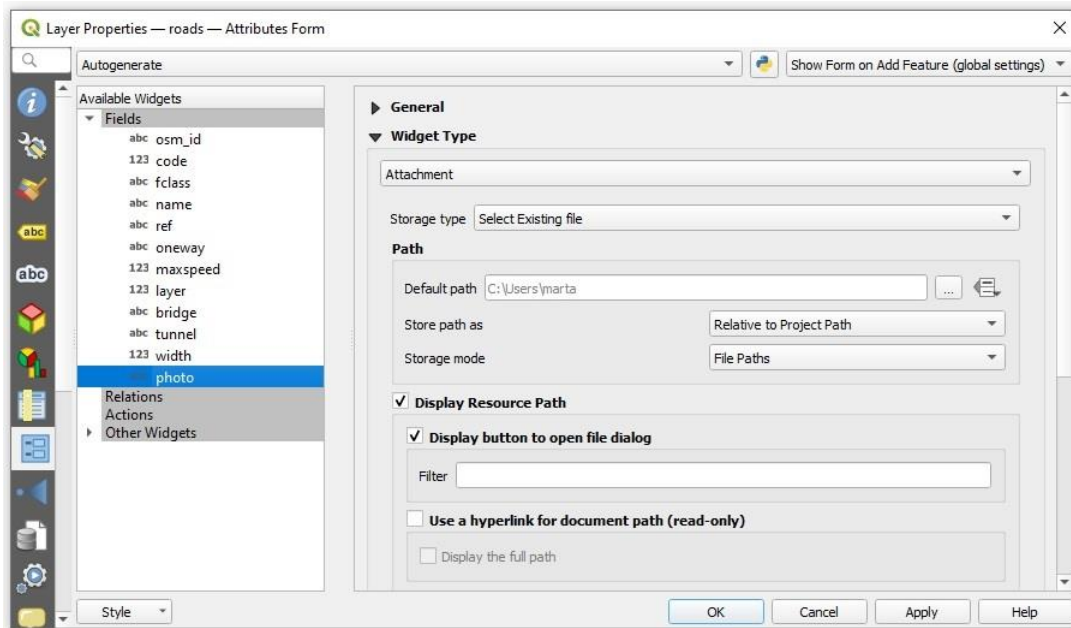


Fig. 8. Setting of the layer's attribute fields
Source: QGIS (2022).

It is also possible to create a new layer in the shape format in which you can save the position and attributes of the features. In order to create a new layer, find the folder where you want to save it in the 'QGIS Browser Panel', in this case it will be the 'Project' folder. Then, by right-clicking on the folder, select the 'New' and 'Shapefile' commands (Fig. 9).

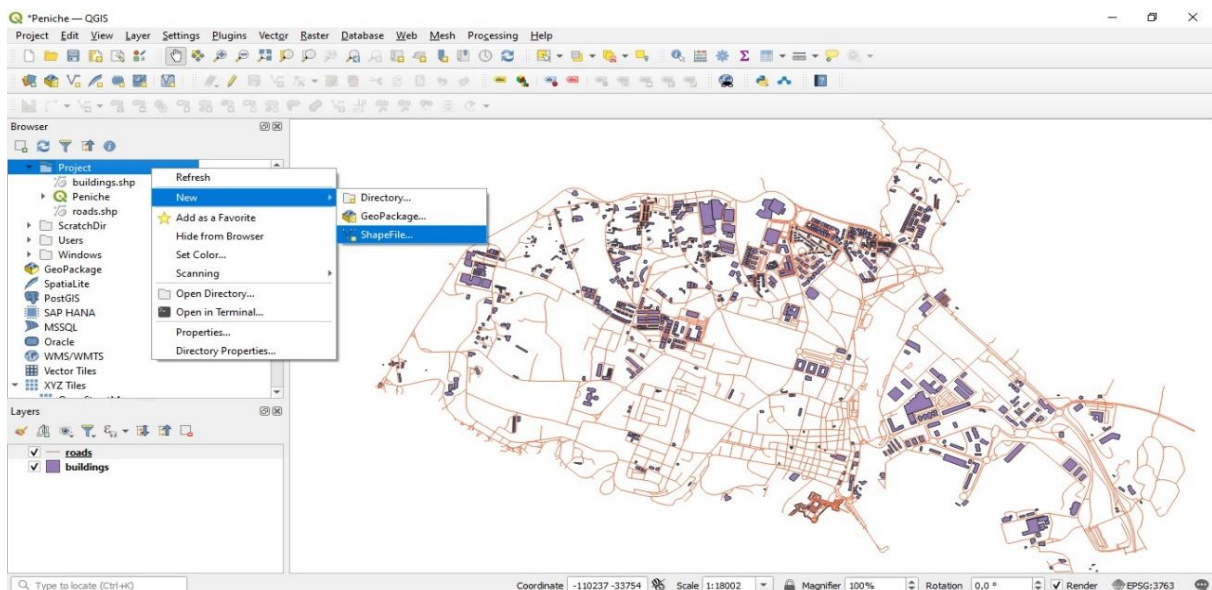


Fig. 9. Creating a new shapefile
Source: QGIS (2022).

Name the shapefile as 'objects'. Choose the 'point' geometry type. Remember to change the coordinate system to the one in force in Portugal (EPSG: 3763, ETRS89 / PortugalTM06). Create three attribute fields: 'name' (Type: Text data, length: 100), 'date' (Type: Date), 'photo' (Type: Text data, Length: 255) (Fig. 10).

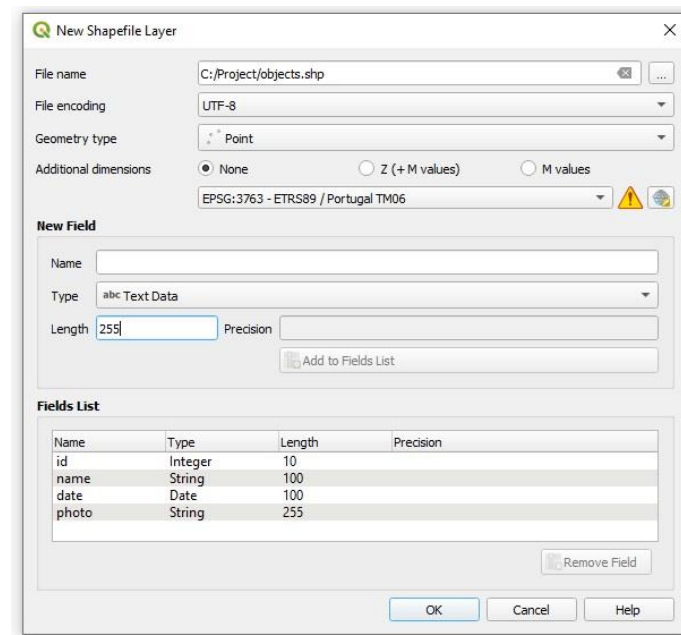


Fig. 10. Settings of the newly created shapefile
Source: QGIS (2022).

In the 'Properties' box of a new layer – 'objects', go to 'Attributes Form' and find the 'photo' field. Set the Widget type as 'Attachment', the Path as 'Relative to the Project Path', and the Integrated Document Viewer set for 'image'. Find the 'date' field. Set the default field format value as 'now ()' (Fig. 11). This is very helpful because, when working in the field, the current date is saved automatically. Apply the settings.

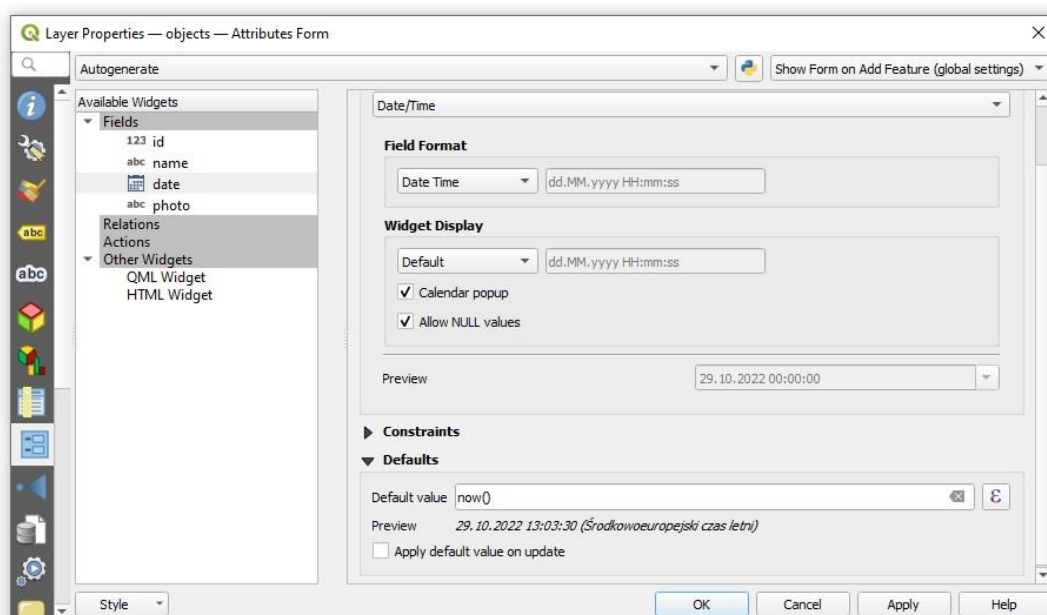


Fig. 11. 'Date' field properties
Source: QGIS (2022).

Add OpenStreetMap as a base map to the project. It can be found in QGIS Browser Panel XYZ Tiles. It is also possible to change, adjust the appearance of objects by changing the layers symbolization. This can be done by opening the layer 'Properties' and changing the symbol settings in the 'Symbolization' tab. After completing all activities, the project should be saved again (Fig. 12). Finish your work and exit QGIS.

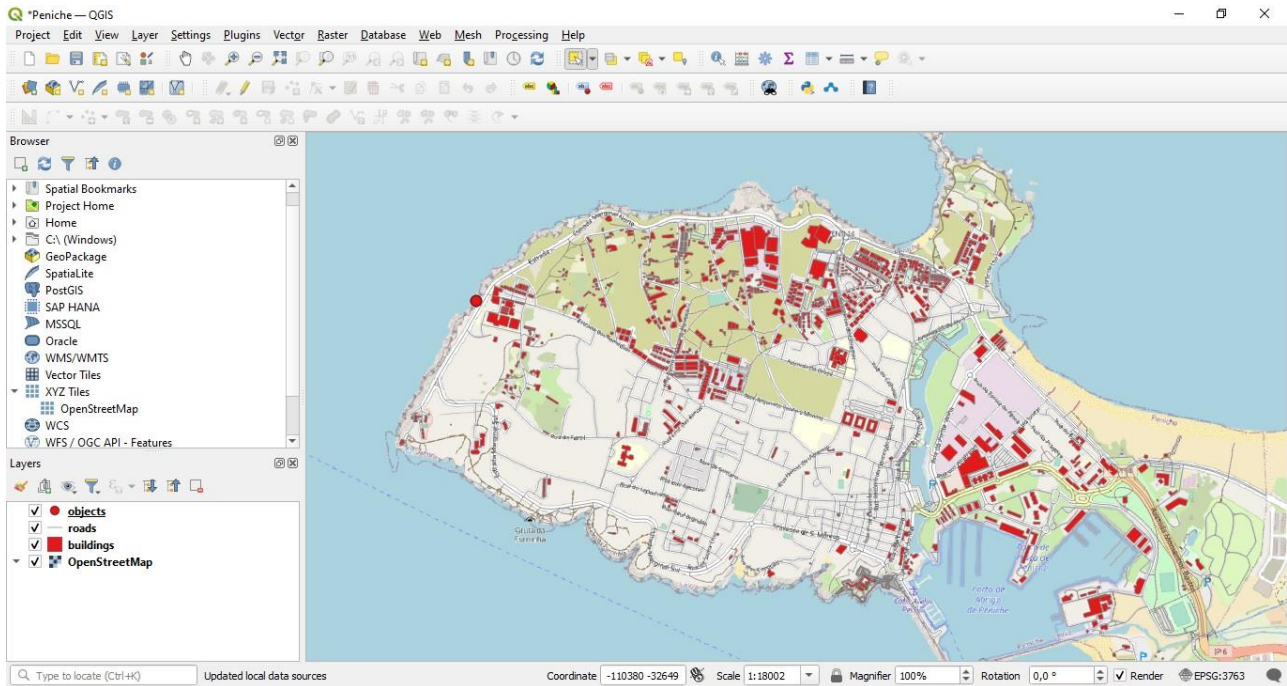


Fig. 12. QGIS project prepared for field inventory
Source: QGIS (2022).

Working at QField

Install the QField application. Allow the mobile app to access your device's camera and location. Your position in the field will be marked with a dot on the map in the application. Copy the 'Project' folder containing the project file and shapefiles from your computer drive and paste it into the QField Application folder on your mobile device. The file should be pasted to the location '.../QField /proj/'. The location of the application files may vary depending on the model of the mobile device. Open QField application and choose a command 'Open local file' (Fig. 13). Then find project file 'Peniche' that's what it was called at the beginning of the workshop in '...QField /proj/Project' and open it. The project appears in the application window. Field inventory can be started.

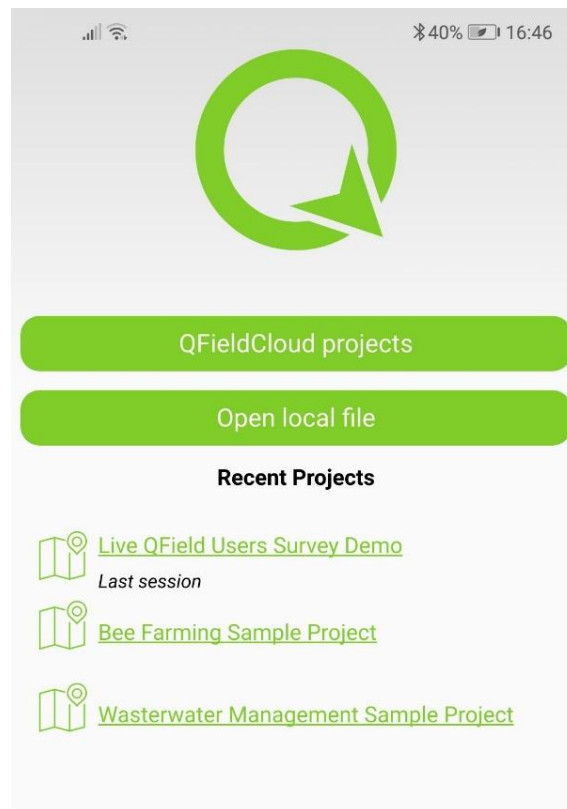


Fig. 13. The initial interface of the QFiled mobile application
Source: QField (2022).

Editing existing objects or adding new objects to selected layers during field work is possible after starting the edition process. You can start editing in the QField application by opening the menu (three bars in the upper left corner of the screen), selecting the layer to be edited, and entering the edit mode by marking the pencil's symbol (Fig. 14).

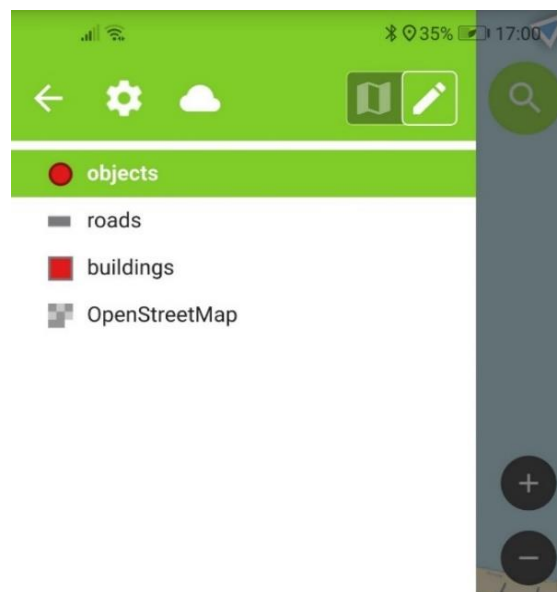


Fig. 14. Starting layer editing in the mobile application
Source: QField (2022).

To edit an existing object in a layer, select it in the application view. It is possible to change the position and shape of the object, as well as its attributes (Fig. 15). To take and save a photo of the object, in the 'photo' field, select the icon of the camera. The application goes to the camera interface of the mobile device. After taking the photo, confirm whether the photo should be saved. Editing of the other attributes is possible after entering the given field. To save edits mark a tick sign in the upper left corner of editing tab.

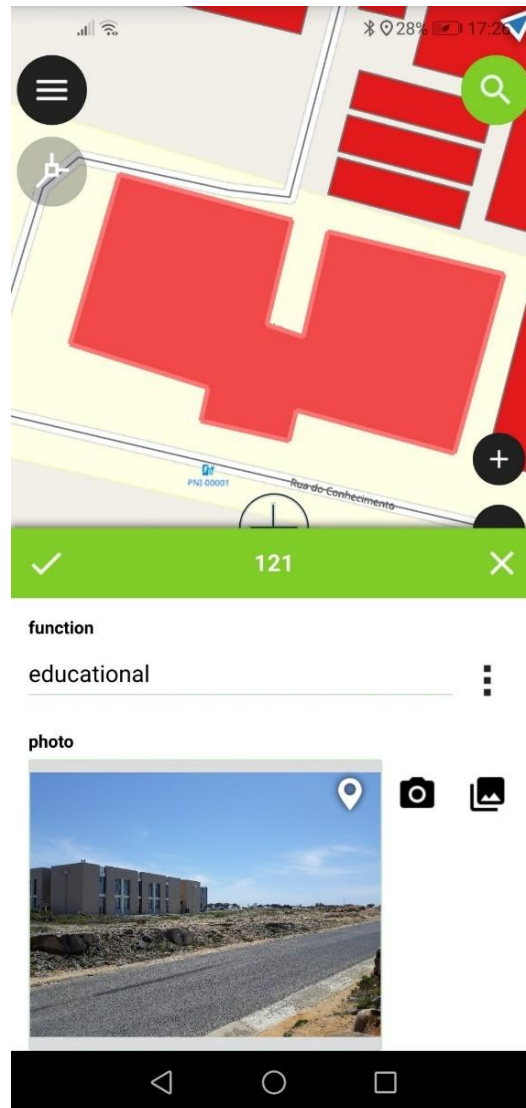


Fig. 15. Editing the attributes of existing objects on the 'buildings' layer in the mobile application
Source: QField (2022).

In order to create a new object, place a mark (circle with cross inside) in the place you want to add an object and press the green button in the lower right corner (Fig. 16a). After placing an object, enter attributes values. The date is entered automatically as the default value. The photo can be taken with the camera or added from the gallery. Confirm and save data with the tick button in the upper left corner of the editing tab (Fig. 16b).

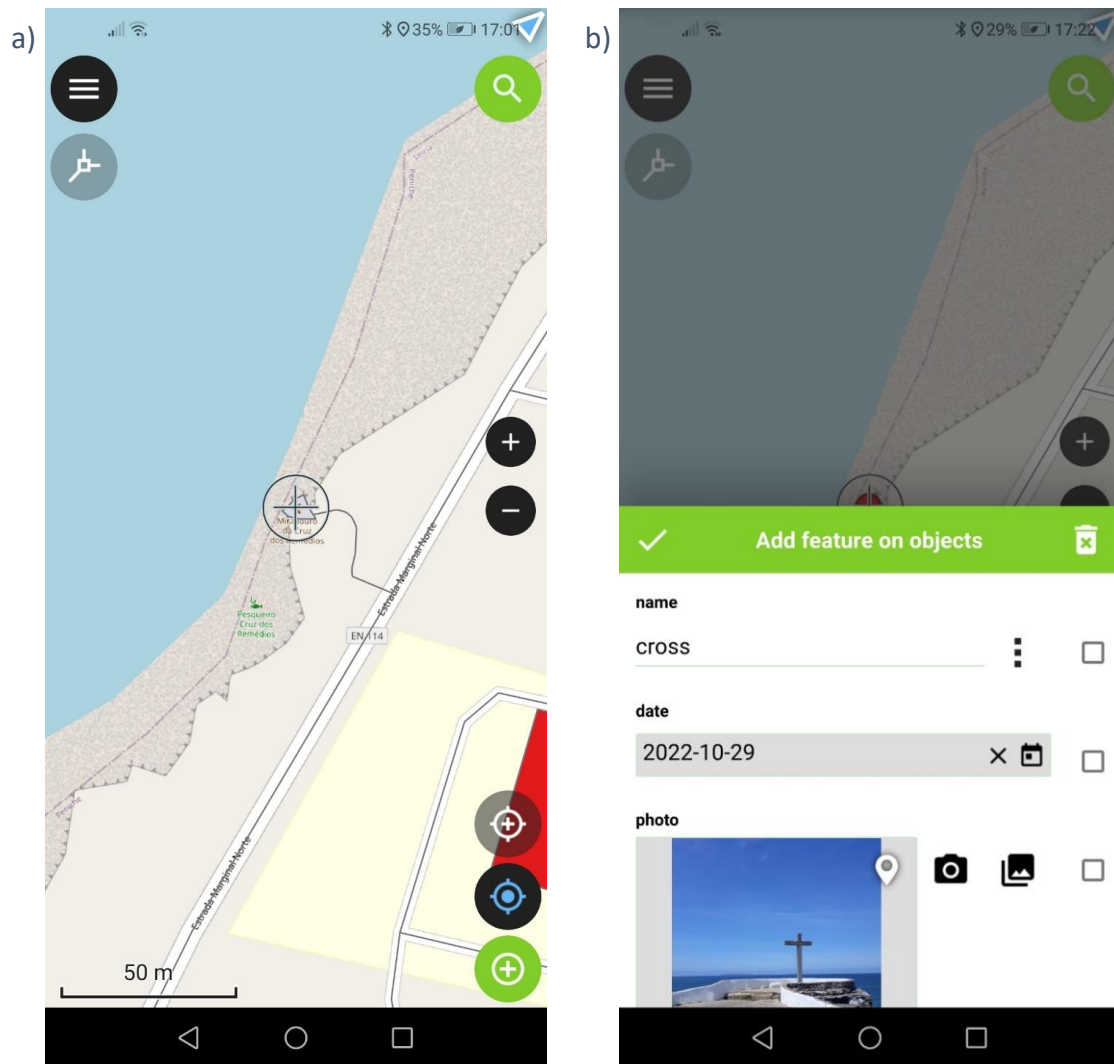


Fig. 16. Adding new objects to a layer in the mobile application
Source: QField (2022).

After collecting data in the study area, finish editing layers by selecting the browsing mode in the menu and turn off the application. Changes are saved and the data is stored in the memory of the mobile device. After completion of the field work, you can copy this project back to your computer and work with the data. It is necessary to copy the entire Project folder because the application creates an additional directory in which the photos of objects are saved. The project can be reopened and edited in QGIS desktop software, and the data collected in the field is available for further processing (Fig. 17).

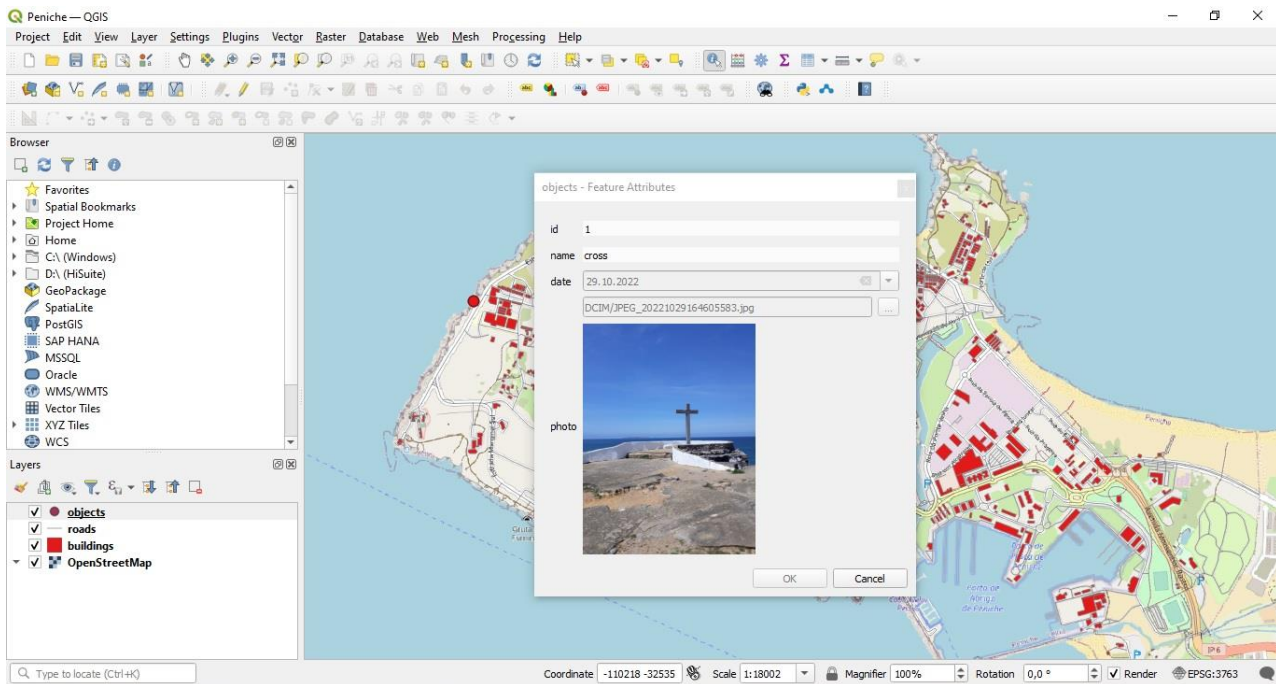


Fig. 17. QGIS project view with data collected in the field
Source: QGIS (2022).

Summary

GIS software can be a very effective tool for the preparation and execution of a field inventory. It enables the collection, acquisition, and adaptation of existing spatial data to the research area, as well as the creation of new data. The use of the mobile application while working in the field not only improves the inventory process, but also enables the acquisition of data in digital form and their easier further processing. An additional advantage is the ability to create photographic documentation of places and objects. The photos have a strictly defined location, they are related to the objects, which allows users to recreate the field situation even long time after the end of the research, and additionally are a valuable research material. Nowadays, GIS tools have much more functionalities, allow users to create interactive maps, share resources and work in a team, synchronously on a single data set, and are used in many areas.

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Analysis of the potential (Workshop Scenario)

Sylvia KACZMAREK & Jacek KACZMAREK
(University of Lodz, Faculty of Geographical Sciences)

Introduction

Planning of sustainable tourism in various areas requires, above all, a rational approach to the resources located there: natural, anthropogenic, social, economic and cultural. Before we start the planning process, we should first of all get to know the knowledge concerning the resources specific to the selected area, perform their valorization, and then indicate the goals of tourism planning. Therefore, the diagnosis of the potential requires not only to find an answer to the question of what we have at our disposal in a given area, but also how to set planning goals so that their implementation is carried out in accordance with the principles of sustainable and responsible tourism.

One can find two planning approaches: the first, classic, when the preparation of the diagnosis of the current state is preceded by the setting of plan objectives (goals), and the second, seeking when the setting of goals determines the possibility of their implementation in a given area, so it is necessary to check whether there are appropriate potential components or whether such elements can be introduced to the area to enable the achievement of previously set goals. The former is a classic variant, knowing the resources and their value, we propose adequate goals. The second approach considers the existing resources slightly differently, as they are perceived as a set of values and usefulness that can be shaped depending on the adopted planning variant, i.e. the goals set (if ... then).

The analysis of potential as an issue is treated differently in the literature on both planning and sustainable tourism, mostly the description of the methodology used is presented on the example of a case study of a given area, less often as a general presentation of the methodology with an indication of its strengths and imperfections (e.g., Lingga, D., 2018; Vystoupil, J., Šauer, M., Repík, O., 2017; Butler, W., R., 1999; Chen, Yuying, Yajie Li, et al., 2021; Hall, C. M., Mitchell, R., Sharples, L., 2003).

The concept of potential analysis introduced below presents a comprehensive, multi-element and universal methodological approach, based on the knowledge and experience of experts that can be applied to various areas considered for tourism use in different geographic regions.

Diagnostic elements

The teaching–learning process in the area mentioned above will comprise two parts. The first is the precise delineation of the boundaries of the area covered by planning and then the preparation of its detailed characteristics in accordance with specific issues. In the second part, however, the competitive contexts of the analyzed area will be discussed. This fragment of the study concerns competition located in the vicinity of the given area that we plan in a sustainable manner. The characteristics of the designated area and its competitive contexts are integral parts of the concept of potential analysis called diagnostic element.

Part 1.

Preparation of the characteristics of a given area requires identification and analysis evaluating the usefulness of the resources existing there for planning sustainable tourism. In the approach proposed here, the analysis of the potential of the selected area will cover 5 issues: geography, economy, marketing, infrastructure, society, forming the acronym GEMIS, which will be used later in the text. The main issue in the potential analysis procedure is the precise determination of the area that will be covered by the sustainable planning process.

- Geography: i.e. the topographic location of the area, the type, distribution, size and limitations of the natural resources found here, such as: topography, water, fauna and flora, air and water cleanliness, the presence of environmental threats (e.g. noise) as well as the type, distribution and originality the existing anthropogenic resources, such as the tangible and intangible heritage of the communities living in the study area, and the valorization of both components of the potential. Here, also, the issues of the tourist capacity of the area should be considered;
- Economics: i.e. the level of economic development in the area by defining the types of activity and their rank, equipping the area with various public good institutions (education, health care, culture), existing tourism development (accommodation, catering, accompanying facilities), level of unemployment, employment structure and qualifications of staff, the amount of local income from enterprises operating here;
- Marketing: the image and recognition of the area according to its characteristics;
- Infrastructure: i.e. existing technical equipment such as electricity supply, water supply and management of the elimination of various types of waste (sewage, garbage), communication accessibility and transport in the given area;
- Society: people living in or using the area: demographic structure (age, sex, education, birth rate), ethnic structure, migrations etc.

Performing the GEMIS analysis allows for the identification of resources existing in the area according to the distinguished categories.

Part 2.

In this part, the core issue is to get detailed knowledge concerning the surrounding areas, i.e. the identification of the development and functioning of the areas adjacent to the studied area. For the purposes of the workshop, it would be good to take as a reference point the basic unit of territorial division, i.e. a commune, or possibly a group of cooperating communes. Competitive contexts will therefore concern the immediately neighboring communes, therefore their existing advantages should be specified in relation to the values and potential resources specified in GEMIS for the selected area. This part of the diagnostic procedure aims to answer the following questions: 1) to what extent is the area we deal with directly unique?

2) do the neighboring areas constitute competition?, and 3) if so, to what extent? The analysis of the areas surrounding a given area that is subject to development, carried out in this way, allows to define the context in which we proceed to the procedure of sustainable tourism planning,

As a result of the implementation of both parts of the characteristics according to the proposed GEMIS diagnostic elements of the area covered by the planning, we will obtain a set of information (of different importance and usefulness for further activities), which should then be aggregated, i.e. organized and quantified by introducing scenario parameters.

Scenario parameters

At this stage of the analysis of the potential of the studied area in the context of sustainable tourism planning, quantification of the GEMIS diagnostic elements described earlier will be carried out. To this end, each of the described diagnostic elements will simultaneously be assigned two identifying and hierarchizing parameters.

The first parameter determines the significance (rank) of a given feature. On the other hand, the second parameter describes the activity understood as the possibility of using positive development factors or overcoming the negative impact of negative features.

The following measures were adopted for both groups of parameters (significance and activity), determining two numerical ranges: the first one assuming values $<-5; -1>$ for features that negatively affect the potential of the studied area and the second one, respectively, taking values $<1; 5>$ for features that have a positive impact on sustainable tourism planning here. Assigning measures, i.e. assigning a numerical form to successive features according to the determined intervals, is carried out in accordance with the categories listed below.

If the feature significance parameter is: (5) it is an outstanding diagnostic element, (4) a significant diagnostic element, (3) good, (2) correct, (1) limited positive effect, (-1) low harmfulness of diagnostic elements, (-2) average negative impact, (-3) poor condition of diagnostic elements; (-4) very poor condition of diagnostic elements, (-5) catastrophic condition.

If the activity parameters take ratings in the range $<1; 5>$ it means that they indicate circumstances that give the possibility of enriching the already existing positive values of diagnostic elements or overcoming elements having a negative impact on the development of tourism in the analyzed area.

Assessments of activity parameters included in the range from $<-5; -1>$ means limited possibilities of actions in the scope of eliminating the unfavorable influence of negative elements and thus the inability to use the diagnosed positive features.

The applied evaluation scale should always be adapted to the type, scope and detail of the analyzes undertaken, which is closely related to the number and type of selected GEMIS diagnostic elements.

The type of procedure proposed here belongs to the so-called expert methods, due to the fact that specialized knowledge and experience in a given field are of particular importance when making a parametric evaluation.

Table 1. Scenario parameterization sheet - examples of identified GEMIS features

Lp.	Diagnostic elements	Significance parameters <-5; -1> or <1; 5>	Activity parameters <-5; -1> or <1; 5>
G(1)	good weather condition	4	3
.....			
G(n)	spatial chaos	-3	2
E(1)	economic monoculture	-4	-2
.....			
E(n)			
M(1)	imprecise image and visualistaion	-2	3
.....			
M(n)			
I(1)	modern airport	4	-4
.....			
I(n)			
.....			
S(1)	well educated population	5	2
.....			
S(n)			

Source: authors' own study and elaboration.

The effect of the parameterization described in this way is the preparation of the GEMIS scenario parameterization sheet (Table 1), which will then be used to prepare the next phase of the potential analysis, i.e. scenario synthesis.

Scenario synthesis

The preparation of the GEMIS scenario parameterization sheet then leads to the performance of a scenario synthesis, in which the classic Cartesian coordinate system is used as an analysis tool. The abscissa axis shows the value of the separated diagnostic elements, while the ordinate axis shows the possibility of overcoming negative elements and using positive elements. In this way, the applied graph organizes the set of already diagnosed parameters. In this phase of the potential analysis, we will introduce the APIS procedure - i.e. the Analysis of the Potential Interactions in Strategy.

The Potential of Interactions in Strategy (i.e. the resource of possibilities for action in a given frame of reference - i.e. in the given area being subject to planning activities) consists of regions (quadrants) determined by various types of relations. In this context, interactions, i.e. links between the components identified in the GEMIS phase, are treated as mutual interactions of people, objects, phenomena, forces whose primary goal is the sustainable development of the studied tourism space.

Four regions (quadrants) of interaction have been distinguished in the APIS procedure, which include:

- construction region - here are assets strongly associated with significant possibilities of their use
- reflection and consideration region - which are characterized by limited possibilities of using the existing positive diagnostic elements

- destruction region - there are negative diagnostic elements that are difficult to overcome, which may constitute significant obstacles in carrying out the intended activities
- turning point region - contains these negative diagnostic elements that can be overcome;

For each of the distinguished GEMIS diagnostic elements, we prepare a graphical representation on the coordinate system (Fig. 1) of the values of its parameters listed in the parameterization sheet (Table 1). Therefore, the analytical material for the formulation of conclusions will be, respectively, 5 such graphic representations of strategic interactions:

- APIS for geographical diagnostic items
- APIS for cost-effective diagnostic components
- APIS for marketing diagnostic items
- APIS for infrastructure diagnostic components
- APIS for social diagnostic items

ACTIVITY PARAMETERS

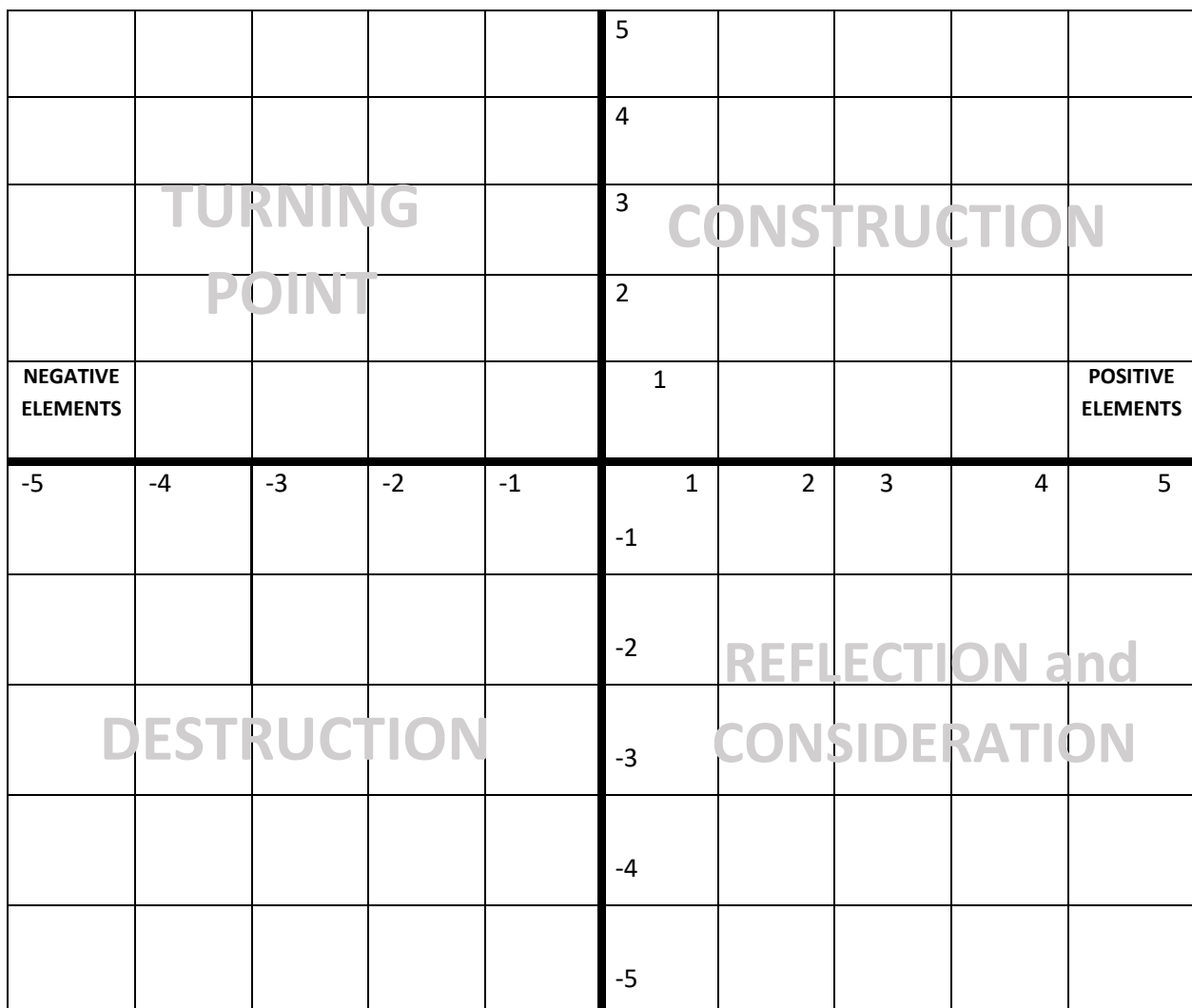


Fig. 1. APIS - graphical representation of the distribution of diagnostic parameters according to the highlighted regions (quadrants)

Source: authors' own study based on Kaczmarek & Włodarczyk (2006).

Perspective indications

The last stage of the work consists in comparing the description of all diagnostic elements according to the designated fields of strategic interactions (construction region, reflection and consideration region, destruction region, turning point region). On this basis, conclusions should be drawn about the relations between the potential (resources) of a given area and the possibility of using them in planning sustainable tourism there. Depending on the adopted approach (the diagnosis is preceded by setting planning goals or the diagnosis verifies the possibilities of achieving the set goals), the described procedure allows for the indication of the optimal planning procedure.

The procedure for performing the classes:

1. Selection or indication of the area under study.
2. Division of students into groups of several people.
3. Assignment of issues according to the GEMIS approach for individual groups. Each of the group deals with single issue, then presents it for discussion. If possible, the acquisition of data and information should be taken into account not only from available sources, but also during direct observation in the field visit. The use of the 'brain storming' and 'round table discussion' methods is strongly recommended here.
4. Preparation of the APIS procedure - scenario synthesis analyzing the collected information and making a graphic representation of the analyzed diagnostic elements. Formulating conclusions for the given area after the discussion.
5. Development of perspective indications.

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Understanding perspective of local stakeholders. 'Locals talking' panel discussions (Workshop scenario)

Yasemin SARIKAYA LEVENT & Tolga LEVENT
(Mersin University, Faculty of Architecture)

Introduction

Planning is a process of preparing systematic action programs to reach future targets based on a diverse set of data and knowledge (Ersoy, 2017). Spatial planning focuses on the processes to ascertain how the distribution of activities in space will vary, as well as how their connections will alter (Nichersu & Iacoboa, 2011). From the analytical and synthetical studies to the production of planning decisions, the involvement of diverse and various stakeholders has significantly increased within the last decades due to a paradigm shift in planning understanding from “serving the public” to “actively engaging the public”. Consequently, this shift has turned spatial planning activities into a socially embedded practice (Van Herzele, 2004) that fosters the necessity of a participatory approach.

In its simplest terms, a participatory approach to spatial planning is a way of making decisions where stakeholders who have an interest in the planning process or problem addressed can speak up, either directly or through representation (Berman, 2017). Stakeholders here refer to a diverse group of people related to the given planning process and/or problem – such as members of the local community, investors or entrepreneurs in the planning area, governmental or municipal officers responsible for planning and decision-making, and in some cases members of NGOs. The participatory approach has the potential to understand the complex nature of urban problems by providing a wider variety of inputs, especially local knowledge that is embedded in the stakeholders (Al-Kodmany, 2001).

Local knowledge has a significant and complicated epistemological framework that comprises needs, cultural norms, spatial behaviours, social relationships, societal conventions, and scenarios and routines that are part of daily life for the locals (Berman, 2017). The contemporary planning understanding is more open to these inputs than the traditional forms of professional expertise and data sets (Van Herzle, 2004). Consequently, the role of planners is twofold: “...as professional planners in the plan-making process, but also as researchers, who are aware of the multiple layers of knowledge and, in particular, are ‘in charge’ of voicing the local knowledge” (Fenster & Yakobi, 2005:192).

Learning how to acquire this diverse knowledge through participatory processes, as well as the roles and motivation of stakeholders in planning processes would be beneficial for students to be more equipped for

their professional life. Since this knowledge is embedded in local stakeholders and as participatory processes are dynamic in nature, students can learn this process in depth through active learning techniques. Studying them by passive learning methods based on theoretical lectures would generally result in restricted learning outcomes.

The general purpose of this workshop is to create an active learning environment for students in which they can practice and experience a real-life participatory process and knowledge-acquiring method within the context of a given planning process and/or problem in the selected case study area. The workshop's main objective is to show students how to contribute to planning practices that genuinely make sense of local knowledge while determining what to do in the case study area.

There are different types of participatory processes in planning practices – some are conventional such as public hearings; some are more innovative including e-participation tools. This workshop focuses on a conventional tool, namely 'panel discussion' where participants, namely students and invited local stakeholders can interact with each other so that students can learn from local stakeholders through presentations and discussions followed by questions and answers. Panel discussion as an alternative teaching method optimises students' potency in learning by creating maximum interaction. Additionally, it encourages more innovative ways of thinking, communicating, and presenting ideas, particularly in higher education's content areas (Anwar, 2016).

General structure: Locals talking panel discussion

A panel discussion is a formatted meeting where a group of people, who are knowledgeable about and/or interested in a specific topic, discuss it in front of the audience. A panel discussion frequently involves participants discussing, debating, or reacting to the questions of audiences moderated by a facilitator. The basic purpose of a panel discussion is to provide insights for the audience (*Panel Discussion Definition...*).

'Locals talking' panel discussion is proposed as an integral part of a course which focuses on a given planning process and/or problem in the case study area. The panel discussion is formulated as a systematic and structured tool for students to get perspectives of local stakeholders and to understand real-life problems and potentials in the case study area. Within the context of the course, students are assigned a planning process and/or problem within a selected case study area, and they are expected to conduct theoretical and analytical studies beforehand. Following their initial studies, 'locals talking' panel discussion is conducted with the purpose to find out the local knowledge that is embedded in stakeholders and not presented in any kind of media, and to stimulate action among those involved in the meetings.

Different planning processes and/or problems involve different types of stakeholders, and in broader terms, they can be grouped as 'experts' – ones who affect or have an official role in the process with their professional experiences, and 'non-experts' – ones who are affected or beneficiaries of the process with their personal experiences. As mentioned by Van Herzele (2004), different researchers validate that professionals in spatial planning and others without any background in this discipline have fundamentally different perspectives on physical surroundings and different concerns about specific planning processes and/or problems. There are apparent differences between experts and non-experts: the differing knowledge, the way of approaching the problem, their different sources of information, and the priorities for different issues are the significant ones. Considering these differences between two groups, the workshop consists of two separate panel discussions – the first one with representatives of governmental institutions, municipalities and planning authorities, named 'expert panel discussion', and the second one with members of the local community, named 'non-expert panel discussion'. All local stakeholders are invited to a general evaluation

meeting at the end in which students present their studies about the given planning process and/or problem and get feedback, comments, and questions from local stakeholders (Fig. 1).

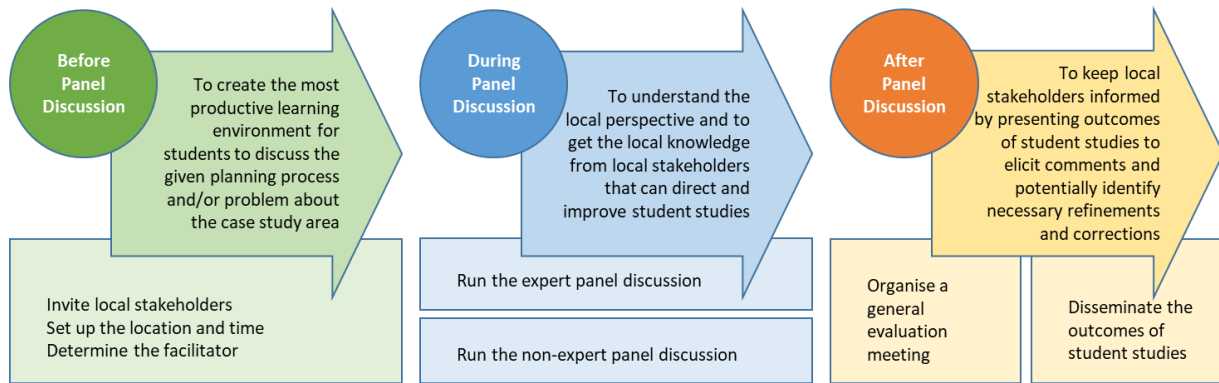


Fig. 1. Workshop stages

Source: own elaboration.

Before the panel discussion: Get ready

Goal

To create the most productive learning environment for students to discuss the given planning process and/or problem about the case study area

To-do-list

1. Select the local stakeholders to participate in the panel discussion;
2. Determine the location and time of the panel discussion;
3. Get in contact with stakeholders through formal and informal ways for the invitation and confirmation;
4. Inform stakeholders about the aim and the content of the panel discussion ahead of time;
5. Be prepared with questions to be answered or topics to be discussed during the panel discussion.

Steps

1. Considering the given process and/or problem in the case study area, first, figure out who needs to attend the panel discussion;
2. Considering the size and the composition of the participants, arrange the most convenient place and time;
3. Determine the purpose and the general content of the discussion;
4. Invite stakeholders through formal and informal ways by informing, and inform them about the program, the purpose and the general content of the discussion ahead of time;
5. Make a specific list of the important questions and topics that need to be answered and discussed to effectively manage the panel discussion for insightful feedback and insights.

Tips

How to select stakeholders for the panel discussion: Selecting stakeholders for the panel discussion does not aim to represent a sample of the population. Instead, by considering the purpose and the content of the discussion and also the general specifications of the possible stakeholders, the aim is to invite people who feel committed to the local community and to invite experts who are directly responsible for spatial planning and decision-making processes. Efforts should be devoted to recruiting stakeholders from different

backgrounds, expertise, and value orientations. Panel discussions including only a selected unified group of panellists would not reach their aim. There would be a lack of different perspectives or expert opinions. To obtain in-depth local knowledge, there is a need for a diversity of opinions. Diversity in terms of jobs conducted, in terms of expectations, and in terms of age, gender and capabilities would help to have interesting and multi-dimensional discussions. It should be noted that diversity does not mean gathering everyone in the same room at the same time - there should also be common points or interests of the panellists. If required, more than one panel discussion could be arranged for different stakeholder groups. Course instructor should carefully consider the relations between stakeholders to avoid possible conflicts during the panel discussion;

How to determine the number of participants: Too many people and too diverse panellists can be a roadblock during the panel discussion. There might be many possible stakeholders, but the number per panel discussion should be narrowed down. For a robust panel discussion, the number varies between 5-8 participants so that the overall duration of the panel can be controlled;

How to invite stakeholders: For the invitation, generally informal methods are used, such as personal contacts or invitation via e-mail or telephone. In some cases, formal invitation letters are sent by the organising institution for the panellists - especially for those who will be the representatives of governmental and/or municipal institutions. Delivery of official invitation letters might take time, so it is recommended to start the official invitation process as early as possible. The invitation process can start 20-30 days before the panel discussion, and it is required to confirm the participation of invited stakeholders 3-5 days before the panel discussion;

How to determine the location and set up the place: Determining the most convenient location for the panel discussion is important to reach target stakeholders. For the expert panel discussion, it is preferred to invite stakeholders into a meeting hall in the organising institution. Yet, for the non-expert panel discussion, it would be better to arrange an accessible place where they live - preferably in the case study area, to make them feel more comfortable. To increase the interaction between local stakeholders and students, a face-to-face round-table arrangement can be preferred. It is better to get information beforehand if there is a need for technological devices for the presentations, i.e. computers, projector, speakers. It is also recommended to consider special requirements for disabled groups;

How to inform participants: The course instructor should be clear about what is expected from local stakeholders when inviting. Informing stakeholders about what is expected would help them to get prepared before the panel discussion. The instructor can send them questions and topics if needed or ask them to come up with key messages. A handout for local stakeholders stating the purpose and the general content of the panel discussion can be sent alongside the invitation. A robust and informative meeting agenda would keep the panel discussion well organised and help stakeholders to organise their schedules accordingly.

During the panel discussion: Warm-up the discussion

Goal

To understand the local perspective and to get the local knowledge from local stakeholders that can direct and improve student studies

To-do-list

1. Start the panel discussion;
2. Introduce local stakeholders;

3. Keep the discussion flowing by curated questions;
4. Intervene appropriately when things get off track;
5. Summarise interesting and critical points;
6. Collect and direct questions to related participants;
7. Note down / record the discussions during the panel.

Steps

1. Start the panel discussion by presenting the purpose and the general content to participants;
2. Introduce local stakeholders one by one or let them introduce themselves briefly before the discussion round starts;
3. Facilitate the panel discussion considering the format and the agenda;
4. Warm up the discussion with curated questions and provoke students to join the discussion in order to increase the interaction between local stakeholders and students;
5. Finalise the discussion on a high note with a very clear call to action by asking local stakeholders to summarise, comment on or answer a specific question - as a final thought for students;
6. If possible, organise an after-panel event to provide a non-formal environment where stakeholders and students can interact with each other freely and informally;
7. Note down or record the important points of the discussion as meeting minutes.

Tips

How to determine the facilitator: Panel discussions are generally moderated by a knowledgeable facilitator. The role of the facilitator is to keep the discussion on track and to moderate presentations, remarks, and questions and answers. The course instructor is the best option to facilitate the panel discussion, but in some cases, another instructor or expert can also handle the role of facilitator. The important point is to find the most appropriate and knowledgeable person who can run and control the meeting according to the agenda and topic;

How to structure the panel discussion: Selecting the most engaging and suitable format and structure is at the core of preparing a productive panel discussion for students. There are different formats for conducting a panel discussion (27 *Popular Panel Discussion...*), yet a typical panel discussion consists of basic steps: (1) Welcome; (2) Introduction of local stakeholders to students; (3) Presentations by local stakeholders to provide their opinions on the topic; (4) Questions and Answers in form of either/both as curated questions from facilitator to stakeholders or/and questions from students directed to stakeholders; (5) Closing by providing a summary of the discussions and thanking all stakeholders (*How To Structure...*). Within the context of this workshop, two methods are referred to: 'Initial Remarks Style' for the non-expert panel discussion and 'Presentation Style' for the expert panel discussion (Fig. 2). The general structure of both formats is very similar to each other, yet there are minor differences in timing and how to apply the basic steps. Panellists in the initial remarks style are not expected to prepare a presentation, but instead to reflect their ideas and perspectives on the given topic. The panel discussion is directed mainly by the facilitator and curated questions. On the other hand, panellists in the presentation style can give their remarks through a presentation about the subject of their responsibility. Curated questions by the facilitator do not have a very active role in this style, but more time is devoted to questions and answers from audiences;

Initial remarks style for non-expert panel discussion



Presentation style for expert panel discussion



Fig. 2. Panel discussion formats

Abbreviations: W – welcome, I – introduction of panellists, P – presentation of panellists, CQ – curated questions, Q&A – questions and answers, S – summary, T – closing.

Source: own elaboration based on *How to Structure...*

How to kick off the panel discussion: Starting the panel discussion with a brief introduction is a good opportunity to clarify the frame of discussion and to set expectations from local stakeholders. Outlining what to anticipate and how to proceed the panel would help the discussion run smoothly. It is also suggested to ground the rules at the very beginning.

How to introduce local stakeholders: It is required to introduce local stakeholders to the students, so that they can direct their questions and/or comments to the correct stakeholder. The facilitator can either introduce local stakeholders one by one or let them introduce themselves briefly. For the first option, the facilitator should have preparations for those introductions. The second option can be problematic to control the flow of the panel discussion since local stakeholders can use more or less time for self-introductions than the expectations.

How to facilitate the panel discussion: The panel discussion is a lively conversation between local stakeholders and students. During the panel discussion, participants are not supposed to question each other's ideas or to start a debate, however asking for clarification can be permitted. The facilitator can put simple rules for better moderation, i.e. giving equal opportunities to everyone to come forward with their ideas, creating a good climate for innovative thinking and free speech. The facilitator should have both the authority to keep the discussion on course and the tact to let as many individuals as possible voice any pertinent issues and viewpoints. The facilitator should beware of the hidden agendas, groups, or individuals who might use the panel discussion to bring up unrelated concerns. In the case of organising an international panel discussion, it is preferable to let local stakeholders talk in their native language and to translate their contributions simultaneously.

How to warm up the panel discussion: The facilitator can prepare well-crafted and curated questions to start the discussion. The facilitator can also keep notes of important statements, and probe deeper right before the questions and answers. Directing questions to different stakeholders is a good and preferable way to keep them in the discussion. Two answers are typically enough to answer one question. The facilitator can invite local stakeholders to comment on others' statements and encourage them to have fun, chat, and banter with each other.

How to handle conflicts: Not everyone agrees on everything and there might be conflicting ideas of local stakeholders with each other. This is not a bad thing, because it is also informative for students to get different perspectives and various ideas from local stakeholders. It is the role of the facilitator to help students understand a stakeholder's thinking and reasoning by asking clarification questions. The facilitator

may get everyone on the same page by addressing their concerns and comprehending their needs, demands, and expectations.

After the panel discussion: Keep connected

Goal

To keep local stakeholders informed by presenting findings or outcomes of student studies to elicit comments and potentially identify necessary refinements and corrections

To-do-list

1. Organise a general evaluation meeting for student presentations;
2. Send meeting minutes to participants;
3. Increase the visibility of the studies conducted.

Steps

1. If possible, create a platform to continue discussions and question and answer processes between stakeholders and students;
2. Invite all stakeholders, as well as the general public to a general evaluation meeting where students present their initial/final studies;
3. Let the general public learn about the results of the panel discussions and student studies which would continue the discussion of the topic at the local level.

Tips

How to keep local stakeholders and students connected: The course instructor can create interactive digital or web-based platforms to continue the dialogue between local stakeholders and students. Yet, participating in these platforms should not be a mandatory task for local stakeholders, since certain stakeholders may not prefer to be in contact afterward.

How to get feedback from local stakeholders: Evaluation of student studies by local stakeholders and getting feedback is important for the betterment of student studies. A general evaluation meeting can be organised during which students present their findings and proposals on the given planning process and/or problem, and then local stakeholders can ask questions or give comments on student studies. The meeting can be open to the general public to get more insights from other stakeholders as well.

How to structure the general evaluation meeting: The general evaluation meeting is a platform for students to present their studies to local stakeholders as well as other students and the general public. Different from the panel discussion format, students are the presenters and local stakeholders are commenters in this evaluation meeting. It is suggested to announce the evaluation meeting to the general public to have diverse feedback from different local stakeholders and to increase the visibility of the studies conducted. Thus, the format of the meeting should be different than panel discussions - including steps as (1) Welcome; (2) Explanatory introduction by the instructor about the works conducted in the course; (3) Presentation of studies by students or group of students; (4) Questions and comments from audiences following each student/group presentation; (5) General evaluation and comments from the audiences; (6) Closing the meeting by summing up the discussions and thanking all participants (Fig. 3).



Fig. 3. General evaluation meeting format

Abbreviations: W – welcome, I – introduction of the study, P – presentation of students' work, Q&A – questions and answers, S – summary, T – closing.

Source: own elaboration.

How to disseminate the results: There are different ways of disseminating the results of student studies. Presenting the results of the study to local community groups and other local stakeholders through a public exhibition in the case study area is one of the convenient ways of dissemination since it supports further interactions between students and local stakeholders. Another way of dissemination is sharing information on a website. However, websites can be invisible to certain social groups. Sharing information through social media is another way of dissemination. The problem with this way of dissemination is the exclusion of individuals and groups not using social media. Publishing information in local newspapers can also be used for dissemination if there are any possibilities.

Summary

'Locals talking' panel discussion is a convenient teaching method, especially for courses including practical components alongside theoretical discussions. In this workshop, students are assigned a specific planning process and/or problem in the given case study area beforehand. Following theoretical and analytical studies conducted by students about the process and/or problem addressed and the case study area, 'locals talking' panel discussions can be conducted. Students need to perform studies before the panel discussion to be well prepared and follow up discussions efficiently and easily. It is also recommended to arrange a technical excursion to the case study area so that students can make observations and on-site studies.

This workshop introduces multiple viewpoints of local stakeholders to student and creates a high level of interaction between participants. Diverse local stakeholder perspectives would inspire students to understand real-life situations, unearth local knowledge, determine problems and potentials in the case study area from experts and non-experts' point of views, and bring more advanced proposals.

This teaching method is also beneficial to improve students critical thinking skills, self-confidence, and involvement in the subject (Bucy, 2006; Anwar, 2016). It enhances students' awareness of the issue, and students become familiar with local stakeholders and different viewpoints in public discussion. An increase in awareness helps students to look at issues in different ways and directs students to make new research and develop their studies accordingly (Bucy, 2006).

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Stakeholder analysis in spatial planning (Workshop scenario)

Katarzyna LEŚNIEWSKA-NAPIERAŁA & Marta NALEJ
(University of Lodz, Faculty of Geographical Sciences)

Introduction

Dynamic changes in the modern education process force changes in teaching theory (Klyachko & Mau, 2021). The more different teaching methods are used in the implementation of didactic activities, the more effectively and efficiently - creatively and actively - the students can cooperate (Pelekh, 2020). Using active teaching methods, especially problem-based, we can extend the time of active and conscious student participation in classes. A properly selected teaching method enables the student to master knowledge and skills, as well as develops cognitive abilities and interests, and shapes appropriate attitudes towards the world of values. The value of the teaching method is determined by the nature of the teacher's activity and the extent to which it shapes the student's activity and independence (Leśniewska-Napierała et al., 2020).

The teaching-learning process can also be supported by technologies like Geographic Information System (GIS). It allows to improve the educational process and brings significant benefits for students, as in many areas GIS is an important tool for developing professional activities. GIS collects spatial data and enables the user to apply analytical tools to turn them into useful information (Tomlinson, 2011). It is not only a technology, but a science that enables problem-solving, using the knowledge of geoscientific reality for the purposes of spatial planning, decision making, monitoring of the natural environment, and socio-economic processes. GIS enables active learning through experience and the development of spatial thinking. It increases motivation and stimulates the interest of students by allowing them to discover the phenomena of the surrounding world using analytical tools and spatial visualization (Bearman et al., 2015; Korucu, 2012; Pérez-delHoyo et al., 2020; Wiegand, 2001).

The stakeholder analysis is an important part of every spatial planning process. The understanding relationships and interactions between various actors/stakeholders can allow planners to find better solutions and avoid conflict (Malik & Tariq, 2021). Local community development is about getting people to do something for themselves in sounding areas, to bring about positive changes and improve the quality of life of all users (stakeholders) who use the space. The workshop on Stakeholders Analysis contains 2 stages (Fig. 1).

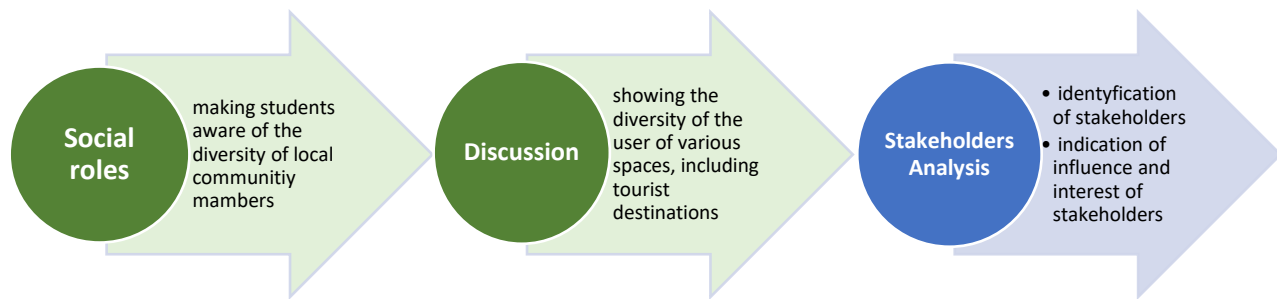


Fig. 1. Workshop stages
Source: own elaboration.

First part of the workshop is a game called 'social roles' with the discussion. The game should make students, who are planning various solutions for tourism destinations, aware of how diverse users (stakeholders) can be. The game can be performed in several different ways, e.g. with the use of GIS tools. A discussion about the roles and diversity of the various users of the space should also contain talking about ideas and stereotypes related to space users. Students should say how they felt in the randomly selected role and share their reflections when they observed other students with completely different roles. After completing this stage, the students can proceed to a stakeholder analysis which contains the identification of the stakeholders and define their influence and interest in a proposed solution. A few methods have been developed to analyse stakeholders (Raum et al., 2021). In a workshop we will present only one which is based on the impact and interest of the stakeholders.

Social role game

When to use a game

When designing planning and strategic solutions for a given area. As an introduction to the discussion on the accuracy of the designed solutions.

The goal of the game

Make students aware of how diverse local communities are also in popular tourist destinations. It is a good beginning for discussion about the activities which you planned in an analysed area.

Before the game

Prepare pieces of paper with the names of different social roles or functions which we can meet in a local community. Make a list of 20 events from a daily life of ordinary people who use the analysed area.

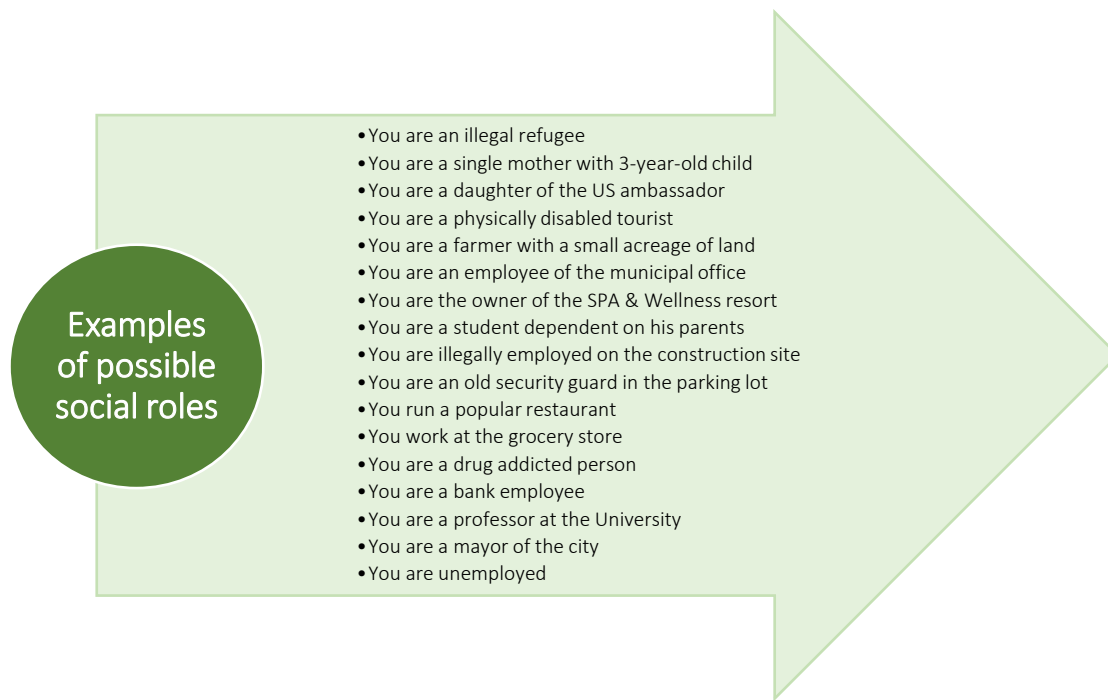


Fig. 2. Examples of possible social roles in a social role game

Source: own elaboration.

The game rules

Choose one social role, and don't tell anybody who you are. It is a secret information. The teacher is going to present some events from a daily life. If you can afford to presented things, please go forward one step.

The role of a teacher

Let the students draw 1 sheet of paper per person. Then ask students to stand in a line next to each other. Read the list of daily events.

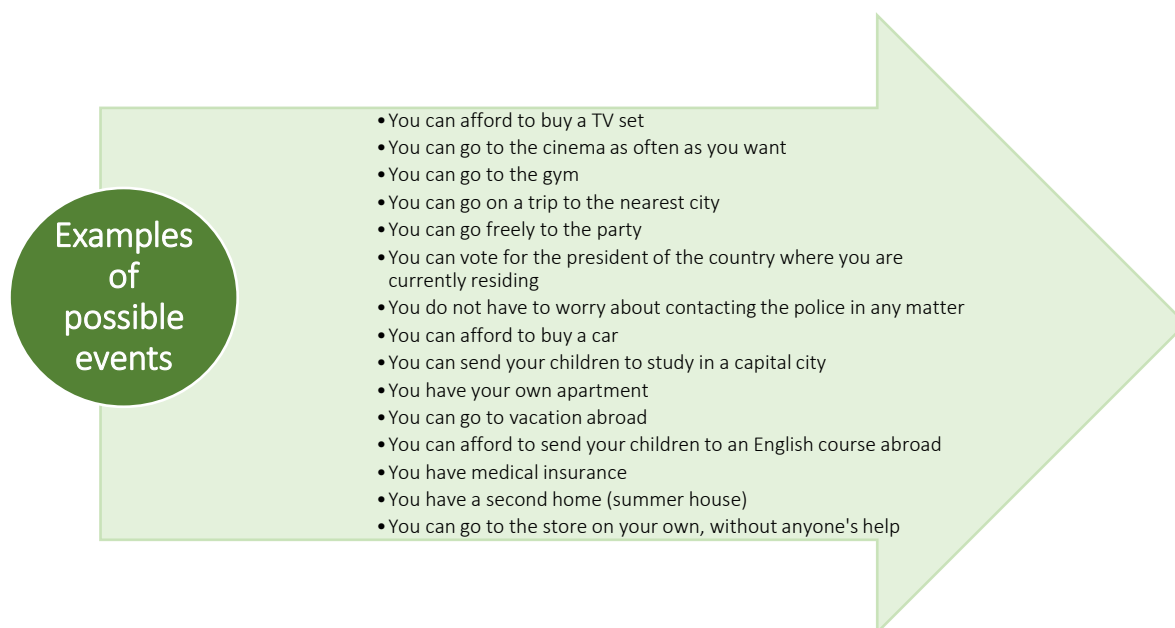


Fig. 3. Examples of possible events in a social role game

Source: own elaboration.

Game summary

In the end all students should look around and pay attention to where the other participants are (members of local communities and users of a given space). Then the teacher asks students to reveal who they were during the game. Students should share how they felt as a person, how many steps they took and what reflections they had when they saw where the other participants were in the end.

Possibilities of using QGIS tools

It is also possible to conduct a workshop using GIS (Geographic Information System). This form requires the ability to use GIS software by both the teacher and the students. Any GIS software can be used. The workshop presented used the open-source geoinformation software QGIS created and made available by the Open Source Geospatial Foundation (OSGeo).

Before the game

Download the QGIS software from <https://qgis.org/> appropriate for your operating system. It is recommended to download long-term releases, the most stable version of software. Install QGIS software.

The role of a teacher

Create a new shape file (point geometry type). Create three fields in the file: 'Event', 'Place', 'Yes/No'. Start editing the file and, on the basis of OpenStreetMap, which is integrated into the QGIS software, mark the places where the given events can be carried out with points. Enter the name in the 'Event' field. For example, for "You can afford to buy a TV set", mark the nearest shopping mall with a point. Mark locations for all events. In the 'Place' field you can enter the names of real places or give them a more general name. Leave the 'Yes/No' field blank for the workshop participants' responses. Save the changes made to the file and complete the edits. Provide the file to the workshop participants.

The rules of the game for students

Open QGIS software, add file and OpenStreetMap data to the map view. Open the attribute table and start editing the file. See events from daily life in the table. If you can afford to presented things, please write 'yes' in the field 'Yes / No' field. Use the select features by value tool and choose the points for which the answer 'yes' was inserted in the 'Yes / No' field. Use the minimum bounding geometry (as geometry type chose minimum enclosing circle) tool to create a range that covers the selected points. Save the layer with the range, sign it with your name.

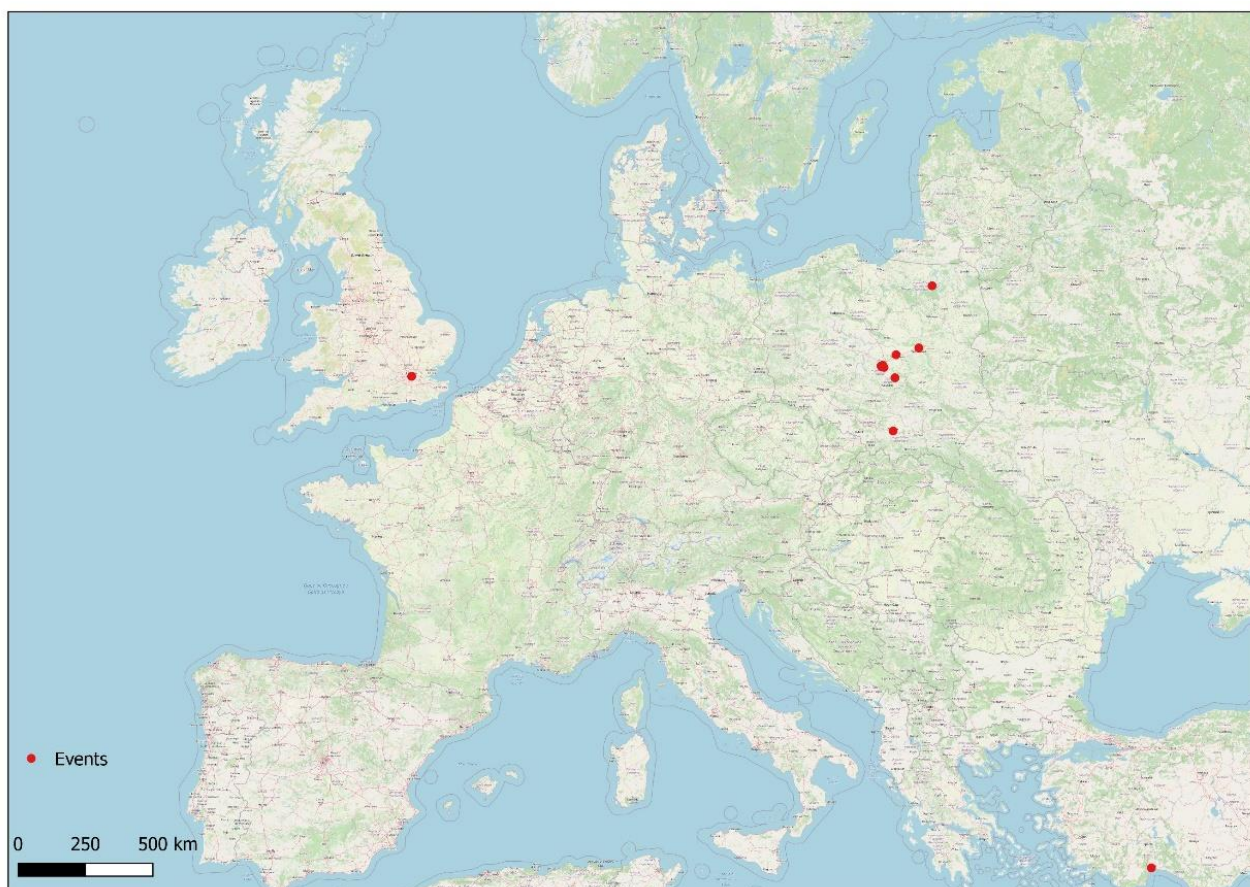
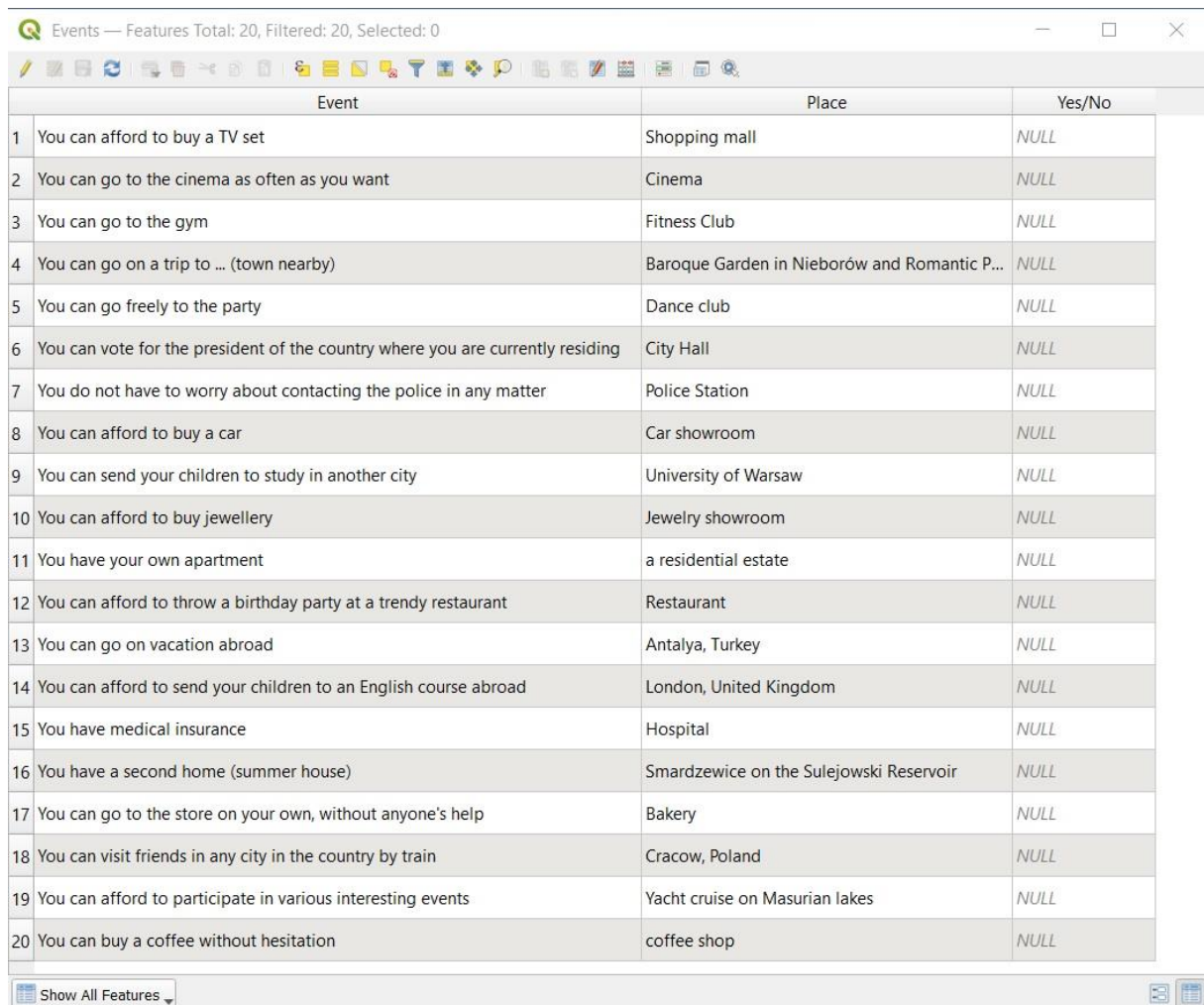


Fig. 4. Map with marked event locations
Source: own elaboration.



Events — Features Total: 20, Filtered: 20, Selected: 0

	Event	Place	Yes/No
1	You can afford to buy a TV set	Shopping mall	NULL
2	You can go to the cinema as often as you want	Cinema	NULL
3	You can go to the gym	Fitness Club	NULL
4	You can go on a trip to ... (town nearby)	Baroque Garden in Nieborów and Romantic P...	NULL
5	You can go freely to the party	Dance club	NULL
6	You can vote for the president of the country where you are currently residing	City Hall	NULL
7	You do not have to worry about contacting the police in any matter	Police Station	NULL
8	You can afford to buy a car	Car showroom	NULL
9	You can send your children to study in another city	University of Warsaw	NULL
10	You can afford to buy jewellery	Jewelry showroom	NULL
11	You have your own apartment	a residential estate	NULL
12	You can afford to throw a birthday party at a trendy restaurant	Restaurant	NULL
13	You can go on vacation abroad	Antalya, Turkey	NULL
14	You can afford to send your children to an English course abroad	London, United Kingdom	NULL
15	You have medical insurance	Hospital	NULL
16	You have a second home (summer house)	Smardzewice on the Sulejowski Reservoir	NULL
17	You can go to the store on your own, without anyone's help	Bakery	NULL
18	You can visit friends in any city in the country by train	Cracow, Poland	NULL
19	You can afford to participate in various interesting events	Yacht cruise on Masurian lakes	NULL
20	You can buy a coffee without hesitation	coffee shop	NULL

Show All Features

Fig. 5. Attribute table containing the names of the events
Source: own elaboration.

Game summary

In the end, the teacher collects files with the ranges marked by students and presents them on a map. Students can observe how different the size (radius) of the designated ranges is. The teacher then asks the students to reveal who they were during the game. Students should share how they felt as a person, how many times did they enter the answer 'yes', and what reflections they had when they saw ranges designated by the other participants.



Fig. 6. Ranges for events with 'yes' answer

Source: own elaboration.

Stakeholders mapping

Step 1

Explain who the stakeholders are, e.g. stakeholders are all persons (or a group of people) having a specific interest in the implementation of a proposed project and who are required to make a specific contribution to the implementation of this project. They can directly or indirectly and positively or negatively influence the process and the results of the projects implementation (Mendelow, 1981; Nastran, 2014; Quesada-Silva et al., 2019).

Step 2

Students work in groups and using brainstorming trying to identify as many stakeholders as possible for their project proposal. They should think about all the people and institutions who are affected by the project. They should search for answers to the following questions:

1. Who cares about this project?
2. Who is affected by this project?
3. Who can influence this project?
4. Who can approve / reject this project?

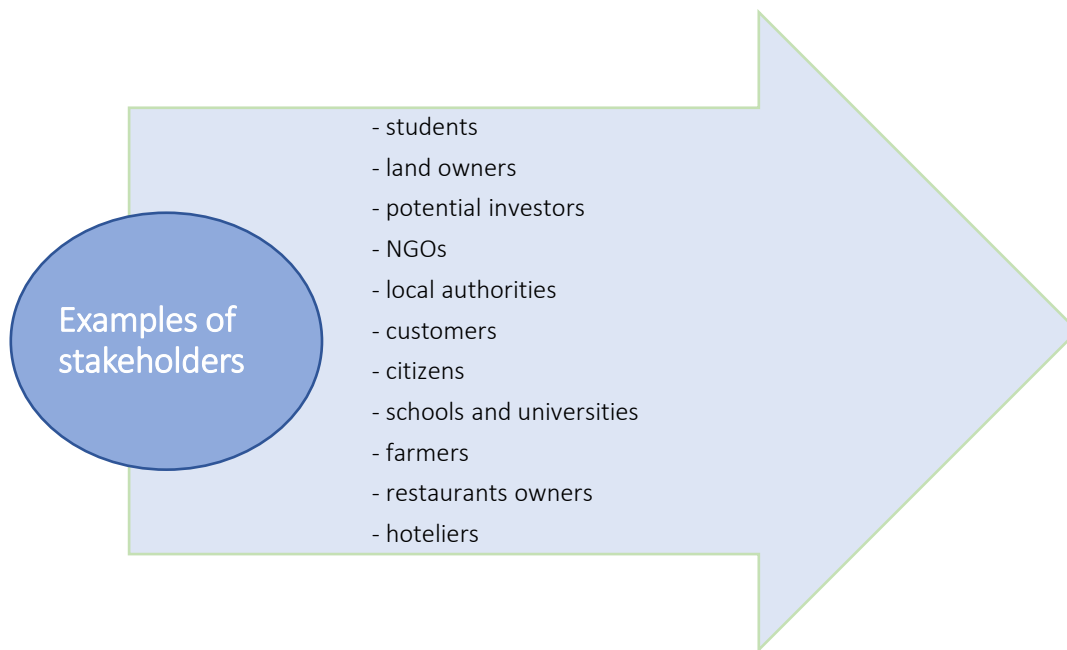


Fig. 7. Examples of stakeholders in stakeholders identification and mapping
Source: own elaboration.

Step 3

The students try to assess the power/influence and interest of each stakeholder by giving points from 1 to 10 using a matrix.

Table 1. Assessing power and interest of stakeholders

No.	Name of Stakeholder	Power (1-10)	Interest (1-10)
1			
2			
3			
...			

Source: own elaboration.

Step 4

Students should map and find the best way of communication with the stakeholders of the project. They should put all identified stakeholders in the right place.

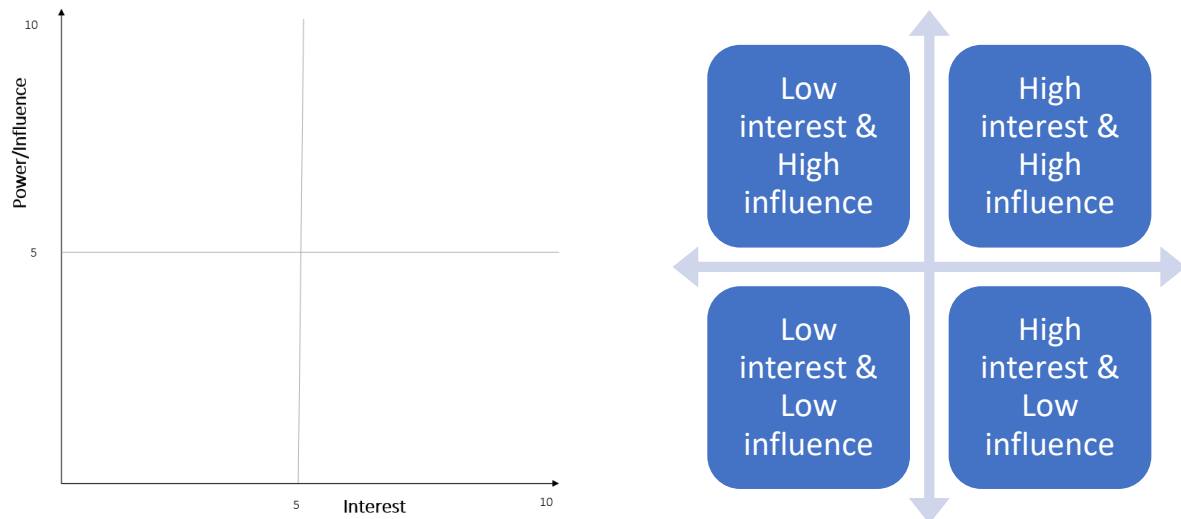


Fig. 8. Mapping stakeholders
Source: own elaboration.

The teacher should present the ways of communication with each group of stakeholders:

- Monitor (stakeholders with low interest & low influence) – This group includes secondary stakeholders. Depending on the size and complexity of your project, you may want to inform these stakeholders from time to time;
- Keep informed (stakeholders with high interest & low influence) – It is important to keep these stakeholders up to date with the information;
- Keep satisfied (stakeholders with low interest & high influence) - During the project, communicate information about the project to these stakeholders to ensure that they are satisfied with its progress;
- Manage closely (stakeholders with high interest & high influence) – Make sure you communicate with them regularly and know their expectations. During the project, actively collaborate with these stakeholders - think of them as key players in your stakeholder team.

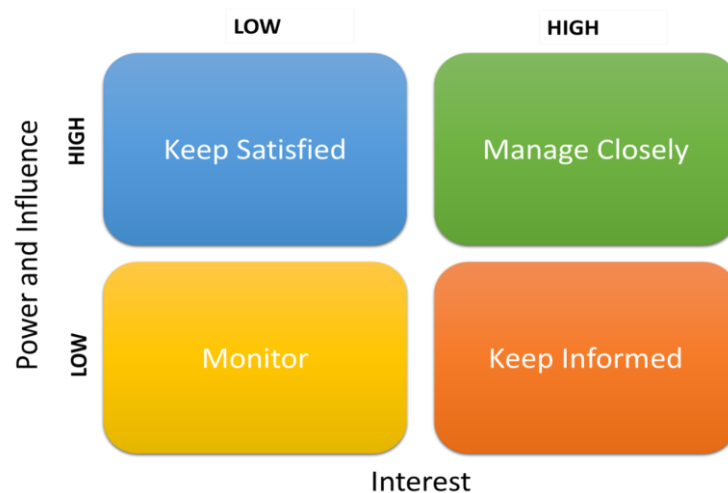


Fig. 9. Mapping stakeholders
Source: own elaboration.

Summary

The proper stakeholder identification and mapping helps to monitor relationships with project stakeholders and to correct strategies and plans for their involvement. A stakeholder map is a tool for identifying stakeholders and determining the impact they may have on a project. The stakeholder map will help you understand which stakeholders have the greatest and the least influence on the project, and which stakeholders have the greatest or the least interest in the project. This will enable effective communication with all project stakeholders in the way best for them.

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How to support decision making effectively. Participative SWOT analysis (Workshop scenario)

Vanessa ASSUMMA & Marta BOTTERO

(Politecnico di Torino, Interuniversity Department of Regional and
Urban Studies and Planning)

Introduction

Teachers should encourage students in the choice of conventional and new emerging approaches that are suitable for comprehending and assessing the complexity and uncertainty that affect cities and regions today. Playing the roles of actors and stakeholders, developing knowledge analysis of spatial and decision contexts, and envisioning winning strategies for setting policies and recommendations are essential to understand the effective meaning of decision-making process.

This chapter is addressed to teachers, students, and tutors, who are in the middle of an assessment process. As a step behind, the investigation of the actors and stakeholders, of their needs, objectives, resources, and expectations, and as a step forward, the design of policy recommendations related to the strategy must be delivered to the decision makers.

This chapter focuses on the SWOT Analysis as a tool for analysis and evaluation and its potential as a participative approach. SWOT analysis was introduced by Humphrey in the 60s and was progressively applied to a variety of disciplines thanks to its approach to identify strengths (S), weaknesses (W), opportunities (O), and threats (T) of decision problems (Humphrey, 2005).

In light of the SPOT workshop experiences, the SWOT analysis has revealed very helpful for students to analyse and assess data in a way to maximize the benefits and minimize risk and uncertainty. This can lead students to an easier co-design of future scenarios according to a multi-cultural and multi-disciplinary approach (Fig. 1).

To aid teachers, students, and tutors in developing the SWOT analysis in a participative way, the chapter offers a theoretical foundation for it. The end users may then benefit from practical advice when working in team groups, gaining a thorough and involved overview of the decision-making challenge, and determining how to empower synergies and reduce conflicts to arrive at a sustainable and agreed solution.

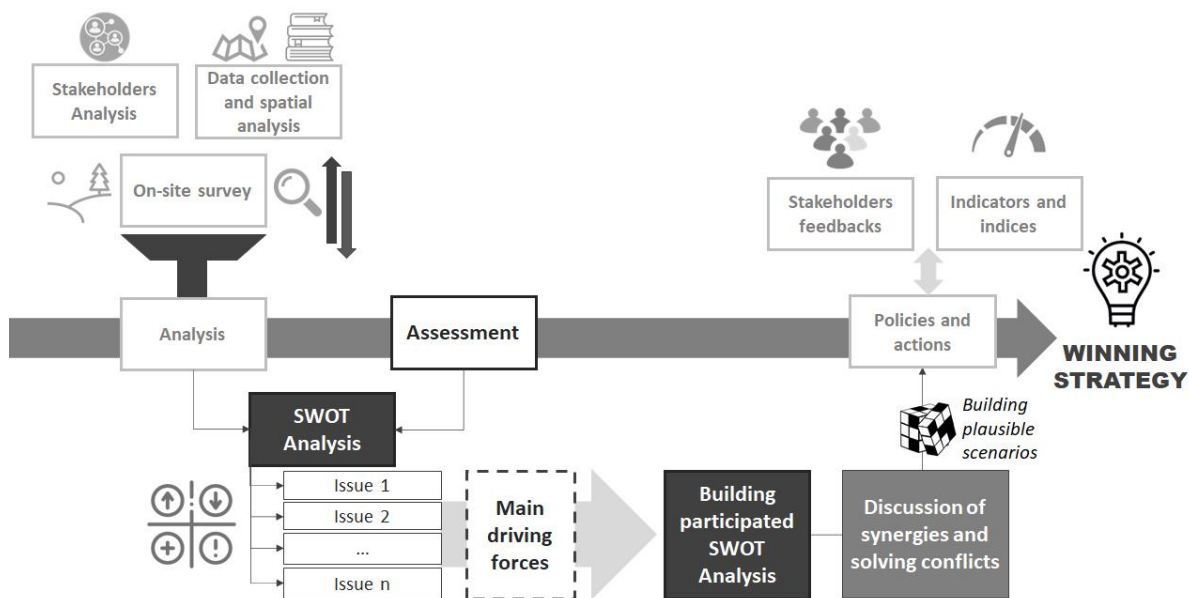


Fig. 1. Workshop stages

Source: own elaboration.

Approaching complex spatial problem

It is essential to prepare a state-of-the-art analysis of the decision problem when handling complex problems, such as designing solutions for tourist planning and management. Preparing a knowledge basis, according to a twofold key of analysis (top-down and bottom-up) can help users to conceive the gathered data as values, pressures, possible chances, and perils that may characterise a given context and thus easily develop SWOT analysis.

First, the top-down approach can address students' teams in collecting the main information of the problem under investigation, such as official planning documents, projects reports, regulations in force, geo-catalogs, or web GIS-based platforms, among others. When the problem under investigation deals with spatial contexts and their transformation, the following features should be considered:

- Territorial localisation to identify easily the spatial context and with respect to its relationships with the touching areas;
- Social equity and inclusion: Citizens are people who inhabit cities and their surroundings, from the urban core to the margins and beyond. Their desires, multicultural and multireligious values, and expectations must be recognized in local political plans, and they should be given the chance to share local knowledge and express sense of identity and belonging to a place and looking at future generations;
- Infrastructures and accessibility: they are of cross-cutting importance for well-functioning urban and territorial systems. Infrastructure must ensure a good quality of life (electricity, gas, water, internet, etc.) but lacking one or more of these services, the community is cut off from the world. Accessibility cannot be the same everywhere and is highly dependent on the morphological characteristics of the area. Inland and rural areas have different accessibility and user targets than large cities. Mountainous areas may be exposed to snowfalls, floods, or landslides that could make difficult travel accessibility, use private transportation than public ones;

- Landscape and environment: landscape is defined by European Landscape Convention (Council of Europe, 2000) as the result of the relationships between man and nature, so the health state of the environment and its fundamental components are closely influenced by these interactions (e.g., air, water, soil, energy, human health, landscape, biodiversity, radiations, etc.);
- Landscape and cultural heritage: Cultural heritage, movable and immovable, is evidence of the past and represents the historical and artistic heritage of a nation. Therefore, it must be preserved, enhanced, and managed to be handed down to future generations. This is capable of expressing not only cultural value, but also social and economic values;
- Climate change, nature and anthropic risks: Climate change is causing shock and disrupting the environment's basic components, with direct and indirect impact on the environment and its components. The rise in global temperatures is causing an increase in the frequency of natural disasters and exposure of people, assets, and economic activities to potential losses.

In this sense, SWOT analysis can be integrated by STEEP analysis (or PESTLE) that can group the gathered data according to specific issues or topics. STEEP stands for Society, Technology, Environment, Economics, and Policy, which can be conceived as the main dimensions of cities and territories (Szigeti, 2011; Ighravwe et al., 2020). According to the authors, the STEEP components can be also enriched by additional dimensions to assess site-specific characteristics (e.g., vineyards for wine region areas, mobility and accessibility).

Second, it is important to gain bottom-up knowledge for gaining a comprehensive analysis of the state of the art. The onsite surveys are highly recommended, especially if the survey contexts are unknown to teachers, students, and tutors. In this way, it is possible to do a perceptive and multisensory experience to detect positive and negative aspects, allowing the students to discuss in the meanwhile about potential modifications and be aware of the effects of possible threats.

During the onsite survey, the transportation to the place under investigation (e.g., by bus, bike, feet, etc.) is crucial since the user has the opportunity to begin processing information and perceive both structuring and qualifying factors that they will deep through provided materials. To be more incisive, bottom-up knowledge must include local actors and stakeholders who can easily get inputs to the main values and issues, as well as learn about their future expectations of that area and so on. The local meeting is also an opportunity for mutual exchange, to give local actors and stakeholders hints and suggestions to be potentially implemented into real actions, and on the other hand, students confront and calibrate with decision makers for the feasibility of the envisioned actions.

Assessment tools for decision-making

Before introducing SWOT Analysis, the authors retain useful to mention the possibility of employment tools and techniques for satisfying different purposes and phases of decision-making process. Mondini (2019) identifies a set of tools and techniques and groups them according to the specific phases of the process (Table 1). For example, the stakeholders analysis is included in the knowledge phase since can contribute to know the decision context through the identification and prioritisation of actors and stakeholders involved in the decision problem (Yang, 2013). The SWOT analysis can be applied in the concertation phase because allows elaborating information and derives key elements, thanks also to surveys with stakeholders.

In the strategic phase, the techniques of Multicriteria Analysis (MCA) can take into account the point of view of stakeholders for the assessment of alternative and plausible scenarios and finding the most suitable solution (Saaty, 2005).

In the synthetic evaluation phase, the Community Impact Evaluation (CIE) as multi-actor methodology can be considered to define the convenience of complex strategies according to communities' preferences (Bottero et al., 2020), or dynamic modeling (e.g. System Dynamics Models, Lotka-Volterra models, or Agent-Based Models, among others) for predicting future transformation scenarios (Assumma et al., 2020)

The monitoring phase, even if seems to conclude the process, it must ensure the strategy performance over time in terms of achievement of objectives, resources management, and environmental compatibility. In this sense, sets of indicators and indices can monitor the state evolution over time. One of the most used tools in the field of real Strategic Environmental Impact Assessment procedures (i.e. SEA and EIA) is the DPSIR framework (Driving forces, Pressures, State, Impact, and Responses) (European Environment Agency, 1999).

Table 1. Tools and techniques for supporting complex policy design

Phases	Contents	Techniques/tools
Knowledge	<p><i>Analysis of public and private interests</i></p> <ul style="list-style-type: none"> • Analysis of current and potential loans • Analysis of transformation projects <p><i>Socio-economic framework:</i></p> <ul style="list-style-type: none"> • Territorial indicators • Economic indicators • Social indicators • Cultural tourism <p><i>Environmental-cultural framework:</i></p> <ul style="list-style-type: none"> • Risk card and territorial constraints • Environmental resources • Tangible and intangible assets • Infrastructures and accessibility 	<ul style="list-style-type: none"> • Stakeholders Analysis • Analysis of real estate values • Reference regulatory framework • Socio-economic surveys • Estimate of Total Economic Value (TEV) • Cluster Analysis
Concertation phase	<ul style="list-style-type: none"> • Evaluation of critical issues, opportunities, and weaknesses • Rules for the formation of a concertation table • Techniques for accompanying decision-making processes • Activation of the public participation process 	<ul style="list-style-type: none"> • SWOT analysis • Interviews and questionnaires • Focus group • Contingency analysis
Strategic phase	<ul style="list-style-type: none"> • Definition of short-term objectives • Definition of long-term objectives • Verification of consistency of the objectives with the European Union 	<ul style="list-style-type: none"> • Multicriteria Analysis
Synthetic evaluation phase	<ul style="list-style-type: none"> • Analysis of impacts • Evaluation of alternatives • Definition of mitigation measures 	<ul style="list-style-type: none"> • Environmental Impact Assessment (EIA) • Strategic Environmental Assessment (SEA)

		<ul style="list-style-type: none"> • Ecological Impact Assessment • Cost-Benefit Analysis (CBA)/Discounted Cash-Flow Analysis (DCFA) • Social Return on Investment (SROI) • Community Impact Evaluation (CIE)/Community • Impact Assessment (CIA) • Integrated Pollution Prevention and Control (IPPC) • Life Cycle Assessment (LCA)/Life Cycle Cost (LCC) • Evaluation of the visual impact on landscape • Agent-Based Model (ABM) • System Dynamics Model (SDM) • Spatial Econometric Models (SEM) • Fuzzy Cognitive Map (FCM)
Monitoring phase	<ul style="list-style-type: none"> • Objectives • Monitoring procedures • Knowledge system • Timing and implementation methods 	<ul style="list-style-type: none"> • Monitoring by objectives • Monitoring by resources • Monitoring by actions • Monitoring the state of the environment • DPSIR framework

Source: Mondini (2019).

In the next paragraph, the authors focus on the tool applied in the present workshop scenario which is SWOT analysis extended by a participatory approach.

SWOT analysis and its participative extension

SWOT analysis is used to identify both endogenous and exogenous factors of the problem under investigation (Bottero et al., 2021). The endogenous factors (i.e. strengths and weaknesses) are certain elements present within the context, that can be modified (e.g. by an event, or policies and interventions) and/or expected in a short time. The exogenous factors (i.e. opportunities and threats) are hardly uncertain and came from outside the context (Fig. 2a).

As stated by Mondini (2019), the SWOT analysis can be applied in the concertation phase, even if it can support all the process phases:

- In the *ex-ante* phase (before the strategy), this tool can provide an overview of the problem at the state of the art and check strategic approaches;
- The *in-itinere* (during the building of the strategy), the tool can verify the relevance and consistency of the plan/program/project;
- In the *ex-post* (after the strategy) is possible to verify the relevance and consistency of the strategy, as in the previous phase. The SWOT analysis implementation is essential especially when this task is not undertaken for the strategy development.

Students can be grouped in teams and deal with specific issues (e.g. social inclusion, landscape, and nature-based solutions, cultural heritage, and so on), every team can follow this multi-phase approach for developing a good SWOT analysis:

1. As mentioned in the previous paragraphs, the data collection is fundamental for identifying both internal and external factors and better supporting the plan/program/project to be designed (e.g., naturalistic-environmental, historical-cultural, infrastructural, etc.)
2. Identification of endogenous factors and exogenous factors, whether possible for each component into which the plan/program/project is divided. Students can develop this phase according to a specific topic and also assume the perspective of the key players in the process;
3. Selection of possible strategies. To do this, strengths are leveraged and weaknesses are reduced, opportunities are maximized, and threats are minimized, thus enabling the implementation of the various components of the plan/program/project. ich the plan/program/project is divided;
4. The last phase is of mere control and ensures the effectiveness of the strategies designed.

Once the SWOT analysis is developed, it is possible to find the relationships between the SWOT elements to maximize benefits and minimize negative effects (Fig. 2).



Fig. 2. Structure of the SWOT analysis

Source: Wikipedia, https://en.wikipedia.org/wiki/SWOT_analysis.

Table 2. Relationships between SWOT dimensions to maximize benefits and minimize disruptions

Dimensions	Opportunities (external, positive)	Threats (external, negative)
Strengths (internal, positive)	Strength-Opportunity strategies Which of the company's strengths can be used to maximize the opportunities you identified?	Strength-Threats strategies How can you use the company's strengths to minimize the threats you identified?
Weaknesses (internal, negative)	Weakness-Opportunity strategies What action(s) can you take to minimize the company's weaknesses using the opportunities you identified?	Strength- Threats strategies How can you minimize the company's weaknesses to avoid the threats you identified?

Source: Berry, T., How to Do a SWOT Analysis for Better Strategic Planning. Retrieved from <https://articles.bplans.com/how-to-perform-swot-analysis/>. Accessed: 01.2023.

Once all team groups have obtained their SWOT analysis, it is possible to build together a participated SWOT Analysis. The main aim is to achieve a shared overview of the decision problem under investigation and maintain at the same time the awareness of each group about own topic. This can be also useful for the students to know what usually happens in a real participatory table.

From a practical point of view, to develop this workshop scenario, the following material is needed:

- Four blocks of colored notes to write information according to SWOT dimensions;
- Pens, markers, pencils;
- Blackboard to be used by students to post the filled colored notes. It will be the container of the relevant strengths, weaknesses, opportunities, and threats identified by every team group;
- Blueprints representing the main features of the spatial context under investigation can be attached to the classroom walls for helping the students in visualizing the territory and facilitating the discussion of their strategies (e.g., landscape and environmental assets, transport infrastructures, or in-force planning instruments, among others).

A teacher can chair the second part of the workshop, asking all groups to nominate their representatives and explaining in turn what are the main strengths, weaknesses, opportunities, and threats. Then, (s)he can post the notes on the blackboard and leave the floor for the subsequent team group.

It could happen that some teams will explain equal or similar elements as relevant to their topic (e.g., climate change). This means that the element is of transversal relevance for building a strategy and is independent of the assigned topic. Some other elements, also belonging to different topics could have positive synergies and promote stakeholders' cooperation.

The workshop can close with an overall discussion on what emerged from the results of the participated SWOT analysis and favoring interactions and reflections from teachers, tutors, and students. These can be taken into account for the subsequent workshop on the design of policy recommendations.

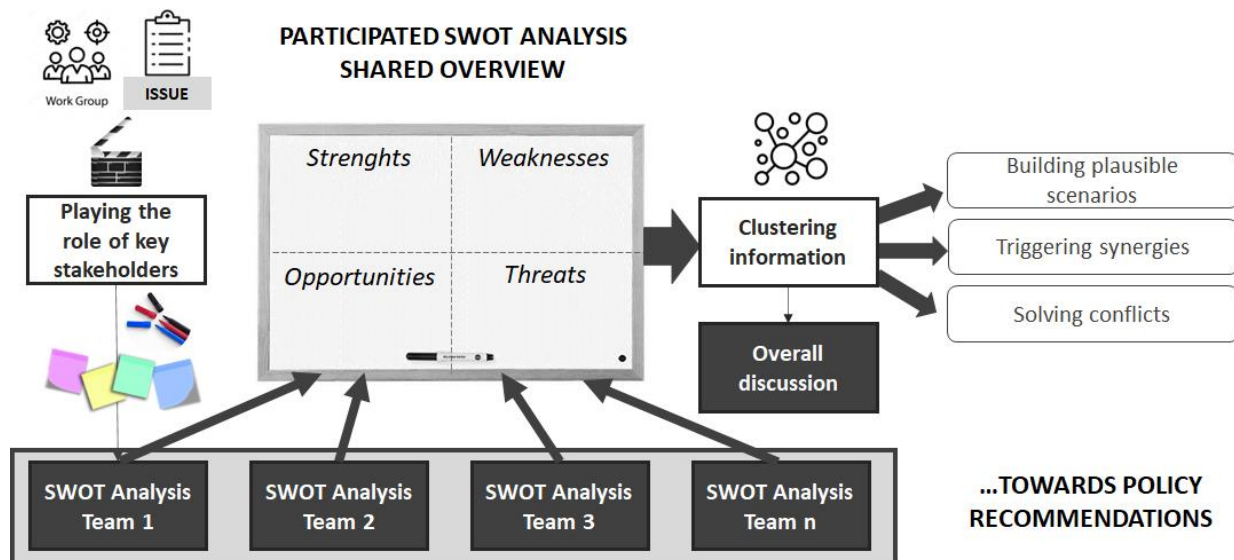


Fig. 3. Development of the workshop scenario on participated SWOT analysis

Source: own elaboration.

In the paper (Bottero et al., 2021) is developed a STEEP Analysis combined with the four-quadrants SWOT Analysis (STEEP+SWOT) for a critical urban area (Fig. 4). This example is result of a didactical experience in which multidisciplinary groups of students have designed a regeneration strategy that grounds on the information contained in the SWOT.

STEEP components	STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Society	Presence of historical rural heritage Proximity to high density residential areas	Health issues due in part to the site contamination Informal urban allotments (e.g. gipsy camps) Degradation of the architectures Neglected rural buildings (e.g. farm-houses)	Take advantage to historical and artistic assets. Open spaces can be used by different activities and education initiatives, in synergies with nearby places. Enhancing the landscape viewpoints	Obstruction of the landscape views Increase of social marginalization and marginality Abusive allotments in neighborhood Abandonment of the area
Technology	Waste of ex landfill is used to produce energy Area easily accessible from the highway Direct connection of the area with the airport Closeness to the metro line	Unused industrial structures Noise pollution from traffic Old industrial buildings Lack of bike lanes Lack of bike sharing Separation from nearby residential area Few public transports	Enhancement of the environmental management of the ex landfill area Adaptive reuse of the industrial buildings Development of new technologies for energy monitoring Regenerate the site for research R&D and renewable energy Connection of the area through cycle mobility to the city Improvement of public transport connection Enhancement of bike and electric car sharing points	Worse abandonment of the industrial buildings Increase of traffic and noise, air pollution High costs may limit the research of sustainable solutions. Creation of invasive structures and land take
Environment	Presence of extended green areas Presence of habitat and microhabitat annexed to the river Stura	High contamination by heavy metals and hydrocarbons, caused by the ex landfills Ecosystem degradation Industrial waste Air and water contamination Difficulty treatment of the groundwater flow	Inclusion of the area within a system of fluvial parks Increase of ecological quality Educational initiatives on waste recycling and reuse Potential use of the area to produce renewable energy. Inclusion into environmental projects, in network with other waterbodies that flow in the city.	Dry up of the river Stura and progressive groundwater pollution Occurrence of flooding events by river Stura Air contamination and pollution caused by abusive allotments Long time and huge funds to regenerate the area could limit the investors offers.
Economics	Rural and industrial vocation of the area Self-sufficiency of the farmhouses system (e.g. cultivation and cattle)	Lack of general services Progressive decommission of farmhouses Production of non-renewable energy by the industries Scarcity of funds for remediation of the area	Attraction of local activities thanks to the increase number of tourists and citizens Refurbishment of dismissed industrial sites Reopening of industries to increase the job demand in the area Producing renewable energy on site to reduce the high costs Promotion of tourism, workplaces, infrastructures initiatives in the area.	Private land owners that want to make profits No remediation funds Abandonment of the industries may decrease the job demand in the area Worsening situation in terms of quality of life in the area.
Policy	Strategic position in the city recognized by local policies Presence of regulations for protecting the existing cultural heritage Taxes and subsidies for green technology Periodic environmental monitoring of the area	Complexity of the bureaucratic problem Few flexibility of the current municipality plan of the city.	Take advantage to the strategic position can gain more important role in the city. Subsidies and tax reduction guaranteed by the law can incentive to invest in the area. Participation of local community into a transparent negotiation process with the potential investors.	Potential adoption of too sectorial policies.

Fig. 4. Example of STEEP+SWOT analysis for building a strategy for a critical urban area

Source: Bottero et al. (2021).

Summary

This chapter has shown the main characteristics and functioning of the workshop scenario on the participated SWOT analysis. As pros, this tool can favour an in-depth analysis and focusing on the most relevant features, thus facilitating the strategy design. Participatory action can increase the consensus of all the parties involved and favor emerging new ideas. The SWOT analysis is flexible since it can be applied before, during and after the strategy implementation, also allowing its employment in a variety of disciplinary fields.

As cons, the SWOT analysis could be developed with high involvement of the team and risking providing a subjective interpretation of the state of the art. This tool is often developed by a team of experts and appears as the result of the planner and his/her staff. Therefore, SWOT analysis should be supported by quantitative data, consultation of official documents, and continuous interaction with actors and stakeholders. The SWOT Analysis could provide an oversimplification of reality, so making difficult the interpretation of Decision Makers.

Some future perspectives are identified as potential integration of this workshop.

- Development of a GIS-based spatial SWOT analysis (see paragraph on the possibility of using QGIS tools) could provide immediate visualization of the state of the art, and localizing criticalities as well (Malczewski, 2006);
- the SWOT analysis could deep the relationships between elements through a more quantitative approach, the dynamic SWOT analysis (Bezzi, 2005; Bevilacqua et al., 2019);
- Combination of the concertation and strategic planning phases through the employment of the A'WOT as a combination of the SWOT analysis and the Analytic Hierarchy Process (AHP) (Kurttila, 2000; Kangas, 2001; Treves et al., 2020).

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Policy brief and actionable policy recommendations (Workshop scenario)

Denis CERİĆ, Marcin MAZUR (Institute of Geography and Spatial Organization PAS)
& Iwona PIELESIAK (University of Lodz, Faculty of Geographical Sciences)

Introduction

If the goal is tourism development of a destination, rarely can it be done without the involvement of almost all of the tourism stakeholders, including the policy-makers. Policy is not a law, it is more like a plan of action and policy makers are responsible for formulating or amending policy on different spatial levels, ranging from local and regional to national and international. Therefore, it is essential for almost any researcher in spatial studies to disseminate the results within the policy makers. If the research is communicated in the right way to the right person(s), there is a possibility that it's results will direct the development in the way the research suggest. Inspecting the literature regarding relations between researchers and policy makers may shed some more light on discrepancies between those two groups and increase the chance for successful transfer of findings and recommendations accordingly (see e.g., Russel Bernard, 1974; Garvin, 2001; Brownson et al., 2006; Shaxon & Boaz, 2021). Among many barriers separating science from policy making, insufficient access to high quality relevant research, as well as the delay in delivering them are frequently mentioned. On the other hand, improved relationships and skills facilitate translation of scientific insights into policy action (Lavis, 2006; Oliver et al., 2014). All those key issues are addressed in this chapter.

Researchers usually communicate their findings to the policy makers and policy actors in two ways: by creating a document which is called 'Policy Recommendations' or/ and a document called 'Policy Brief'. There are numerous definitions of the term 'policy recommendation'. In general, it is a simply written policy advice or suggestion prepared for some group that has the authority to make decisions. Policy recommendation seeks to inform the decision maker of policy options that are evidence-based and will achieve the desired result in various scenarios. On the other side, a policy brief is a short, to-the-point, jargon-free document written for non-specialists. Policy brief presents research or project findings to policy actors, highlighting the relevance of the specific research to policy and offering recommendations for change.

For tutors of students dealing with spatial planning, geography and tourism, we have prepared a workshop scenario which could explain better to the students what are the policy recommendations and policy briefs, to understand why they are important, and to learn how to write them down.

The proposed workshop is planned as a mix of the tutor's presentation, a scene play, individual and group work by students, and students' presentations. The ideal time for the workshop is 3 full hours of work, in the optimal version two blocks by 1 hour and 30' of work divided by a small break (up to 15').

We propose to divide the workshop into several parts:

- Part 1: introduction to the workshop (incl. handing out the working materials and division into groups (10'));
- Part 2: Students' own group work: preparation of the first version of policy recommendations (25');
- Part 3: Students' groups present their first version of policy recommendations (20');
- Part 4: A lecture on policy recommendations and policy brief (35');
- 15' BREAK
- Part 5: Playing the scene entitled "The academic presents her/ his results to the policy maker" (20')
- Part 6: Students' own group work: preparation of the second version of policy recommendations (45');
- Part 7: Students' groups present their second version of policy recommendations, incl. comments of the tutor (25')

In the following parts we are going to explain every part of the workshop. The tutors will need to divide students into couple of groups, prepare for them working material - a case, a lecture on policy recommendations and policy briefs, and to play a short scene where min. 2 persons are needed.

Part 1: Introduction to the workshop

In this part of the workshop we firstly suggest to divide students into 4-5 groups (each group consisting 3-5 students). After a very short introduction of the topic, tutor should hand out the working material to each student. Working material is a chosen case study – a ca. 3.000 characters long description of a tourism destination which includes how it is organized and what are the challenges present. Students are asked to read the material individually and afterwards to write down the policy recommendations on the separate part, while working as a group. This is only the introduction – no additional instructions to the students should be given. This part should take up to 10 minutes.

Part 2: Preparation of the first version of policy recommendations

In this part of the workshop students are reading the given hand out materials, and working in groups to write down their suggestions for the policy recommendations for the give case. Up to 25 minutes should be enough for both reading the case study, discussing it and writing down the policy recommendations.

Part 3: Students' groups present their first version of policy recommendations

Students are asked to present their policy recommendations by groups. For each group 4 to 5 minutes is reserved for the presentation. In total, this part should last up to 20 minutes. After the presentation, students are asked to keep the presented the first version of policy recommendations until the very end of the workshop.

Part 4: A lecture on policy recommendations and policy brief

It is up to tutor to organize the lecture entitled 'Policy brief and actionable policy recommendations'. We suggest not to long presentation, up to 35 minutes, focused on practical issues. Namely, after basic information on the policy recommendations, policy briefs and policy actors, tutor should explain why these documents are important and afterwards, as the largest part of the presentation, to give practical instructions how to extract information from the research to these document, including how to format them.

In order to ensure practical and actionable recommendations, we suggest tutors to answer students on 7 main questions presented in Fig. 1.

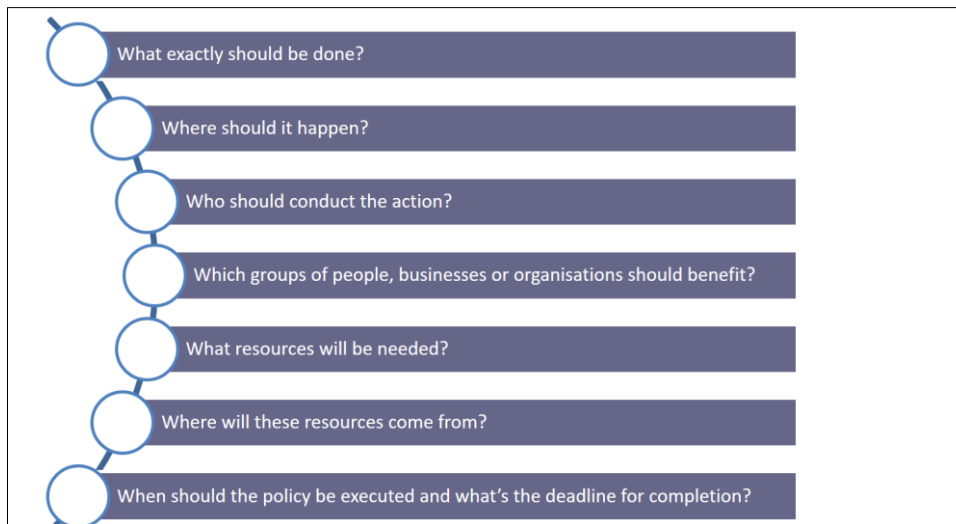


Fig. 1. Questions to ensure practical and actionable recommendations

Source: own elaboration.

For example, during the explanation of the first question What exactly should be done?, instead of saying „government should support tourism”, tutor says to the students that recommendations must be focused. Should government give funding support, export advice, publicity, or something else? Beyond the question Where should it happen?, tutor asks students to ask themselves: Is this a policy for the whole country, or just a few parts of it? Will it be done in collaboration with local government, city mayors or EU officials? i.e. Under the question Who should conduct the action?, some other questions stand: If government, then which department? Which team in that department? Answers to the following questions, namely Which groups of people, businesses or organisations should benefit?, What resources will be needed?, and Where will these resources come from?, are obvious. The last question, When should the policy be executed and what's the deadline for completion?, arises the question Is the recommendation intended for the next budget, should it be phased in or launched as a big bang, and How long should it last? The policy recommendation writers should make it as easy as possible for decision makers to understand the process that would lead to the outcome described.

In the second part of the lecture, Policy Recommendations are presented as a part of a Policy Brief. Tutor firstly explains why Policy Briefs are an excellent tool to address the Recommendations effectively, and then presents how to write the Policy Briefs. There, are a few common features of this type of document, that make it more persuasive (Fig. 2).

Engaging	• keep the reader interested (compelling facts & insights)
Policy relevant & focused	• include all aspects raised in a current debate regarding the problem
Professional, not academic	• add practical insights from research instead of an academic discourse
Succinct	• keep the message logical, precise & clear
Limited	• reduce the content to what is crucial to the problem
Understandable	• use clear and simple, concise language; no jargon
Accessible	• make the use of the document easy through its visual form
Branded & promotional	• brand your organisation to make it more recognizable
Practical & feasible	• suggest practical and realistic solutions that are compliant with social norms

Fig. 2. Common features of effective policy briefs

Source: own elaboration based on Young & Quinn (2017: 11-12).

While teaching about policy briefs, tutors should pinpoint to students that they must know and understand the needs of policy makers to write effective policy briefs. That includes, inter alia, the necessity to address non-homogeneous group (motivation, party affiliation, resources etc.) for which public opinion matters, and whose decisions may be later critically analyzed. Also, the policy makers do not necessarily have an in-depth knowledge of the problem and may not be interested in specific scientific issues, nuances etc. (*JPI Urban Europe*, 2017). The other point is that policy briefs should have a specific format (Fig. 3).

Students should not forget that policy brief must be easy to read (though not oversimplified), not too long (from 1 to 4 pages), and well designed (including paragraph divisions, boxes, subheadings, bullet points, maps, diagrams, tables etc.). The visual setting of the document is intended to attract the reader's attention, but using common sense is advised here. Including graphic elements etc. must be logically justified and the authors need to have the permission to use them.

Policy brief should include (format):

1 TITLE snappy, short and informative	2 EXECUTIVE SUMMARY 2-3 sentences summing up the entire brief; recognisable buzzwords; emphasise the relevance of the research to policy	3 INTRODUCTION summary of the problem, why it is important or current	4 METHODS & RESULTS Presented in accessible way for a non-specialist; include previous research to address that results are repeatable and action is needed
5 CONCLUSIONS the key message to take away from the policy brief; do not simply repeat executive summary	6 POLICY RECOMMENDATIONS differentiate them clearly in bullet points; keep it to three maximum	7 REFERENCES AND SUGGESTED SOURCES use references sparingly and suggest a few additional sources	8 ACKNOWLEDGEMENTS, AUTHOR DETAILS AND DISCLAIMERS

Fig. 3. Format of the policy brief

Source: own elaboration.

In case of this form of communication, timing matters as well. Usually, research findings should be presented to policy makers without delay, which allows for immediate response to a problem. That might be essential

for mitigating negative effects of highly dynamic processes and phenomena. However, the decision about releasing a policy brief may be postponed in certain cases. That applies to problems and solutions which require more favourable circumstances to be acknowledged and induce action. To find the right moment, the researcher needs to follow and adapt to the dynamics of the public debate. Drawing attention to an issue by press and social media might be the opportunity worth consideration.

After the presentation on the role, content and form of policy briefs, we recommend a short break.

Part 5: The scene “The academic presents her/ his results to the policy maker”

Many people are visual and therefore we suggest to prepare a small scene play for the students, so they can better visualize how researchers might approach the policy makers and convince them to follow the recommendations which are research and evidence-based. If a comic part is added, students can remember the scene for longer time. We suggest to either prepare the scene by themselves (if there are two tutors), or with a help from students or to prepare two students to play the scene by themselves entirely. The main idea is to show how policy maker, who is busy, slowly changes her/ his mind and start listening the researcher.

In the background of the scene show the Fig. 1. The scene consists of a table and a two chairs on its sides. The policy-maker, i.e. a mayor, is sitting on the left chair and reading some newspaper or reading something on the smartphone. After a while, a not so confident person – a researcher – with a hands full of books enters the room and excuses themselves a couple of times for disturbing. The mayor is not interested, and shows it with the body language in the first part of the meeting. The researcher says that they wants to present some findings. Mayor says that is not interested, that they does not have time etc., but shortly then says to present it, but to be very fast. The researcher start talking, still not sounding confident. However, when says that she/ he talked to an investor e.g., Mr. Smith, a mayor interrupts and says more interested: “Oh, you know Mr. Smith. He is very important person...”. Then the mayor asks researcher to sit, and start asking questions displayed on the screen behind them. Researcher answers questions and they start decent conversation. At the end, they shake hands and the policy-maker asks researcher to prepare for them and bring back a policy recommendation, and not all of the research books which he brought now.

Part 6: Preparation of the second version of policy recommendations

In this part of the workshop students work in already formed groups. They have 45 minutes to discuss and prepare policy recommendations for the case given as a handout at the very beginning of the workshop. If there is a possibility, tutor might share the presentation given in the Part 4 among the students. At least, the slide with Fig. 1. might be displayed, which might be a help for students in this task.

Part 7: Students’ groups present their second version of policy recommendations

In the last part students present their new policy recommendations of the given case by groups. For each group 5 to 6 minutes is reserved for the presentation and tutor’s comments. Students should be asked to present also the differences between their first and the second version of the policy recommendations. This part last up to 25 minutes.

Summary

Policy brief is a document which increases the effectiveness of communication between the scientific community and recipients who may not have the specialist knowledge. In particular, it is aimed at attracting

the attention of policymakers. To reduce the risk of overwhelming them with information overflow, a logical and clear division of the content, selection of the appropriate language (difficulty, style, use of active forms), as well as providing the brief with appealing visual form are advised. As for the recommendations, they need to be realistic, concise and memorable in order to induce the actual engagement of the policy makers.

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Appendix 1: Sustainable spatial planning of tourism destinations – Course syllabus

General information

Name of the course

Sustainable spatial planning of tourism destinations

Description

The aim of the course is to achieve learning outcomes in the field of spatial planning of tourism destinations. Course participants will have the opportunity to learn about various issues of spatial planning in tourism destinations, e.g. seasonality, overtourism, gentrification, tourist ghettos, tourism hypertrophy. Then, they are expected to participate in the workshops developed on problem-based learning approach. The goal of the workshops is to learn about decision support tools of sustainable spatial planning in tourism destinations, e.g. ETIS indicators, analysis of the potential, stakeholder analysis, SWOT analysis, cartographic analysis, and panel discussions. Then, students will learn how to deliver actionable policy recommendations.

Initial requirements:

Basic knowledge of spatial planning, sustainable development and tourism would be an advantage of the students. However, for those of participants who are out of mentioned fields, the sources of requested initial knowledge will be recommended.

Learning outcomes

Student

- knows and understands in advanced way the conditions of planning and organization of space, including legal and ethical factors;
- knows and understands the key issues related to the sustainable use of anthropogenic and natural resources for the organization of tourism space;
- correctly applies the sources of information and uses the gathered data in a critical and synthetic manner, and then presents, justifies and evaluates attitudes and opinions, and makes creative interpretations and presentations in the field of spatial planning for sustainable tourism;
- uses English terminology in the field of planning and organizing space for sustainable tourism;
- is able to plan and organize individual work;
- is ready to act in the public interest, work for the benefit of the local community experiencing the effects of tourism development.

Teaching content

Topics of the lectures

- **Sustainable tourism versus sustainable spatial planning** – Tourism as a spatial phenomenon; Tourism in the context of sustainable development (sustainable development goals for tourism), territorial cohesion and spatial justice; Sustainable spatial planning;
- **Challenges of sustainable spatial planning in tourism destinations** – Spatial impacts of tourism on the natural environment, cultural landscape, economy and local community; Spatial planning in the context of solving geographical issues related to tourism, e.g. seasonality, overtourism, gentrification, tourist ghettos, tourism hypertrophy;
- **Policy tools of sustainable spatial planning in tourism destinations** – Tools and its applications, e.g. development strategy, master plan, municipal budget, local taxes; Resources, effectiveness and limitations of policy tools of sustainable spatial planning in tourism destinations;
- **Practicing sustainable spatial planning of tourism areas** – Introduction to the workshops' study area.

Topics of the workshops

- **Report writing** – Formal aspects of report writing; Tutoring report writing at a workshop; How to write an introduction (aim of the report); How to tell a story; Formal conventions in academic writing;
- **Tourism indicators for sustainable destination management** – Sustainability indicators as support to tourism planning; European Tourism Indicators System (ETIS);
- **Data collection with GIS software** – GIS software and data; GIS project preparation; Working at QField.
- **Analysis of the potential** – Diagnostic elements; Scenario parameters; Perspective indications.
- **Understanding perspective of local stakeholders. 'Locals talking' panel discussions** – General structure of 'Locals talking' panel discussion; Before, during, and after the panel discussion;
- **Stakeholder analysis in spatial planning** – Social role game; Possibilities of using QGIS tools in stakeholder analysis; Stakeholders mapping;
- **Participative SWOT analysis** – Approaching complex spatial problems; Assessment tools for decision-making; SWOT analysis and its participative extension.
- **Policy brief and actionable policy recommendations.**

Sources

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