We Lead

WOMEN IN TOURISM, HOSPITALITY & LEISURE

EDUCATOR'S GUIDE
– To Support the **We Lead** Course

CONTENTS

WOMEN IN TOURISM, HOSPITALITY & LEISURE

01 | Foreword – the We Lead Motivation

Tourism's contribution to economic and social development is widely acknowledged, but little attention has been paid to the relationship between tourism and gender equality.

According to UNWTO, **tourism presents both opportunities and challenges for women**, which makes the gender equality perspective highly relevant. Tourism has a pivotal role to play in achieving the objectives at the heart of the 2030 Agenda for Sustainable Development, in particular, the commitments to gender equality and the empowerment of women of Sustainable Development Goal 5 Achieving Gender Equality and Empowering All Women and Girls. Furthermore, tourism, hospitality, and leisure (THL) are closely linked to other sectors (environment, local handicrafts, etc.) and can create more jobs in these areas.

Let's look at leadership. Women in Travel & Tourism International[1] are clear, "at the most senior levels women are disproportionately underrepresented." Data compiled by the Women in Hospitality, Travel and Leisure[2] initiative suggests that while women make up 25.5% of executive committee members, most of these work in human resources rather than commercial or management departments. They highlight that the tourism sector is "failing to promote women to the highest levels of decision-making despite having a larger pool of female talent from which to draw". In the hospitality sector, women are heavily concentrated in low-paid jobs and only 1 in 22 CEOs is a woman. PwC's 2020 report on Women in Hospitality, Travel and Leisure[3] shows that while the number of women in leadership roles increased from 2018 to 2019, there is still a long way to go in ensuring hospitality leadership roles are reflective of an inclusive environment.

Our women's leadership proposition is underpinned by the key challenge of our time, climate change. There is a growing consensus among tourism stakeholders as to how the future resilience of tourism will depend on the sector's ability to become more agile, embrace a low-carbon pathway and cut emissions by 50% by 2030. The We Lead project supports tourism resilience in developing key skills and competencies in women within the sector. Additionally, the tourism sector needs to be agile in monitoring the impacts of climate change, building up the necessary resilience to adapt to changes in climate. During COP26's Gender Day, women's empowerment was cited as central to the achievement of the SDGs. The world is facing multiple crises: climate change and civil unrest. Women often bear the consequences more acutely, from more vulnerable positions, with fewer resources to deploy to address these challenges.

Our partnership is motivated by the fact that women's participation in decision-making is good for the planet: research shows a clear linkage between women's leadership and pro-environmental outcomes. Important research by Dr Marga Gual Soler, SciDipGLOBAL, shows that countries, where women enjoy greater social and political status, have lower emissions and climate footprints. Dr. Soler[4] led the largest-ever all-women expedition to Antarctica to promote women's leadership in climate action. In 2020 she was named a Young Global Leader of the World Economic Forum. She found that when women do become leaders, their leadership style favours long-term thinking, collaboration, transparency, and inclusion. She highlights the "need to recognise the contributions of women as decision-makers, stakeholders, educators, and experts across borders and sectors to drive long-term solutions. It's time we realise women are the missing piece in our global efforts to protect and regenerate our planet".

1. Home – The International Women in Travel & Tourism Forum 2021 (iwttf.com)
2. WiHTL
3. Women in hospitality, travel and leisure - PwC UK
4. SciDipGLOBAL - People

01 | **Foreword** - continued

The We Lead Course is based on the principles of SDG5 – "*Achieve gender equality and empower all women and girls*" and in particular target 5.5 which states that we should be striving to – "*Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.*" To address this, we have created a compelling set of resources to be used at VET educator and individual levels to empower women to develop their 'voice' and become confident about taking on greater challenges in their professional careers. There is no such course available in Europe.

Learners will understand the leadership skillset and components of effective leadership in gender step change and innovative and achievable approaches to climate action in the THL sectors. Importantly, they will plot individual career pathways toward professional and gender development and possess the practical skills to exercise leadership for positive change in their careers: problem-solving, communication, collaboration, creativity, sustainable and innovative approaches.

5 GENDER EQUALITY

Achieving gender equality requires the engagement of women and men, girls and boys. It is everyone's responsibility

- Ban Ki-Moon

02 | About the We Lead Course & Open Education Resources (OERs)

a) What is We Lead all about? A spotlight on the Open Education Resources (OERs) that make up this course.

We Lead is an Erasmus+ Cooperation Partnership in VET project aimed at tackling gender imbalance in the tourism, hospitality, and leisure sectors. Doing this at the VET education level is the most immediate action identified. Women in low-level & often invisible roles are most vulnerable to a lack of progression in the workplace. This group is highly accessible via VET training, leading to employers & employees consequently being empowered through this project.

The We Lead project is focused on addressing the skills & knowledge gap in this sector & its promotion of new & INNOVATIVE PEDAGOGIES. It is not only important to know WHAT to teach, but HOW to teach it. These OERs will enable a range of creative techniques to be used. Good leadership is vital given the complex & dynamic environment of the sector. While many of the qualities required of leaders in the THL sectors are like those in other sectors, there are distinct skills & behaviours needed for success in these sectors due to their multiple stakeholder relationships & general complexity. By understanding the issues, promoting female leadership development & equipping its participants with the tools they need to succeed, the WE LEAD programme can play a catalytic role in enhancing the quantity & competency of women leaders & therefore ensure that the sector continues to be at the forefront of tackling social & environmental issues. Without investing in the skills of the Tourism Hospitality and Leisure female workforce the disparity & gaps will remain.

Our resources are presented in different formats depending on their use:

- The OERs, a set of multimedia resources (PowerPoint, documents, worksheets, videos, podcasts quizzes etc.) organised into 6 modules as they relate to the learning objectives of the curriculum, which can be used directly by trainers.
- This Trainers Guide for VET organisations (this PDF) explains the structure and suggested uses of the OERs

b) Our ambition for the We Lead project & OERS

- Provide 600 women learners and 40 VET Trainers, with rigorously researched, up-to-date knowledge on the opportunities & climate impact arising from enhanced leadership skills in the THL sectors. Women will be empowered to develop their 'voice' and become confident about taking on greater challenges in their professional careers.

- Provide 300 VET & HEI Trainers with new resources that support the uptake of innovative approaches and digital technologies for teaching, and We Lead provides trainers with open-source digitised training content to teach applied leadership and sustainability topics in new ways.

- The We Lead OERs realises a classroom course that makes maximum use of multimedia resources and our trainer's resource will introduce educators to the Education 4.0 agenda of forward-looking technology for adaptive learning. Our OERs are designed to work in complete synergy with the Online Course which enables THL women employees to continue learning in a flexible, mobile environment. All resources are developed in line with Dig Comp Org / Dig Comp Edu / Selfie frameworks

Meet the Team

c) Who the course was created by:

The course has been developed by tourism experts, practitioners and academics who are passionate about female empowerment within the all sectors, with a special focus on the needs and challenges faced by the tourism, hospitality & leisure sectors. It is designed to create a new and effective training model to highlight the opportunities and impact that lie within women's leadership and climate action or risk mitigation. It is also focused on enabling VET educators to up-skill and to be proactive concerning their own career progression as well as give women a 'voice' and confidence to take on greater challenges in their professional careers in tourism sectors. Hereunder we introduce the partners who have provided input in the development of this course

1

Momentum

Momentum is an award-winning Irish educator focused on developing progressive learning programmes (course curriculum and content development) and platforms for education, with a special focus on sustainable tourism, inclusion and gender balance, and enterprise and rural development. They train and mentor hundreds of adult per annum.

2

The University of Akureyri (UNAK)

UNAK was set up in 1987 and has been one of the fastest-growing universities in the Arctic region. Their associated partners the Icelandic Tourism Research Centre and UNAK's Centre for Teaching and Learning have a long record of coordinating and collaborating on international projects giving them a strong understanding of the skills and resources needed as well as the tactics to deliver effective and sustainable work.

3

CDEA

CDEA has led the way in vocational training in the Basque Country, since 1978 and delivers hospitality and tourism courses. As a VET provider they recognise the value of training future leaders in the sector in their role as changemakers. As pioneers in the field, CDEA have enormous experience when identifying career development needs for women working in all roles in the tourism, hospitality and leisure sectors.

4 Transformia

Transformia is a small business focusing on self-empowerment, sustainability, and social responsibility.. Through writing, lecturing, teaching and engaging with people in other creative ways Transformia´s aim is to inspire and encourage individuals, groups, businesses and organisations to take steps that facilitate both personal and social transformation.

5 European E-learning Institute

European E-learning Institute (EUEI) specialises in the creation of powerful online platforms, immersive educational environments and provision of resources and tools to create truly valuable learning experiences. They have a particular expertise and experience in inclusion-related online courses.

02 | About the Project Curriculum

d) The Overall learning objectives of the We Lead course

The THL sectors are some of the most dynamic in Europe with changes in technology, demographics, sustainability, and lifestyles rapidly altering consumer preferences and affecting growth and resilience. We Lead will contribute to the professional development of VET Trainers like you by increasing skills in relation to developing the leadership competences of current and future generations of women in the THL sectors and the digital teaching of the same.

We Lead will also make a substantial contribution to supporting you as educators, in staying abreast of inclusion and equality developments and their implications for THL sustainability and climate mitigation opportunities. The We Lead course will empower you as trainers, by supplying you with the specialist skills & tools in a new but very essential part of the EU THL sectors.

For this reason, We Lead begins with a unique training resource that pools the diverse knowledge & research of our specialist partners to provide you as enterprise trainers (and SMEs) with an **Eye Opener Report** and a **Compendium of Good Practice**, a showcase of 9 Female actors / SMEs that are embracing the drivers and opportunities for women leadership with the THL sectors across Europe. As the constantly challenged THL sectors continue to navigate barriers and goals across Europe, this Good Practice Guide provides you with excellent case studies that can be used by your learners to advance their professional development and be inspired by women already leveraging their leadership skills and positions to improve their own results and climate action and open doors to future business development, diversification or career opportunities.

e) Who can deliver the We Lead course and for whom this course is aimed at:

The course is designed to be delivered by VET teachers and trainers. Teachers/trainers can easily adapt our set of training materials and resources to design and deliver training sessions using high-quality content that has been developed, tested and reviewed in Iceland, Spain, Ireland, and Denmark.

Of note
The We Lead Open Education Resources are intended to enable educators and teachers to deliver classroom and small group training to Tourism/Hospitality, Business, and Sustainability students and existing THL SME employees on the topic of female empowerment and the link between women's leadership and climate action with a focus on developing skills and competences so that we will **elevate the visibility**, leadership and collective impact of women in tourism leading to a more sustainable future.

We provide all the necessary resources and materials to successfully deliver the course in several settings and formats, see Section 04 for course delivery options

WOMEN IN TOURISM, HOSPITALITY & LEISURE

03 | General Instructions for Educators & Trainers

1.   Methodological Approach

The Open Education Resources consists of a 6 Module Curriculum to introduce learners to the scope and potential of **We Lead** in a way that is both rigorous and congruent with academic research and focused on the real-world application of the skills and tools for leadership development in the Tourism, Hospitality & Leisure sectors.

The Curriculum is based on the understanding that there are opportunities present for women in the THL sectors, but that they need to find their voices and develop their leadership skills so that they are better prepared to face challenges and can plot career pathways in professional roles. In addition, it shows how competency can be consolidated through new learnings and provides practical insights into learning a new skill set in a future-proofing way. The course is linked with the growing consensus that the future resilience of tourism depends on the sector's ability to embrace a low-carbon pathway and cut emissions by 50% by 2030. We want women to lead this journey.

2.   General Instructions

Please read this guide thoroughly before conducting the training. For classroom, flipped or blended delivery please:

- Download, review & revise course resources for the training as necessary. Allow adequate training time for sessions. The link you need is: https://weleadproject.eu/resources/
- Localise training content with case studies and information on local supports for your students
- Ensure that each participant completes exercises embedded in each Module– these provide valuable learning.
- Allow time for review of exercises and provide a feedback loop

EDUCATION IS FOR IMPROVING THE LIVES

OF OTHERS AND FOR LEAVING YOUR

COMMUNITY AND WORLD BETTER

THAN YOU FOUND IT. -Marian Wright Edelamn

03 | General Instructions for Educators (continued)

3.   Instructional Approach

The Open Education Resources have been designed to accommodate a range of teaching styles and cultures. As a common thread, each module is presented with the following design:

- The topic is introduced briefly before delving into the subject matter.

- Information and current best practices on the topic are presented, moving from general definitions to more detailed applications, enabling the scope of the topic to be understood.

- Knowledge is reinforced, and skills are developed as students/learners participate in practical exercises or study questions

04 | Course Delivery Options

a)   Traditional Classroom Training & Tools required

Classroom training remains one of the most popular training techniques for building skills capacity. Typically, it is instructor-centered face-to-face training that takes place in a fixed time and place. The We Lead project tools, suggested use and additional resources required can be outlined as …

Classroom Tool	Suggested Use in the Classroom	Additional Resources Required
PowerPoint © presentation	**Training materials are developed in PowerPoint. We suggest that these will be displayed on a large screen for classroom delivery**	**Laptop/ Computer Projector Large screen / wall**
Videos	**Videos are used to explain certain sections of the training content and to present case studies for discussion.**	**Audio / sound system**
Whiteboard or Flip Chart	**Invite learners to write on the board or ask them for feedback that you write on the board**	**Pens / markers**

04 | Course Delivery Options
(continued)

Suggested delivery mechanisms:

- Small group discussions: Break the participants down into small groups and give them case studies or work situations to discuss or solve. This allows for knowledge transfer between learners.

- Q & A sessions: Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. These should be used frequently across course delivery.

- Multimedia: Multimedia training materials tend to be more provocative and challenging and therefore, more stimulating to the adult mind. Trainers should ensure that all embedded tools are used to their full potential.

- Interactive tools: The engagement of students can be easily achieved by using interactive tools. An example of a free tool is Kahoot! which is a game-based learning and trivia platform used in classrooms, offices, and social settings. You can compile a quiz, which can be answered by the students on their phones/tablets/computers. It is possible to get immediate feedback and results

b)   Online Learning:

This delivery method uses Internet technologies embedded in the We Lead learning platform to deliver a broad array of solutions to enable learning. The We Lead course is provided as an online learning programme, for direct access by all stakeholders including **trainers, students, women learners in the THL sectors & other employees,** on the topic of Women's empowerment and the link between women leadership and climate action specific to the THL Sectors.

The project platform will be a multilingual, interactive site combining informative resources with the aforementioned, Eye-Opener Report, Good Practice Guide, digitalised exercises and leadership skills development activities. Additional suggested reading and multimedia links. The online learning facility incorporates best practice in online learning so that while the learning objective remains the same (or similar) the user interface and experience can be radically different as befits the medium.

04 | Course Delivery Options
(continued)

c) Other teaching methodologies:

Flipped Classroom

In a Flipped Classroom learners study module content prior to the class with a focus on exercises and assignments in class. The classroom transfer of knowledge makes way for online instruction outside the classroom. This creates more room for practicing in class, for extra explanation when needed, and offers the possibility to dive deeper into the materials during class time.

Blended Learning

Blended Learning combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Learners still attend a classroom setting with a teacher/trainer present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is most used in professional development and training settings.

Collaborative/Peer-to-Peer Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together. Examples for boosting collaborative and peer-to-peer learning are:

- **Peer review:** Peers in the classroom are brought together to jointly evaluate the work by one or more people of similar competence to the producers of the work. Peers not only assess the performance of each other but also share their experience and know-how.
- **Google Docs**: This online collaboration tool facilitates the creation of meaningful documents. All group members can work at the same time (real-time) on the same document, from any location on various devices. Changes are automatically saved in documents as being typed upon. It is possible to monitor the revision history of a document where you also can see who made a specific change. The value of Google Docs as a learning resource is that group members can also share documents, chat, and comment on the same.

05 | Course Content Overview

a) Modules
The Curriculum comprises six modules structured as a journey…

MODULE 1
Women in Tourism, Hospitality & Leisure Sectors

- Overcoming Challenges & Driving Change
- Breaking Barriers - Gender Equality in THL Leadership
- Empowering Women in the THL Sectors
- Gender Diversity – Promoting Inclusion & Equality
- Advancing Women's Careers – Strategies & Best Practice
- Women's Role in Sustainable Business

MODULE 2
How to Gain Entry into Leadership Roles

- Education & Skills Development
- Networking & Mentorship
- Advocacy & Visibility
- Building Leadership Qualities

MODULE 4
Links between the Tourism Sector and the SDGs

- Poverty Alleviation & Inclusive Development
- Decent Work & Economic Growth
- Environmental Sustainability
- Cultural Preservation and Promotion
- Development & Access to Basic Services
- Education, Awareness & Sustainable Practices

MODULE 3
Gender-based Climate Action & Policy

- Climate Change Impacts on Women
- Gender-responsive Climate Policies
- Women and Climate Mitigation & Adaptation
- Women's Empowerment & Climate Action
- Gender Mainstreaming in Climate Policies

MODULE 5
Imagining a Better World: Ideation, Exploration & Creative-visioning

- Encourage Creativity and Innovation
- Foster a Culture of Inclusivity
- Promote Lifelong Learning & Development
- Foster a Spirit of Exploration & Adventure
- Create platforms to Collaborate & Network
- Foster a Sustainable Mindset

MODULE 6
Collaboration, Communication & the Importance of interdisciplinary learning

- Fundamentals of Effective Collaboration
- Communication Skills for Leaders
- Facilitating Decision-making & Idea Generation
- Digital Tools for Collaboration and Communication
- Enabling Interdisciplinary Learning & Growth
- Enhancing Stakeholder engagement

- **Module 1:** Women in Tourism, Hospitality & Leisure Sectors
- **Module 2:** How to Gain Entry into Leadership Roles
- **Module 3:** Gender-based Climate Action & Policy
- **Module 4:** Links between the Tourism Sector and the SDGs
- **Module 5:** Imagining a Better World: Ideation, Exploration & Creative-visioning
- **Module 6:** Collaboration, Communication & the Importance of interdisciplinary learning

05 | Course Content Overview (continued)...

b) Course content detailed overview

MODULE 1	Women in Tourism, Hospitality & Leisure (THL) Sectors
Overview	This module provides an exploration of the pivotal role of women in the THL sectors, with a focus on understanding the challenges they face and strategies for promoting gender diversity and inclusion.
Learning Objectives	To equip women in the THL sectors with a greater theoretical knowledge and practical application, ensuring they not only understand the importance of gender diversity and inclusion but also have the tools to make meaningful changes in their roles or organisations.
Topics Covered	▪ Overcoming Challenges & Driving Change ▪ Breaking Barriers - Gender Equality in THL Leadership ▪ Empowering Women in the THL Sectors ▪ Gender Diversity – Promoting Inclusion & Equality ▪ Advancing Women's Careers – Strategies & Best Practice ▪ Women's Role in Sustainable Business
Case Study	▪ Susana Conde – Women Leadership
Suggested Exercises	Slide 7 – Reflection (Specific challenges/ potential solutions) Slide 19 – Discussion Topic – How do we Empower Women Slide 23 – Discussion Topic – How to we create an inclusive culture
Suggested Videos	• GENDER MAINSTREAMING GUIDELINES FOR TOURISM - LAUNCH WEBINAR (youtube.com) • Sheryl Sandberg: Why We Have Too Few Women Leaders on Vimeo
Further Reading	• 2021 Womens Initiative Declaration.pdf (wttc.org) • Gender Inclusive Strategy for Tourism Businesses • Women's empowerment and tourism (unwto.org) • About the Book | The Double X Economy • Lean In Book - Lean In • Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias: Williams, Bärí A.: • 7 Proven Strategies For Advancing Your Career As A Woman: The Ultimate Guide (realshepower.in)

05 | Course Content Overview (continued)...

MODULE 2	How to Gain Entry into Leadership Roles
Overview	In this module, we delve into 5 critical areas, each of which is tailored to address the unique challenges and opportunities faced by women in the THL sectors. By fostering a holistic approach to professional growth, this module enhances individual capabilities and contributes to a more inclusive and sustainable future
Learning Objectives	This module is designed to equip aspiring women leaders with essential tools and insights so that they are well-prepared to navigate and excel in their professional journeys within the THL sectors.
Topics Covered	▪ Education & Skills Development ▪ Networking & Mentorship ▪ Advocacy & Visibility ▪ Building Leadership Qualities
Case Studies	• The power of visibility | Penny Haslam | TEDxWhitehaven – YouTube
Suggested Exercises	Slide 3 – Self-Assessment activity – Who are you? Slide 7-8 – Discussion topic – What courses should you be doing? Slide 13 – Discussion Topic – What are the benefits of Networking? Slide 21 – Discussion Topic – The importance of Self-Advocacy Slide 26 – Learner exercise – Goal Setting
Suggested Videos / Podcast	• SIMON SINEK: Leader versus manager – YouTube • Unstoppable Women on Apple Podcasts • What if we changed the story? - Women in Leadership (youtube.com)
Further Reading	• The tourism and hospitality career progression pathway | Emerald Insight • Mentoring for gender equality: Supporting female leaders in the hospitality industry - ScienceDirect • Gender equality strategy - European Commission (europa.eu) • 2021 report on gender equality in the EU (europa.eu) • EWOB's Women Empowerment Leadership Program - (europeanwomenonboards.eu) • EIC Women Leadership Programme - European Commission (europa.eu) • Breaking barriers and building bridges: the power of Behavioural Insights for advancing gender equality - (europa.eu) • European Pillar of Social Rights - Building a fairer and more inclusive EU - (europa.eu) • Everyone Can Be A Leader – Here's How

05 | Course Content Overview
(continued)...

MODULE 3	Gender-based Climate Action & Policy
Overview	In this module, we highlight the importance of considering gender-related issues when discussing climate change, policy and actions.
Learning Objectives	To enhance the understanding among women and policymakers of links between Gender and Climate Change and Climate Action and how having insight can lead to opportunity and progression. To give women leaders in the THL sectors the confidence to use their positions to create solutions.
Topics Covered	▪ Climate change impacts on women ▪ Gender-responsive climate policies ▪ Women and climate mitigation & adaptation ▪ Women's empowerment & climate action ▪ Gender mainstreaming in climate policies
Case Studies	▪ Susan Hefffernan
Suggested Exercises	Slide 13 – Reflection – How Climate policies affect men & women differently Slide 17 – Calculating your food- carbon footprint Slide 22 – Discussion Topic – what are the key points when discussing Women's empowerment and climate action?
Suggested Videos / Podcasts	• „Gender & Climate" auf Apple Podcasts • Why the Climate Crisis is a Crisis for Women – YouTube • Climate change is not gender neutral feat. @OurChangingClimate – YouTube • Why Gender Matters for Effective Adaptation to Climate Change (youtube.com)
Further Reading	• OHCHR report 2019 • Gender equality and climate change | European Institute for Gender Equality (europa.eu) • Gender and Climate Change: An Introduction | CGIAR GENDER Impact Platform • Home | Climate & Development Knowledge Network (cdkn.org) • The Gender Action Plan | UNFCCC • Gender-responsive strategies on climate change (wedo.org) • Gender and Climate Finance: Double Mainstreaming for Sustainable Development (boell.org)

05 | Course Content Overview
(continued)...

MODULE 4	Links between the Tourism Sector and the SDGs
Overview	Module 4 embarks on an insightful journey, exploring the symbiotic relationship between the Tourism Sector and the broader Sustainable Development Goals (SDGs).
Learning Objectives	Individuals will learn how tourism can significantly contribute to economic growth, the promotion of environmental sustainability and cultural preservation among other topics. This module will equip educators and learners in the THL sectors with the knowledge and tools necessary for fostering a more sustainable and equitable future.
Topics Covered	▪ Poverty Alleviation & Inclusive Development ▪ Decent Work & Economic Growth ▪ Environmental Sustainability ▪ Cultural Preservation and Promotion ▪ Development & Access to Basic Services ▪ Education, Awareness & Sustainable Practices
Case Studies	▪ Stevns Klint –Stevns Klint Experience	UNESCO Verdensarv ▪ Rannveig Grétarsdóttir - Iceland
Suggested Exercises	Slide 4 – Discussion Topic – Why Women's leadership matters? Slide 17 – Discussion Topic What is the importance of Cultural preservation & Promotion Slide 29 – Reflection – Regenerative Tourism or Sustainable tourism?
Suggested Videos	• Tourism On the Line	Tina O'Dwyer	TEDxGalway - YouTube
Further Reading	• THE 17 GOALS	Sustainable Development (un.org) • Achieving the Sustainable Development Goals through Tourism – Toolkit of Indicators for Projects (TIPs) (e-unwto.org) • Regenerative Tourism vs Sustainable Tourism? (thetourismcolab.com.au) • Developing sustainable tourism practices among local businesses	The Burren and Cliffs of Moher UNESCO Global Geopark

05 | Course Content Overview (continued)...

MODULE 5	Imagining a Better World: Ideation, Exploration & Creative-visioning
Overview	This module embarks on a transformative journey, highlighting the crucial role of creative thinking and visionary ideas in reshaping the THL sectors. In an era marked by rapid changes and challenges, the ability to ideate and explore new possibilities is not just an asset but a necessity for the THL industries.
Learning Objectives	To equip learners with a greater understanding of how innovative thinking can lead to groundbreaking practices, sustainable solutions, and a reimagined future for all.
Topics Covered	▪ Encourage Creativity and Innovation ▪ Foster a Culture of Inclusivity ▪ Promote Lifelong Learning & Development ▪ Foster a Spirit of Exploration & Adventure ▪ Create platforms to Collaborate & Network ▪ Foster a Sustainable Mindset
Case Studies	▪ Susan Heffernan – Networking & Collaborating
Suggested Exercises	Slide 12 – Group Discussion – What areas should Diversity & Inclusion span Slide 16 – Reflection – Do you have an inclusive Mindset? Slide 33 – Learning Assessment
Suggested Videos	• Different Types of Innovation Explained – YouTube • Viima - YouTube
Further Reading	• What is innovation? | UN Tourism (unwto.org) • Future of tourism: Tech, staff, and customers | McKinsey

05 | Course Content Overview
(continued)...

MODULE 6	Collaboration, Communication & the Importance of interdisciplinary learning
Overview	In a world where diverse perspectives and collective efforts are key to innovation and sustainable success, we want to guide learners on how to embrace these skills, so that they will enhance their professional development and also contribute significantly to advancing gender equality and sustainable practices in the THL sectors across Europe.
Learning Objectives	In this Module, we aim to equip learners with essential skills for effective collaboration, clear communication & interdisciplinary approaches.
Topics Covered	▪ Fundamentals of Effective Collaboration ▪ Communication Skills for Leaders ▪ Facilitating Decision-making & Idea Generation ▪ Digital Tools for Collaboration and Communication ▪ Enabling Interdisciplinary Learning & Growth ▪ Enhancing Stakeholder engagement
Case Studies	▪ Georgina Howard – Effective communication
Suggested Exercises	Slide 6 – Discussion Topic – how to build trust within your organisation Slide 38 – How well do you know your stakeholders?
Suggested Videos	• The Art of Listening | Simon Sinek (youtube.com) • The Power of Storytelling | eLearning Course – YouTube • Jack Welch and Reverse Mentoring in Business - Part 1 - YouTube • Reverse Mentoring in Business - Part 2 - YouTube
Further Reading	• New Study Finds That Collaboration Drives Workplace Performance (forbes.com) • Partners In Crime: The Power of Finding Your Creative Collaborator | by Jason Keath | Medium • How to Create a Collaborative Culture | The Workstream (atlassian.com) • Better together: Why collaboration is more important than ever – edie • 5 steps to successful collaboration | GreenBiz • How collaboration creates value and accelerates change | GreenBiz

06 | Develop the Student's Learning Experience

The Learning Environment

Create a safe, conducive setting for classroom learning.

Classroom Layout, Size and Technology. Familiarising yourself with the classroom layout and technology beforehand is essential; acoustics, IT and login protocols, remote controls and IT support should you need it on the day. For example, in a large lecture hall clickers or digital polling tools might be more effective than verbal discussions for collecting students' responses. In a smaller context, it might be more appropriate to encourage in-depth discussions and group work.

Class Size and Engagement Preferences. Consider adapting your subject matter to your class size, number of students, and learning preferences even though they apply to the majority of lecture settings. Add variety to enhance student engagement. This improves learning and retention. Students tend to develop critical-thinking attributes and use their knowledge outside the classroom if active participation is facilitated.

Accessible and Inclusive Learning. In addition, nurturing an inclusive and assessable learning environment guarantees that all students have an equal opportunity to have a successful learning experience and gain from the lecture delivery.

Other Suggestions

Consider how can your diverse range of students access what you have to say. Check the advice and support available to lecturers on inclusive learning.

Consider the different requirements for your students by offering lecture materials in a variety of formats such as transcripts, captions, and audio recordings.

Use plain and concise language, avoiding jargon and excessively technical terms that might lead to cognitive overload.

Integrate the principles of **Universal Design For Learning (UDL)** to build an inclusive learning experience for all students, regardless of their backgrounds and abilities.

06 | Develop the Student's Learning Experience

Effective Online Education from DCU, Ireland

Here are a few suggestions to improve online lectures from Dublin City University, Ireland. If you are considering, delivering a live class then the following resources might be helpful:

DCUs #OpenTeach Project aims to address the challenge of effectively supporting the professional development of part-time educators involved in teaching online higher education programmes. Generally, the project aims to generate new knowledge about effective online teaching practice and harness this new knowledge to support the professional development of online teachers and to support online student learning experiences more effectively. Some useful resources include:

Teaching online is a different report

Teaching Online Takeaway Guides which include several PDFs on the following:

- Getting started with teaching online
- Social Presence
- Social Presence in Large Classes
- Online classes & collaboration
- Supporting online Students
- Facilitating discussion forums

Tips from the Coalface, a series of short videos on online teaching practice:

- Getting Started with Teaching Online
- Teaching Online is Different
- Social Presence in Online Teaching
- Facilitating Discussion Forums
- Live Online Classes
- Supporting Online Students

Advice on giving a webinar for the first time: A Twitter post from Dr Andy Clegg, University of Portsmouth, UK

06 | Develop the Student's Learning Experience

Effective Communication Tips for Trainers/Educators

Tips on Effective Communication and Class Delivery

Establish a Rapport: The first five minutes set the tone for the rest of the class/lecture, and indeed subsequent lectures – get their attention and make the most of it. Make a connection early on; get the students on your side and set a tone. Chat with them as they come in and find out what they are expecting. Introduce yourself at the start of the lecture.

Deliver a Strong Opening. Take a breath start confidently, enthusiastically, and speak clearly. Calm your nerves by not rushing, slow your talking pace, don't rush, and ensure you're heard. Talk as though you expect attention and understanding - generally, you get it.

Your Voice is Your Superpower. Your voice is your most important resource. If you can't be heard or understood, there's little point in you being there. Check your volume, pace, and pronunciation by running through the first few minutes of your first lecture with a colleague. And if it's a large lecture theatre, ask those at the back to let you know if they can hear you. Use headings and bullet points to prompt your teaching and deliver in a more conversational tone, with spontaneous energy while maintaining eye-contact across the room.

Vary the speed, volume, and tone of your speech to maintain student interest and always convey enthusiasm for the topics covered. Include humour or personal anecdotes to create an engaging environment and further strengthen rapport with students. Allow for moments of silence or contemplation and give students the time to assimilate the material and form their own thoughts, recommendations, and conclusions.

Incorporate Active Learning Methods. The next section will go through this in more detail.

Closing: the 3 rules of giving a good presentation apply:

'Tell them what you're going to say, say it, tell them what you've told them'.

Summarise the key points, suggest what they should do to dig deeper, pose some questions to be explored in the following seminars or tutorials and preview the next lecture.

Assess so you can evaluate learning outcomes. The next section will go through this in more detail.

06 | Develop the Student's Learning Experience

Effective Communication Tips for Lecturers (continued)

Develop a Cycle of Feedback for Continuous Improvement. Some of the best teachers and educators continually get feedback. Evaluate the efficacy of your classes and identify areas for improvement. Ask students for feedback by asking them to complete anonymous surveys, classroom discussions, and one-on-one conversations. Use this feedback to refine your teaching approach and better meet the requirements and needs of your students.   If you want to know if you're any good:

- Ask a student: ideally set this up before a lecture and ask them for feedback at the end – usual incentives: free food and drink.

- Ask a colleague to observe: ensure the feedback is specific and balanced – what did you do well? Where could you improve?

Source: Sean Russell, Academic, Research & Teaching

https://career-advice.jobs.ac.uk/academic/teaching-skills-delivering-an-effective-lecture/

Students from HEIs across Ireland were invited to vote for the teacher they believed to have the most innovative and inspiring approach to their teaching, and who had a positive effect on student learning. Students identified the traits that good teachers exhibit creative communicaton, are encouraging, understanding, and empathic, instill a sense of wonder or curiosity (amazing), are helpful and kind, inspiring, engaging, passionate about the subject and dimensions of their discipline, and creating dynamics of excitement in the classroom.

'A Handbook and Tool Kit for Higher Education Institutions In Ireland'

Get Connected to Other Groups and Professional Bodies

Get connected to other groups and professional bodies engaged in supporting HEI teaching, including:

- National Forum for the Enhancement of Teaching and Learning in Higher Education
- The National Institute for Digital Learning (NIDL)
- Staff and Educational Development Association (SEDA)
- Educational Developers in Ireland Network (EDIN)
- Association for Learning Technology (ALT)
- EDEN Digital Learning Europe

06 | Develop the Student's Learning Experience

Communicating effectively with students creates a positive learning environment and fosters student success. Good communication skills enable teachers to build strong relationships with students, other THL stakeholders, and colleagues.

Communication is both expressive and receptive. Educators should be **skilled in listening** and **understanding in thoughts and ideas** of their students and elaborating things clearly. Educators need clarity in communication while talking to their students. They should be able to **break down complex things into simple steps**. Effective communication works when the speaker can **concisely convey their message** and the listener can **actively listen** and **interpret the message**. When the speaker avoids using filler words, being ambiguous about their intent, and mumbling, they save time and streamline learning capability.

Communication with students in both formal and informal ways such as providing an informal lecture video, role pays, gaming or a formal didactic lecture, tutorial, and workshop. Other types of **formal communication** are programme and module handbooks, clear assessment guidelines, reading lists, clear deadlines for submission of assessments and a calendar for the academic year, stating the dates of modules and assessments.

Informal communication can occur in the form of drop-in sessions or even in corridors. There are numerous ways of communicating through online social media such as Facebook, Twitter, Tik Tok and Snapchat, and online forums.

Deeper communication and a more exciting learning experience can be achieved by incorporating the above formal and informal learning that digs a little deeper into the relation between the mind and activities involved in scenarios, scenes, images, and videos (O'Donoghue 1977, pp. 35-36 cited in Clancy, 2015, p. 153).

It is also important to foster **positive relationships** with students. Fitzmaurice and Coughlan (2007) discuss the importance of having positive and healthy relationships with students. Effective communication helps students **connect with others, express empathy, resolve conflicts**, and establish a supportive network. Strong interpersonal skills enable students to form **meaningful relationships** that can positively impact their academic and personal lives. For communication to be effective, it must be **clear, correct, complete, concise, and compassionate**. We consider these to be the 5 C's of communication, though they may vary depending on who you're asking.

06 | Develop the Student's Learning Experience

Effective Communication Delivery to Students (continued)

Communication and collaboration through questioning can help take their studies to the next level where they can **ask questions** of one another, **pursue solutions together**, and check each other's work. Some students are naturally more likely to ask for support or assistance from a peer than they are to ask for similar assistance from an instructor. Creating a positive classroom environment is important where students are **not afraid to answer questions or ask questions** and students are respected as equal partners in the learning process. Consider different types of questioning such as convergent, divergent, high level, and lower level.

Convergent questioning has a correct answer in mind; the teacher can present the question and then get students to answer the question. This enhances the social construction of knowledge.

Divergent questions are useful for probing student experiences, but the teacher needs to be careful that the discussion does not ramble on.

High-level questions use verbs such as hypothesising, theorising, or reflection. These questions may take a while to answer, so give students time to think through an answer. Don't be afraid of silence.

Lower-order questions require recalling factual information, so responses may be quicker.

Lynch (2008) suggests that teachers should have a strategy for welcoming students; the first five minutes of the tutorial can be used for exchanging news.

After the tutorial, it is good practice to provide a summary of everything that was covered. Communicate with the students afterwards by e-mail and send slides, if they were used.

06 | Develop the Student's Learning Experience

Giving Effective Feedback

A list of practical ideas for improving the efficiency and effectiveness of feedback to students can be accessed in Formative Assessment: Practical Ideas for Improving the Efficiency and Effective

Seven Principles of Giving Good Feedback (Formative Assessment)

1. Facilitates the development of **self-assessment (reflection)** in learning.
2. Encourages teacher and **peer dialogue** around learning.
3. Helps **clarify what good performance** is (goals, criteria, standards expected).
4. Provides opportunities to close the gap between **current and desired performance**.
5. Delivers **high-quality information** to students about their learning.
6. Encourages **positive motivational beliefs** and self-esteem.
7. Provides information to teachers that can be used to **help shape the teaching**.

(Nicol & MacFarlane-Dick, 2009; Juwah et al, 2004)

Giving students feedback on their learning, often described as formative assessment, has been shown to have **powerful positive benefits** for student learning and achievement (Juwah et al., 2009; Black & William, 1998). The importance of feedback mechanisms in assessment has been well-established in research (Fisher & Miller, 2008).

However, this can often be a **time-consuming** task in an environment with stretched resources. In addition, many staff report a lack of student engagement with this feedback; for example, students may not read it, while also reporting a lack of helpful feedback. This can result in wasted staff efforts and ineffective feedback for students.

One of the key themes emerging to address this dilemma is to **develop students' self-monitoring skills** to help them narrow the gap between their performance and the standards expected of them (Clarke et al., 2001).

The **timing, type and specification of feedback** can also improve student ability to self-monitor. In addition, good feedback should feed into some specific actions that can be used in the next assessment. Feedback need **not always be from the academic staff**, as students themselves are a good resource to each other when given guidance on how to provide feedback. **New technologies** also open some efficient feedback opportunities.

Finally, feedback that provides constructive comments on strengths, weaknesses, and suggestions for improvements has powerful positive benefits for student learning and achievement (Nichol & McFarlane-Dick, 2009; Black & William, 1998).

07 | Useful Links & Resources

Project Website	https://weleadproject.eu/
Eye-opener Report	https://weleadproject.eu/eye-opener-report/
Good Practice Compendium	https://weleadproject.eu/good-practices-compendium/
Learning Resources	https://weleadproject.eu/resources/
Project Facebook Page	https://www.facebook.com/WeLeadEU
Project Instagram account	https://www.instagram.com/we_lead.eu/
Project LinkedIn Page	https://www.linkedin.com/company/we-lead-erasmus/?viewAsMember=true
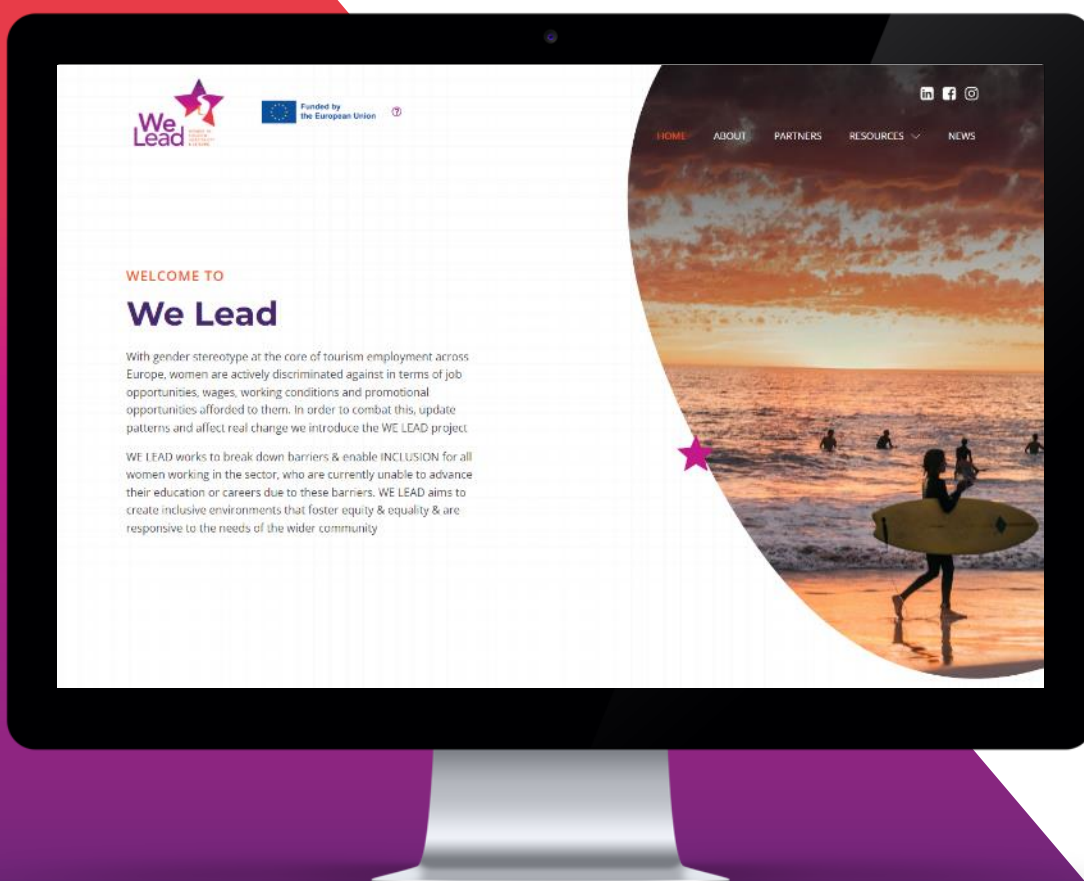
07 | Additional Resources

UCD University College Dublin Teaching Toolkit

Support Student Learning; Delivering a Lecture; Planning a Teaching Session; Giving Feedback etc.

https://www.ucd.ie/teaching/resources/teachingtoolkit/planningateachingsession/

Universal Design Resources

AHEAD demonstrate the seven principles of universal design, contained in their Charter for Inclusive Teaching and Learning.
https://www.ahead.ie/userfiles/files//documents/Charter_4_Inclusive_Teaching_&_Learning_Online_Version.pdf

Find out how you can design lessons at the following two websites

1.   **CAST Universal Design Learning** http://www.cast.org/our-work/about-udl.html#.V4j2KGNhyJV

2.   **National Centre on Universal Design for Learning:** http://www.udlcenter.org

Inclusive Learning. How to socially include students who may have a learning difficulty; for example, how do you include a student who has been assessed with dyslexia or anxiety? The HEA gathers data on student well-being. Please read Health and Wellbeing (pp. 23 - 24) in the report, Euro Student Survey V Report on the **Social and Living Conditions of Higher Education Students in Ireland 2013**. http://www.hea.ie/sites/default/files/eurostudentv_final.pdf.

Flipped Classroom Approach. Visit the University of Queensland Australia and find out how to use the Flipped Classroom approach to enhance student learning. http://www.uq.edu.au/teach/flipped-classroom/what-is-fc.html

What is digital storytelling? Visit (Jerome Gratigny) YouTube https://www.youtube.com/watch?v=dKZiXR5qUlQ or website to discover how to create digital stories: http://storyconcepts.blogspot.ie

What is problem-based learning? Read the following article by John Savery (2006) 'Overview of Problem-based Learning: Definitions and Distinctions' https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1002&context=ijpbl

08 | Sample 6-day We Lead Course Timetable

- It is recommended to keep the day's maximum length indicated in the table below.
- Since the learning materials can be quite intense and new to the teachers and learners, it is recommended to spread the information across multiple days.
- For the best processing, you can choose to spread the days across weeks, so for example one day per week.

DAY	TRAINING CONTENT
1	09.00 – 13.00 Module 1 14.00 – 15.30 Module 2
2	09.00 – 13.00 Module 2 14.00 – 15.30 Module 3
3	09.00 – 13.00 Module 3 14.00 – 15.30 Module 4
4	09.00 – 13.00 Module 4 14.00 – 15.30 Module 5
5	09.00 – 13.00 Module 5 14.00 – 15.30 Module 6
6	09.00 – 13.00 Module 6 14.00 – 15.30 Review & Recap

"Never doubt that a small group of Thoughtful, Committed Citizens can change the world...indeed it is the only thing that ever has!"

-Margaret Mead

Follow Our Journey