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WP2-8 Creation of Comprehensive Curriculum for Sustainable Tourism Education in Europe



Introduction

The overarching aim of this deliverable is to ensure a **structured and innovative approach to teaching sustainable and regenerative tourism**, while maintaining flexibility and adaptability in educational delivery across diverse European contexts. By consolidating and integrating the ten previously developed modules, this activity seeks to design a comprehensive and cohesive curriculum that can be implemented both as a full program and as a set of independent micro-credentials, thereby supporting the objectives of the Erasmus+ programme in enhancing innovation, inclusion, and cross-border collaboration in education.

The **expected result** is the development of a **Sustainable Tourism Curriculum** that is academically rigorous, industry-relevant, and transferable across European higher education institutions and vocational training providers. It aims to provide learners with the knowledge, skills, and values required to address sustainability challenges in tourism, while promoting a regenerative mindset that benefits communities, economies, and ecosystems.

The **participants** involved will include two representatives from each partner organization, primarily content strategists and educators specializing in sustainable tourism. Their joint expertise will guarantee an interdisciplinary and practice-oriented curriculum that bridges academic knowledge with industry needs.

To assess effectiveness, **quantitative indicators** will include structured feedback from educators, learners, and industry stakeholders on the curriculum's alignment with current sustainability practices, its interdisciplinary approach, and its contribution to professional readiness in the tourism sector. Evaluation will also examine the program's potential for replication and scalability across other European institutions.

The **key tasks** underpinning this activity include:

- Establishing a logical sequencing of modules while ensuring flexibility for standalone delivery.
- Assigning **ECTS credits** (3 per module) to facilitate transparency, recognition, and portability within the European Higher Education Area.
- Defining the curriculum as fully **optional**, allowing learners to personalize their pathways in line with their needs and aspirations.
- Aligning the modules with the **Global Sustainable Tourism Framework** and ensuring **compatibility with European micro-credentialing systems**.



- Mapping diverse **learning paths** for different profiles, including undergraduate students, tourism professionals, and lifelong learners.

The document is organized into five sections:

1. **Content Creation Methodology** – Outlines replicable guidelines for designing and implementing micro-credentials, ensuring that other institutions across Europe can adapt and implement the curriculum while meeting shared quality standards.
2. **Curriculum Overview** – Presents the ten Sustainable Tourism Curriculum modules, summarizing their scope, learning outcomes, and interdisciplinary contributions.
3. **Dissemination Plan** – Defines how the modules and learning platform will be integrated and promoted to maximize accessibility, visibility, and uptake across European networks and beyond.
4. **Educational Impact** – Provides an evaluation framework for assessing how the curriculum contributes to equipping learners with sustainable tourism competences, covering environmental sustainability, economic strategy, community engagement, ethics, and digital innovation.
5. **Expert Validation** – Details the process by which external experts will review and endorse the curriculum, ensuring academic integrity, alignment with European and international sustainability standards, and relevance to industry needs.

By embedding **European added value**, the deliverable demonstrates transferability across borders, responsiveness to shared challenges in sustainable tourism, and the potential for broad dissemination and long-term impact. Ultimately, this innovative learning program contributes to the Erasmus+ mission of advancing high-quality, inclusive, and future-oriented education while supporting the green transition and the goals of the European Education Area.



1. Content Creation Methodology

The purpose of this section is to provide replicable guidelines so other institutions can develop and implement micro-credentials following the same quality standards. The development of the micro-credential content followed a structured project-based approach, employing a **mixed-method design**. The methodology was firmly embedded in the activities of **Work Package 2 (WP2)**, which focuses on evidence generation, curriculum innovation, and capacity-building for sustainable and regenerative tourism education.

Phase 1: Qualitative Exploration (Focus Groups) – WP2-3

The focus groups (WP2-3) engaged educators, learners, and tourism stakeholders to generate **exploratory insights** into gaps and opportunities in sustainable tourism education. This phase identified priority themes and competencies, providing the necessary **depth of understanding** to guide curriculum innovation.

Phase 2: Quantitative Validation (Survey) – WP2-2

The survey (WP2-2) built upon the findings of the focus groups, testing and validating identified themes with a **broader and more diverse sample**. This ensured breadth of evidence and confirmed the generalizability of the results. Together, WP2-2 and WP2-3 delivered a strong evidence base for curriculum design.

Phase 3: Co-Creation and Implementation (Workshops) – WP2-4 and WP2-5

The curriculum workshops (WP2-4) and the International Faculty and Staff Workshop (WP2-5) were carried out jointly to translate research evidence into practical curriculum development activities. These workshops functioned as co-creation platforms, where educators and experts collaborated to:

- Validate the proposed curriculum structure.
- Refine intended learning outcomes.
- Explore innovative teaching and assessment strategies.
- Ensure alignment with both the Global Sustainable Tourism Framework and European higher education standards.

Phase 4: Consolidation of Workshops

The aggregation process ensured that the final curriculum reflects the collective expertise and shared priorities of all six partner institutions. It balances foundational knowledge with



specialized topics and integrates diverse pedagogical approaches, including experiential learning, case-based teaching, and digital strategies.

The logic of intervention underpinning WP2 follows a sequential and coherent pathway that moves from **evidence generation to implementation and impact**. First, WP2-3 (focus groups) and WP2-2 (survey) provided both exploratory and confirmatory insights into sustainable tourism education needs, ensuring depth and breadth of understanding. These findings were then translated into practice through WP2-4 (curriculum workshops) and WP2-5 (international faculty and staff workshop), which served as co-creation platforms where stakeholders validated the curriculum structure, refined learning outcomes, and explored innovative teaching and assessment approaches. This stepwise process ensured that the final Sustainable Tourism Curriculum was **research-informed, stakeholder-driven, and aligned with European and global standards**, thereby guaranteeing both academic rigor and practical relevance.

Phase 1: Qualitative Exploration (Focus Groups) – WP2-3

This phase adopted a qualitative methodology designed to capture in-depth perspectives on curriculum design and teaching in sustainable tourism education. The focus groups enabled participants to share experiences, challenges, and opportunities, generating **rich insights and actionable recommendations** regarding:

- Curriculum content and relevance.
- Structural organization of modules.
- Innovative and effective teaching strategies.

The qualitative findings provided a **critical foundation for curriculum development**, ensuring that the design process was grounded in real-world expertise and stakeholder needs.

1.1. Participants

Expected Participants: at least 70 participants across the focus groups

Each partner conducted at least one focus group. Each focus group had approximately 10 participants **comprising educators, practitioners, and IT experts**. This distribution ensured adequate diversity and the representation of the targeted groups across the final sample.

Participation is entirely voluntary, and all participants must provide informed consent to join ([See Appendix A- Annex 4.2](#)) Both inclusion and exclusion criteria will guide the selection process for focus groups and interviews to ensure diverse and relevant insights.



The sampling will consist of non-probabilistic quota sampling, segmenting the population into the following representative groups: Educators, Practitioners, and IT experts (as detailed below). The specific individuals who will form each group will be intentionally selected, ensuring they meet the required criteria.

1.2. Inclusion criteria

1. Educators in Tourism and Sustainability

Teaching Experience: Must have at least two years of teaching experience in higher education in areas related to tourism, marketing, administration, sustainability or similar. This includes teachers and professors involved in curriculum development and delivery in HE institutions. This ensures a deep understanding of educational dynamics in the tourism sector.

Knowledge in Sustainability: Should have participated in courses, training, or projects on sustainability, sustainable tourism, or environmental education. This guarantees a solid conceptual and practical foundation in sustainability topics.

Active Role in Curriculum Development: Preferably involved in the development or update of study programs at their institutions, especially in sustainability-related topics. This involvement provides relevant perspectives on implementing new content under the EcoHarmony project.

2. Practitioners in Sustainability in Tourism

Professional Experience: A minimum of two years in the field of sustainability or sustainable tourism, whether in public, private, or non-governmental sectors. This experience ensures a well-grounded professional perspective.

Contributions to Sustainability Projects: Preferably, experts should have collaborated on sustainability or sustainable tourism projects at regional, national, or international levels. This adds a broader vision and enables the application of EcoHarmony concepts in diverse contexts and scales.

3. IT experts/Technologists

Professional Experience: A minimum of two years in the field of technological solutions, such as the development of digital tools, platforms and content for online learning, whether in public, private, or non-governmental sectors.

Exclusion Criteria for Interviews and Focus Groups

- Individuals who have not provided informed consent to participate.
- Participants who lack voluntary agreement to join the study.

1.3. Sample size



Each partner conducted at least one focus group. Each focus group will aim to have approximately 10 to 12 participants, and therefore, invitations should be sent accounting for potential dropouts. At the end we obtained 72 participants. This distribution ensures adequate diversity and the representation of the targeted groups across the final sample.

1.4. Procedure

Before starting, each partner will identify eligible participants who will compose the focus groups. Moreover, each partner will oversee recruiting participants and organizing and conducting the focus groups.

As individuals express their willingness to participate in the study, each institution will send a **Qualtrics link containing the study information sheet and informed consent form** (following a common template). Participants will be informed about the purpose of the study and asked for their informed consent. The date, place, and time planned for the focus group will be announced by each partner to their potential candidates, to ensure their availability from the beginning. They will be explicitly told that their participation is voluntary and that they are free to decline without any consequences. If they agree to participate voluntarily, the data collection process will begin (sociodemographic questionnaire).

Participants will not receive any compensation for participating in the study, nor will their participation pose any risk. They will be informed that they can withdraw from the study at any time, in which case their data will be deleted.

The focus groups **will last approximately one and a half hours** and will be conducted via video call on the Microsoft Teams platform or face-to-face. The focus groups will have a **moderator** and an **observer**. The focus groups will be video recorded using the recording option enabled in Microsoft Teams and fully transcribed. Each partner will oversee the translation into English. Transcripts and recordings will be shared in the MS Teams folder (WP2).

1.5. Materials and Instruments Used

Materials for Focus Groups and Interviews:

- **It is mandatory to include both the Erasmus+ logo and the EcoHarmony logo** in all communications.
- **Research Information Sheet, Informed Consent, and Sociodemographic Questionnaire:**
 - Participants in focus groups will receive these materials via the Qualtrics platform.
 - The process follows this sequence:



- The first screen presents the **research information and informed consent form** under the title “Informed Consent.”
- Once consent is provided, participants proceed to the next screen, which contains the sociodemographic questionnaire.
- **Template Guides for Focus Groups:**
 - The guide ([Appendix A, Annex 4.1](#)) has been developed based on findings from relevant literature and reviewed by a panel of experts.
 - The guides will be piloted, and slight adjustments to the questions may be made based on feedback.

Equipment and Platforms:

- **Computer:** For conducting online sessions and managing data.
- **Microsoft Teams:** The platform to host focus group discussions and interviews.
- **Headphones:** To ensure clear audio during virtual sessions.

1.6. Data Analysis

Reflexive Thematic Analysis

The data collected from focus groups and interviews will be analyzed using reflexive thematic analysis, following the approach outlined by Braun and Clarke (2019). Each partner will conduct their analysis independently, after which IQS will consolidate the findings into a unified interpretation.

- **Coding Process:** Relevant data fragments will be coded and grouped into themes and subthemes through an iterative process. As the analysis progresses:
 - New codes and categories will be created or adjusted if data does not fit existing ones.
 - This iterative refinement will continue until the analysis no longer provides significant new insights related to the study objectives.
- **Software Selection:** The most appropriate data analysis software will be chosen based on the nature and volume of the collected data.

Phase 2: Quantitative Validation (Survey) – WP2-2

This phase employed a quantitative methodology to complement the qualitative findings and ensure representativeness across the partnership countries. A large-scale survey was conducted to perform comprehensive needs analysis, focusing on:

- Current practices and gaps in sustainable tourism education.
- Educators’ and practitioners’ perceptions of curriculum priorities.
- Opportunities to enhance interdisciplinarity and alignment with industry needs.



The survey provided **robust, evidence-based insights**, validating trends identified in the focus groups and enabling cross-country comparisons. These findings directly informed the **customization of the curriculum**, ensuring both academic rigor and practical applicability.

2.1. Participants

A Survey was conducted among 198 participants from diverse institutions in Spain, Croatia, Turkey, Greece, Italy, and the Netherlands. Respondents included academics, practitioners, and industry stakeholders, providing a wide-ranging perspective on the state of sustainable tourism education.

2.2. Inclusion Criteria for Survey

1. Educators in Tourism and Sustainability

Teaching Experience: Must have at least two years of teaching experience in higher education in areas related to tourism, marketing, administration, sustainability or similar. This includes teachers and professors involved in curriculum development and delivery in HE institutions. This ensures a deep understanding of educational dynamics in the tourism sector.

Knowledge in Sustainability: Should have participated in courses, training, or projects on sustainability, sustainable tourism, or environmental education. This guarantees a solid, conceptual and practical foundation in sustainability topics.

Active Role in Curriculum Development: Preferably involved in the development or update of study programs at their institutions, especially in sustainability-related topics. This involvement provides relevant perspectives on implementing new content under the EcoHarmony project.

Exclusion Criteria for Interviews and Focus Groups

- Individuals who have not provided informed consent to participate.
- Participants who lack voluntary agreement to join the study.

2.3. Procedure



1. Before starting, each partner will identify eligible participants.
2. Each partner will oversee recruiting participants and Survey distribution.
3. Survey will be distributed using a Qualtrics Link (different languages) via email, WhatsApp, social media (LinkedIn, Research Tourism University's webs) etc.
4. The Survey included a Consent form where participants will be informed about the purpose of the study and asked for their informed consent. They will be explicitly told that their participation is voluntary and that they are free to decline without any consequences. If they agree to participate voluntarily, the data collection process will begin.
5. Participants will not receive any compensation for participating in the study, nor will their participation pose any risk. They will be informed that they can withdraw from the study at any time, in which case their data will be deleted.
6. Survey completion will last approximately 10 minutes.

2.4. Data Analysis

As a first general step, we will analyse the psychometric quality of the measurements, analysing the descriptive statistics, as well as the reliability (Omega index) of the instruments used. Different quantitative, descriptive, bivariate and multivariate analyses will be carried out to check the relationship between the variables in each university and comparatively between them.

These analyses will be carried out using different statistical packages such as SPSS v.26, Mplus and the like.

2.5 Common aspects for the Focus Groups and Survey

Quality Assurance Measures

Guidance from Qualitative Methodology Standards: The study will follow recommendations from key qualitative research guides, including Braun and Clarke (2013), Creswell (2012), and Creswell and Poth (2016).

Context-Specific Findings:

- a. Data generalization will be conceptualized differently than in quantitative studies.
- b. The results will be tied to the phenomenon under study, considering its temporal and spatial context, participants, and the methodology employed (Braun & Clarke, 2013; Ventura & Barboza-Palomino, 2017).



- c. From an ideographic perspective (Braun & Clarke, 2019), it is acknowledged that interpretations are only one of many possibilities and are influenced by the research team's stance throughout the process.

Transferability:

- d. Efforts will focus on transferring findings to similar contexts that share relevant characteristics (e.g., study object, location).
- e. Detailed descriptions of the study's context, including participants, interactions, and focus group and interview development, will be provided when disseminating results (e.g., in publications and conference presentations).

Confirmability:

- f. To ensure confirmability, the research team will closely monitor the influence of each investigator on the analysis.
- g. Detailed notes will document decisions and adjustments during categorization, redefining, and combining themes as needed.
- h. Challenges and dilemmas encountered will be discussed collaboratively within the team to enrich the analysis.

Member Checking for Credibility

- a. Preliminary findings will be shared with all partners for feedback, clarifications, and suggestions.
- b. Participants' input will be integrated into the final qualitative model.
- c. This process will be conducted through a virtual meeting for those able to attend. Participants unable to join will receive a summary of their findings and be invited to provide individual feedback.

Regulatory and Ethical Obligations

The study will adhere to the current regulations as outlined by the Ethics Committee of the Universitat Ram3n Llull, including:

- Organic Law 3/2018, of December 5: Protection of Personal Data and guarantee of digital rights (B.O.E. No. 294, December 6, 2018).
- The European Charter of Fundamental Rights: Articles 3, 7, 8, and 13.
- Council of Europe Convention on Human Rights and Biomedicine: Ratified by Spain on July 23, 1999.
- UNESCO Universal Declaration on Human Genome and Human Rights.



The current regulations will be followed according to the Ethics Committee of the Ramon Llull University: - L. O. 3/2018, of December 5, on the Protection of Personal Data

In compliance with the EU General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679) and Spain's Organic Law 3/2018 on Data Protection and Digital Rights

Phase 3: Co-Creation and Implementation (Workshops) WP2-4 and WP2-5

Building on the insights gained from Phase 1 (Focus Groups, WP2-3) and Phase 2 (Survey, WP2-2), a series of workshops were organized under WP2-4 (Curriculum Workshops) in close connection with WP2-5 (International Faculty and Staff Workshop) to translate research findings into practical curriculum development activities. These workshops functioned as co-creation platforms, enabling educators, curriculum designers, and subject-matter experts to collaboratively validate the proposed curriculum structure, refine learning outcomes, and explore innovative teaching and assessment strategies.

By directly involving stakeholders in the design process, WP2-4 and WP2-5 ensured a strong link between evidence and implementation, resulting in a Sustainable Tourism Curriculum that is both academically rigorous and responsive to the real needs of learners and the sustainable tourism sector. Each workshop was structured to last approximately two hours, combining guided discussions, collaborative group activities, and systematic documentation of outputs. This format provided sufficient time to foster meaningful dialogue, generate actionable inputs, and build consensus on curriculum priorities.

Moreover, these activities reinforced ownership among educators and partner institutions, enhancing the curriculum's transferability, scalability, and alignment with European standards. By embedding participatory and international perspectives throughout WP2-4 and WP2-5, the project exemplified Erasmus+ principles of innovation, collaboration, and European added value, while laying a robust foundation for long-term impact in sustainable tourism education.

3.1. Workshop Objectives

- Group learning outcomes (based on the results of research and focus groups) into thematically related courses
- Suggest module titles according to grouped learning outcomes
- Introduce innovative and inclusive teaching methodologies that foster behavioral, experiential, and socio-emotional learning. Assign appropriate teaching methods to each course
- Determine course workload (ECTS credits) based on complexity.



- Encourage collaboration among educators, institutions, and external stakeholders for the improvement of sustainability education.

3.2. Participants

Each partner institution engaged between 8 and 10 participants per workshop, resulting in a total of 52 participants across the consortium.

The participant profile reflected a highly relevant academic and professional community, ensuring that the workshops benefited from diverse expertise while maintaining a clear focus on sustainable tourism education. Participants included:

- Academic Educators in tourism, sustainability, or hospitality studies.
- Curriculum Developers with experience in designing or updating higher education programs.
- Institutional Representatives involved in tourism education reform or sustainable tourism policy initiatives.

This composition guaranteed that the workshops brought together both pedagogical expertise and policy-level perspectives, reinforcing the curriculum's alignment with academic standards and sectoral needs.

3.3. Required Materials and Equipment

- Two working tables (Table 1 and Table 2)
- Printed learning outcomes on sticky notes (Post-it format)
- A3-sized blank sheets for grouping outcomes into course clusters
- Cards with teaching method names
- Course design templates (course title, outcomes, methods, ECTS)
- Colored paper, markers, sticky notes
- Laptop, Screen for projector or monitor for the audience
- It is mandatory to include both the Erasmus+ logo and the EcoHarmony logo in all communications.

3.4. Activities before and after the workshop

- Along with the invitation email ([Appendix B- Annex 1](#)), all educators/participants should receive the List of Outcomes ([Appendix B- Annex 2](#)) and Brief Educational Material on Teaching Methods with Short Descriptions ([Appendix B- Annex 3](#))



- The invitation e-mail, together with the accompanying annexes, is translated into the national languages of the partners.
- After the workshop, participants should receive a thank-you email along with a request to complete the Post-Evaluation Questionnaire ([Appendix B- Annex 4](#)).

3.5. Methodological Framework

At the beginning of the workshop, participants will be asked to sign a **Letter of Consent** ([Appendix B- Annex 6](#)) confirming their participation

The methodology of this workshop incorporates, in accordance with modern educational approaches, and the framework of sustainable development, experiential, participatory, and reflective learning. This approach focuses on student-centered and socio-constructivist learning. That is, knowledge is actively acquired through collaboration, dialogue, and engagement with real-world challenges. Through the proposed teaching methods, critical thinking, creativity, social and emotional skills and holistic understanding are strengthened, which are crucial for the orientation of tourism education towards sustainability. Furthermore, active, project- and problem-based learning creates authentic learning environments that simulate real professional contexts in the tourism industry, allowing the development of skills directly applicable to industry and academic education, while at the same time cultivating and strengthening critical thinking. The integration of technological simulations and industry partnerships further enhances the realism and relevance of learning, supporting the preparation of tourism professionals of the future.

Phase 1 – Introduction (15 minutes)

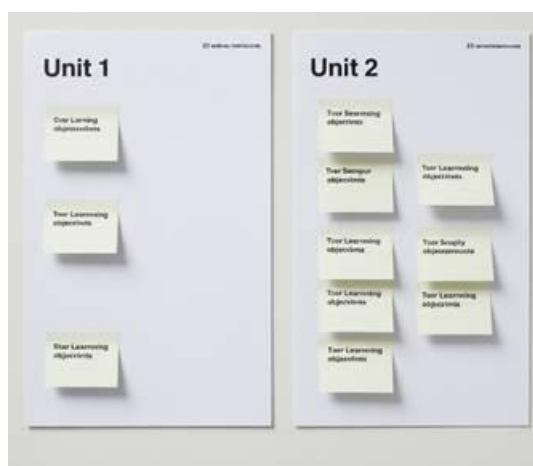
- Briefly present the goals of the project and workshop
- Explain the workshop objectives and emphasize the curriculum draft creation
- Familiarize educators with the foundational principles and current trends in sustainable and regenerative tourism, in alignment with the Global Sustainable Tourism Council (GSTC) framework
- Explanation of key concepts: learning outcomes, teaching methods, ECTS. Emphasize what is based on the results of research and focus groups.
- Brief presentation of the Learning Outcomes
- Brief presentation of Teaching Methods
- Group work instructions and division of participants into two groups

Phase 2 – Grouping Learning Outcomes into Modules and proposing Course Titles (35 minutes)

- Each group works at one table using sticky notes and A3 sheets:
 - Table 1 – Participants will receive **hard outcomes** (24 learning outcomes) written on sticky notes.



- Table 2 – Participants will receive **soft outcomes** (24 learning outcomes) written on sticky notes.
- The task of the participants is to group the provided learning outcomes into logically defined course modules.
- Participants place Post-it notes with learning outcomes onto A3 paper and visually organize them into thematic groups.



- Participants are encouraged to use the learning outcomes provided on the Post-it notes but may also add new outcomes if they feel these are necessary for a particular thematic group/course module. If some of the outcomes provided do not fit into any of the modules they have defined, they are not required to use them.
- Each group should define between **four and seven** course modules.
- After grouping the outcomes, participants should agree on appropriate **titles** for each of the defined course modules that reflect the grouped learning outcomes.

Phase 3 – Assigning Teaching Methods and ECTS Credits (25 minutes)

- Each group continues working on their defined modules:
 - Discuss and choose compatible teaching methods from a provided list ([Appendix B- Annex 4](#))
 - Assign a workload for each course module (3 ECTS) based on outcome complexity

Phase 4 – Table Rotation (50 minutes)



- Groups switch tables and repeat Phase 2 and Phase 3 with the other set of learning outcomes.

Phase 5 – Presentation (5-10 minutes)

- The moderators present the results of both groups:
 - Number and names of course modules created
 - Examples of selected teaching methods
 - Range of assigned ECTS credits

Phase 6 – Ranking the Importance of the Proposed Modules (5-10 minutes)

All suggested modules from one table are projected in the screen and the participants should vote for the 5 most relevant (if more than 5 proposed) assigning 5 points to the most important for themselves, 4 points for the second, 3 points for the third and 2 points for the fourth and 1 to the least important. We repeat this exercise with the modules of another table.

3.6. Workshop Outcomes

- 10 structured courses with clearly defined learning outcomes
- Teaching methods aligned with course objectives
- Proposed distribution of ECTS credits
- Written short report of partners workshop results (list of courses titles, learning outcomes and methods)
-

3.7. Evidence and Documentation

To ensure accountability, transparency, and impact assessment, the following evidence will be collected during and after the workshop:

- Signed list of participants (including names, affiliations, roles) - [\(Appendix B- Annex 7\)](#)
- Photographic documentation of sessions, group activities, and materials
- Workshop evaluation forms (post-event feedback) - [\(Appendix B- Annex 5\)](#)

Phase 4: Consolidation of Curriculum Workshop Outcomes and innovative teaching methods and digital tools from Partner Institutions (WP2-4+WP2-5)

The objective of this phase was to outline the methodology and outcomes used to **synthesize** a proposal for a **comprehensive curriculum in sustainable tourism**, fully integrated with the Global Sustainable Tourism Framework (GTSF), and developed through the contributions of six partner institutions. The work was carried out within WP2 (Curriculum Design and



Development), drawing specifically on the evidence generated in WP2-2 (Survey), WP2-3 (Focus Groups), and the co-creation activities of WP2-4 (Curriculum Workshops) and WP2-5 (International Faculty and Staff Workshop).

Each partner institution submitted proposed modules with associated learning outcomes and **teaching methods**, building on the insights obtained from these earlier activities. The goal of WP2 was to aggregate these inputs into a coherent and logically structured curriculum of **10 modules**, while also identifying the most appropriate and **innovative teaching methods** for each. The pedagogical approaches were designed to be flexible and adaptive, recognizing that delivery must be tailored to the characteristics of individual modules as well as to the needs of diverse learner profiles (e.g., undergraduates, professionals, lifelong learners).

4.1. Data Collection

Each partner institution held a workshop with experts and educators in the field of tourism. Based on these sessions, they developed a structured document proposing:

- Module titles
- Corresponding learning outcomes
- Suggested teaching methods and digital tools

This collaborative data-gathering process ensured that the inputs reflected both academic expertise and practical teaching experience.

4. 2. Criteria for Module Selection

The ten consolidated (aggregated) modules were selected according to the following criteria:

Frequency of appearance across institutional submissions

Logical progression from foundational to specialized topics

Thematic coherence and relevance to the Global Sustainable Tourism Framework (GTSF)

Diversity of learning outcomes and teaching methods, ensuring innovation and adaptability

4.3. Summary

The aggregation process ensured that the final curriculum reflects the collective expertise and shared priorities of all six partner institutions. It balances foundational knowledge with specialized topics and integrates diverse pedagogical approaches, including experiential learning, case-based teaching, and digital strategies.

The **next section** presents the **module summaries**, offering a comprehensive overview of an innovative learning program in sustainable and regenerative tourism. In adapting the



curriculum for asynchronous learning, the project affirms that sustainability education does not require physical presence to remain human-centered, reflective, and impactful. With thoughtful design, the richness of collaborative and active pedagogy can be replicated in flexible, self-paced digital environments, empowering learners across geographies and time zones to become future leaders of sustainable tourism.

The digital strategies presented here are not intended as definitive prescriptions but rather as a strong foundation from which each institution can iterate, localize, and innovate. In doing so, the project continues to model the very adaptability and resilience that it seeks to cultivate in students.

2.Sustainable Tourism Curriculum

The following module summaries present a comprehensive overview of an innovative learning program in **sustainable and regenerative tourism**. Each 3 ECTS (75-hour) fully asynchronous course combines conceptual foundations with practical applications, covering key areas such as sustainability assessment, environmental impacts, circular and regenerative approaches, ethics and inclusion, strategic planning, mobility, marketing, smart tourism technologies, and community engagement. Together, these modules provide students with the knowledge, skills, and competences needed to design, implement, and evaluate responsible tourism strategies that foster economic viability, social inclusion, and environmental regeneration at both local and global levels.

Module 1: Assessment and Sustainability Reporting

This 3 ECTS (75 hours) fully asynchronous module provides students with theoretical knowledge and practical skills to **assess, measure, and report sustainability performance** in tourism destinations and businesses.

The course emphasizes **international frameworks** such as the Global Sustainable Tourism Criteria (GSTC), **ESG metrics**, and the **UN Sustainable Development Goals (SDGs)**. Learners will gain the ability to design, implement, and communicate sustainability strategies that enhance **transparency, accountability, and continuous improvement** in tourism management.

Learning Outcomes:

- Understand key concepts, frameworks, and terminology in sustainability assessment and reporting.



- Compare tools and approaches for measuring sustainability in destinations and organizations.
- Apply data collection and analysis methods to conduct sustainability assessments.
- Develop and present sustainability reports tailored to diverse stakeholders.

Structure & Content:

The module consists of **5 chapters**, each including videos, slide lectures, readings, exercises, and quizzes:

1. *Introduction to Sustainability Assessment in Tourism* – foundations, dimensions, SDGs.
2. *Frameworks and Indicators* – GSTC, ESG, ecological footprint, certification.
3. *Data Collection and Analysis* – surveys, participatory methods, GIS, visualization.
4. *Reporting Standards and Practices* – GRI, SASB, integrated reporting, communication.
5. *Case Studies and Practical Applications* – analysis of real reports, final project.

Assessment:

- 5 chapter quizzes (70%) – auto-graded, with limited attempts (2).
- Final integrative quiz (30%) – scenario-based, timed.

Minimum passing grade: **5/10** in both components.

Teaching Approach & Resources:

- Fully self-paced online learning.
- Materials include readings, case studies, infographics, and quizzes.
- Accessibility ensured (captions, transcripts, screen-reader compatibility).

Module 2: Circular and Regenerative Tourism

This 3 ECTS (75 hours) fully asynchronous module introduces the principles of the **circular economy** and **regenerative design** in the tourism sector. It explores how tourism can evolve beyond sustainability, aiming not only to reduce harm but also to **restore ecosystems, close resource loops, and create positive socio-economic and environmental impacts**.

Learning Outcomes:

- **Knowledge:** Define concepts of circular economy and regenerative tourism; distinguish sustainability, circularity, and regeneration.



- **Skills:** Analyze tourism value chains to detect opportunities for circular practices; evaluate regenerative initiatives through case studies.
- **Competences:** Design tourism products/services based on circular or regenerative models; promote systemic change and policy integration.

Structure & Content

The module consists of **5 chapters**, each with videos, lectures, readings, exercises, and quizzes:

1. *Foundations of Circular and Regenerative Tourism* – origins, frameworks, paradigms.
2. *Circular Strategies in Tourism Value Chains* – efficiency, waste reduction, energy, water, food systems.
3. *Regenerative Tourism Approaches* – from minimizing harm to generating positive impact, place-based principles.
4. *Innovation and Circular Business Models* – design, sharing economy, product-service systems, case studies.
5. *Destination Design and Community Regeneration* – landscape restoration, cultural revitalization, governance.

Assessment:

- 5 chapter quizzes (70%) – multiple-choice, auto-graded, max. 2 attempts.
- Final module quiz (30%) – integrative, timed.

Passing grade: **5/10** for both quizzes and final exam.

Teaching Approach & Resources:

- Independent, self-paced learning.
- Digital readings, case studies, infographics, glossary.
- Accessibility ensured (captions, screen-reader compatibility).

Module 3: Environmental Impact of Tourism

This 3 ECTS (75 hours) fully asynchronous module explores the **environmental challenges and consequences of tourism development** at global, regional, and local levels. It examines



both the negative impacts—such as pollution, biodiversity loss, and climate change—and the opportunities for **mitigation, adaptation, and sustainable management** in the tourism sector.

Learning Outcomes:

- **Knowledge:** Identify key environmental impacts on ecosystems and natural resources; describe carrying capacity, environmental degradation, and sustainable thresholds.
- **Skills:** Analyze environmental assessments and tourism impact studies; compare tourism models by ecological footprint.
- **Competences:** Propose context-appropriate strategies to minimize impacts; collaborate in designing environmentally responsible tourism plans

Structure & Content:

The module consists of **5 chapters**, each including videos, lectures, readings, exercises, and quizzes:

1. **Introduction to Environmental Impacts of Tourism** — tourism–environment interactions; ecological footprint; carrying capacity. *Reading: UNEP – Making Tourism More Sustainable: A Guide for Policy Makers.*
2. **Ecosystem and Biodiversity Degradation** — land-use change, habitat fragmentation, species loss; marine & coastal impacts. *Reading: Global Assessment Report on Biodiversity and Ecosystem Services.*
3. **Pollution and Resource Overuse in Tourism** — water/energy use; solid waste & air pollution; cruise tourism, ski resorts, mega-events. *Reading: IPCC – Sixth Assessment Report – Tourism Sector Analysis.*
4. **Climate Change and Tourism** — tourism as contributor and victim; adaptation & mitigation strategies. *Reading: Sustainable development.*
5. **Environmental Management and Certification** — EIA; green certification; carbon offsetting. *Reading: GSTC Criteria*

Assessment:

- 5 chapter quizzes (70%) – multiple-choice, auto-graded, with 2 limited attempts.
- Final module quiz (30%) – integrative, timed, scenario-based.

Passing grade: **5/10** in both components.



Teaching Approach & Resources:

- Fully self-paced, online learning.
- Digital readings, reports, case studies, glossary, infographics.
- Accessibility ensured (captions, transcripts, screen-reader compatibility).

Module 4: Ethics, Inclusion and Social Values in Tourism

This 3 ECTS (75 hours) fully asynchronous module provides a **critical understanding of ethics, inclusion, and social values** in the tourism and hospitality industry. It equips students with tools to recognize diversity dimensions, foster inclusive leadership, promote gender equality, and apply intercultural inclusion principles, while developing practical plans that embed ethical and inclusive frameworks in professional practice.

Learning Outcomes:

- **Knowledge:** Understand key concepts and terminologies in ethics, inclusion, and social values within tourism.
- **Skills:** Analyze diversity dimensions (race, ethnicity, age, disability, sexual orientation) and explore gender equality to foster allyship.
- **Competences:** Apply intercultural inclusion principles and design comprehensive DEIB (Diversity, Equity, Inclusion & Belonging) strategies for tourism organizations.

Structure & Content (5 Chapters):

Each chapter includes videos, lectures, readings, case studies, and quizzes:

1. *Introduction to Ethics, Inclusion and Social Values in Tourism* – concepts of diversity, equality, equity, inclusion, belonging, privilege, unconscious bias, DIVE method.
2. *Inclusive Leadership* – benefits of inclusive policies; diversity by race, age, disability, and sexual orientation.
3. *Gender Equality* – current challenges, inclusive language, and allyship in tourism and hospitality.
4. *Intercultural Inclusion* – intercultural concepts, cultural dimension models, and management in multicultural contexts.
5. *Case Studies and Practical Applications* – intersectional case studies; design of DEIB plans; use of the ethical canvas.

Assessment:



- 5 chapter quizzes (70%) – auto-graded, immediate feedback, 2 attempts per quiz.
- Final module quiz (30%) – scenario-based, timed, integrative.

Minimum passing grade: **5/10** in both components.

Teaching Approach & Resources:

- Independent, self-paced learning.
- Digital readings, reports, infographics, glossary, and case studies.
- Accessibility ensured (captions, transcripts, screen-reader compatibility).

Module 5: Fundamental of Sustainable and Regenerative Tourism

This 3 ECTS (75 hours) fully asynchronous module introduces the **fundamental concepts, principles, and frameworks** of sustainable and regenerative tourism. It emphasizes how destinations and businesses can align with the **Global Sustainable Tourism Criteria (GSTC)** and the **United Nations Sustainable Development Goals (SDGs)** to balance environmental integrity, socio-cultural well-being, and economic viability, while fostering positive regenerative impacts.

Learning Outcomes:

- **Knowledge:** Define key concepts and principles of sustainable and regenerative tourism, including GSTC and SDGs.
- **Skills:** Compare frameworks of sustainability and regeneration; apply GSTC-based criteria to evaluate destinations, businesses, or policies.
- **Competences:** Design micro-strategies or concepts integrating environmental, social, and economic dimensions to foster regeneration.

Structure & Content (5 Chapters):

Each chapter includes videos, lectures, digital readings, case studies, optional exercises, and quizzes:

1. *Introduction to Sustainable and Regenerative Tourism* – evolution, definitions, SDG 8.9, sustaining vs regenerating.
2. *Global Sustainable Tourism Framework (GSTC)* – four pillars, certification systems, links with SDGs.



3. *Principles of Regenerative Tourism* – creating positive impact, community & ecosystem restoration, case studies.
4. *Stakeholder Engagement and Carrying Capacity* – governance, participatory models, carrying capacity, conflict resolution.
5. *Applying Sustainability and Regeneration* – case studies, impact assessment tools, regenerative project design.

Assessment:

- 5 chapter quizzes (70%) – auto-graded, 10 MCQs, 2 attempts per quiz.
- Final module quiz (30%) – scenario-based, timed, integrative.

Passing grade: **5/10** in both components.

Teaching Approach & Resources:

- Fully self-paced online learning.
- Readings, reports, case studies, glossary, infographics.
- Accessibility ensured (captions, transcripts, screen-reader friendly).

Module 6: Local Development and Community Engagement

This 3 ECTS (75 hours) fully asynchronous module explores the role of **tourism as a driver of local development and community empowerment**. It emphasizes participatory planning, community-led initiatives, and strategies that enhance **social cohesion and economic resilience** in tourism destinations.

Learning Outcomes:

- **Knowledge:** Explain key theories of local development in tourism; define community engagement and participatory planning.
- **Skills:** Apply methods to identify stakeholders and assess community needs; use tools to design community-based tourism initiatives.
- **Competences:** Formulate inclusive development strategies tailored to local contexts; critically evaluate social, economic, and cultural impacts of tourism projects.

Structure & Content (5 Chapters):



Each chapter includes videos, lectures, readings, optional exercises, and quizzes:

1. *Foundations of Local Development and Community Engagement* – concepts, historical approaches, benefits & challenges.
2. *Stakeholder Mapping and Community Needs Assessment* – identification, participatory tools, ethical issues.
3. *Community-based Tourism Models* – global best practices, cultural heritage, local entrepreneurship.
4. *Governance, Policy and Capacity Building* – frameworks, funding, training, and education.
5. *Practical Case Studies and Project Design* – evaluation of initiatives, project design exercise.

Assessment:

- 5 chapter quizzes (70%) – multiple-choice, auto-graded, 2 attempts.
- Final quiz (30%) – integrative, timed.

Passing grade: **5/10** in both components.

Teaching Approach & Resources:

- Independent, self-paced online learning.
- Digital readings, case studies, infographics, glossary.
- Accessibility ensured (captions, screen-reader friendly).

Module 7: Marketing and Communication in Sustainable Tourism

This 3 ECTS (75 hours) fully asynchronous module explores how **marketing principles and communication strategies** can be applied to promote sustainable tourism. It covers core concepts such as the **marketing mix (4P/7P)**, consumer analysis, branding, and digital engagement, while emphasizing **authenticity, transparency, and ethical promotion**. Students learn to design integrated marketing and communication plans that foster responsible tourism, ensuring economic viability while protecting the environment and supporting local communities.

Learning Outcomes:



- **Knowledge:** Explain marketing concepts and their relevance to sustainable tourism.
- **Skills:** Analyze consumer trends and apply research methods to tourism markets.
- **Competences:** Develop integrated marketing strategies that incorporate sustainability principles and benefit communities.

Structure & Content (5 Chapters):

Each chapter includes videos, lectures, readings, case studies, optional exercises, and quizzes:

1. *Fundamentals of Marketing and Sustainability in Tourism* – marketing principles, 7Ps, linking sustainability with destination branding.
2. *Tourism Market Research and Consumer Analysis* – research methods, segmentation, consumer behavior, sustainable tourist profiling.
3. *Marketing Mix Strategies and Branding in Sustainable Tourism* – applying 7Ps, sustainable branding, storytelling, positioning.
4. *Sustainable Marketing and Digital Communications in Tourism* – authentic messaging, avoiding greenwashing, social media and influencer engagement.
5. *Integrated Marketing Planning for Responsible Tourism* – strategic planning, combining traditional and digital channels, stakeholder engagement, monitoring.

Assessment:

- 5 chapter quizzes (70%) – auto-graded, multiple-choice, 2 attempts.
- Final quiz (30%) – scenario-based, timed, integrative.

Passing grade: **5/10** in both components.

Teaching Approach & Resources:

- Independent, self-paced learning.
- Digital readings, case studies, infographics, glossary.
- Accessibility ensured (captions, transcripts, screen-reader friendly).

Module 8: Mobility and Low Impact Tourism

This 3 ECTS (75 hours) fully asynchronous module examines **sustainable mobility practices in tourism**, addressing the environmental challenges of travel and exploring strategies to minimize the **carbon footprint of transportation** in tourism. It highlights policies, technologies, and innovative mobility solutions to foster more sustainable tourism systems.



Learning Outcomes:

- **Knowledge:** Define sustainable mobility concepts; identify environmental impacts of different transport modes.
- **Skills:** Evaluate policies and tools promoting low-impact travel; analyze innovative solutions through case studies.
- **Competences:** Develop practical mobility strategies for destinations; reflect on ethical considerations in mobility planning.

Structure & Content (5 Chapters):

Each chapter includes videos, lectures, readings, optional exercises, and quizzes:

1. *Introduction to Mobility in Tourism* – evolution of travel behavior; overview of tourism transport systems.
2. *Environmental Impacts of Tourism Transport* – emissions and externalities of transport modes.
3. *Policies and Sustainable Mobility Systems* – regulatory frameworks, public transport, and active mobility.
4. *Technological and Innovative Mobility Solutions* – e-mobility, car-sharing, smart mobility hubs.
5. *Case Studies and Practical Applications* – mobility planning tools, best practices, project-based learning.

Assessment:

- 5 chapter quizzes (70%) – multiple-choice, auto-graded, 2 attempts.
- Final quiz (30%) – integrative, timed.

Passing grade: **5/10** in both components.

Teaching Approach & Resources:

- Independent, self-paced online learning.
- Digital readings, reports, case studies, glossary, infographics.
- Accessibility ensured (captions, transcripts, screen-reader friendly).



Module 9: Smart and Digital Tourism

This 3 ECTS (75 hours) fully asynchronous module introduces the role of **smart and digital technologies** in transforming the tourism industry. It highlights how digital tools can enhance decision-making, automate tasks, and support the design of **smart, sustainable, and inclusive tourism solutions**, while addressing ethical, privacy, and inclusion concerns.

Learning Outcomes:

- **Knowledge:** Explain the impact of new digital trends in tourism; evaluate ethical and privacy challenges.
- **Skills:** Apply Artificial Intelligence to decision-making in tourism.
- **Competences:** Integrate AI tools into tourism practices while considering ethical, privacy, and inclusion principles.

Structure & Content (5 Chapters):

Each chapter includes videos, lectures, readings, exercises, and quizzes:

1. *Digital Transformation in Tourism and Hospitality* – Industry 4.0 technologies, smart tourism ecosystems, customer experience, data intelligence.
2. *Ethics, Privacy, and Inclusion in Digital Tourism* – GDPR, data protection, algorithmic bias, inclusive design, cybersecurity.
3. *Applying Artificial Intelligence for Decision Making* – machine learning, predictive analytics, personalization, chatbots, ethical issues.
4. *Generative AI Solutions for Automating and Improving Tasks* – LLMs, content generation, personalization, ethical risks.
5. *Apply Generative AI Tools to Design a Smart Tourism Solution* – agile project management, prototyping, pitching AI-based innovations.

Assessment:

- 5 chapter quizzes (70%) – multiple-choice, auto-graded, 2 attempts.
- Final quiz (30%) – integrative, timed, scenario-based.

Passing grade: **5/10** in both components.

Teaching Approach & Resources:

- Fully independent, self-paced learning.



- Digital readings, case studies, reports, glossary, infographics.
- Accessibility ensured (captions, transcripts, screen-reader friendly).

Module 10: Strategic Planning and Economic Impacts of Tourism

This 3 ECTS (75 hours) fully asynchronous module provides a comprehensive overview of **tourism's economic role and its integration with other sectors**, while training students in **strategic planning and sustainable business models**. The course equips learners with practical tools to assess tourism's contribution to the economy, design destination strategies, and evaluate the economic feasibility of sustainability initiatives.

Learning Outcomes:

- **Knowledge:** Explain tourism's contribution to GDP and employment; discuss its integration with other sectors.
- **Skills:** Analyze case studies of sustainable business models; conduct SWOT and cost-benefit analyses.
- **Competences:** Develop destination management strategies; evaluate the economic viability of sustainability initiatives.

Structure & Content (5 Chapters):

Each chapter includes videos, lectures, readings, case studies, optional exercises, and quizzes:

1. *Tourism as a Pillar of the Economy* – GDP, employment, Tourism Satellite Account, multipliers, seasonality.
2. *Tourism and Its Connections with Other Sectors* – agriculture, transport, culture, social impacts, community development.
3. *Strategic Destination Management* – planning tools, branding, positioning, resilience, crisis management.
4. *Sustainable Business Models in Tourism* – innovation, certifications, balancing people–planet–profit.
5. *Evaluating the Economic Perspective of Sustainability* – cost-benefit analysis, funding mechanisms, long-term viability.

Assessment:

- 5 chapter quizzes (70%) – auto-graded, multiple-choice, 2 attempts.
- Final quiz (30%) – scenario-based, timed, integrative.



Passing grade: **5/10** in both components.

Teaching Approach & Resources:

- Fully self-paced online learning.
- Digital readings, reports, case studies, infographics, glossary.
- Accessibility ensured (captions, transcripts, screen-reader friendly).

The following table presents a modular curriculum offered in the form of micro-credentials, designed to equip learners with the knowledge, skills, and competencies necessary to foster sustainable and regenerative tourism. Each module is worth 3 ECTS credits, fully optional, and can be undertaken independently, offering flexible and personalized learning pathways for both undergraduate students and lifelong learners.

The curriculum is aligned with the Global Sustainable Tourism Criteria (GSTC), ensuring that its content reflects internationally recognized standards across sustainability management, community engagement, environmental responsibility, and ethical marketing. It also supports micro-credentialing systems, enabling learners to accumulate and transfer recognized learning across formal and informal educational settings.

Each module entry includes:

- Clearly defined learning outcomes that specify expected competencies.
- A variety of teaching methods such as active learning, project-based learning, gamification, and industry collaboration.
- Direct alignment with GSTC Criteria to reinforce the curriculum's global relevance.
- The teaching methods are adaptable and can be tailored to the pedagogical platforms, digital tools, and delivery formats available at each institution, allowing for maximum flexibility in both in-person and online learning environments.

This framework ensures a coherent, scalable, and globally relevant approach to sustainable tourism education that is both academically rigorous and industry responsive.



Module Title	ECTS	Mandatory Optional	Learner Track	Learning Outcomes	Teaching Methods	Aligned with GSTC Criteria
Fundamentals of Sustainable and Regenerative Tourism	3	Optional	Undergraduate	Understand sustainable and regenerative tourism principles; distinguish from mass tourism; recognize contribution to SDGs.	Active Learning, Flipped Classroom	A1 B1 D1
Strategic Planning and Economic Impacts of Tourism	3	Optional	Undergraduate	Explain tourism's economic role; integrate tourism with other sectors; evaluate sustainable business strategies.	Flipped Classroom, Problem-Based Learning, Active Learning, Industry Collaboration	A2 C1 D2
Assessment and Sustainability Reporting	3	Optional	Undergraduate	Identify sustainability KPIs; manage tourist flows; apply ESG principles; conduct cost-benefit analysis.	Active Learning, Problem-Based Learning	A1 C2 D2 C3 D3
Marketing and Communication in Sustainable Tourism	3	Optional	Undergraduate	Apply marketing mix; develop digital strategies; design communication for sustainable tourism.	Active Learning, Gamification, Project-Based Learning	
Environmental Impact of Tourism	3	Optional	Undergraduate	Assess environmental impacts; implement carbon and resource reduction strategies; develop ecological footprint reduction plans.	Problem-Based Learning, Project-Based Learning	B2 D1 D2
Circular and Regenerative Tourism	3	Optional	Undergraduate	Apply circular economy principles; manage food and general waste; promote renewable energy and regenerative practices.	Active Learning, Problem-Based Simulations	B2 D2 D1
Local Development and Community Engagement	3	Optional	Undergraduate	Assess community impact; form partnerships; integrate traditions; engage in heritage preservation	Active Learning, Industry Collaboration, Project-Based Learning	B1 C1 C4
Ethics, Inclusion and Social Values in Tourism	3	Optional	Undergraduate	Apply ethical tourism practices; promote inclusion and gender equality; develop inclusive tourism products.	Problem-Based Learning, Gamification, Project-Based Learning, Flipped Classroom	A3 B1 C4
Smart and Digital Tourism	3	Optional	Undergraduate	Use AI, blockchain, and digital tools for planning and promotion; simulate sustainable tourism scenarios.	Gamification, Simulations, Industry Collaboration	D3 D2 A1
Mobility and Low-Impact Tourism	3	Optional	Undergraduate	Analyze mobility impacts; implement strategies for sustainable transport and overtourism control.	Project-Based learning	C2 D1

***GSTC Criteria**

A1 (Sustainability management),

B1(Community benefits),



D1 (Sustainable destinations)
C1 (Visitor Management)
A1 (Monitoring)
D2 (Sustainability performance)
D3 (Awareness raising)
D2 (Circular Economy)
B1 (Local Prosperity)
C4 (Cultural heritage)
B1 (Social inclusion)
D3 (Innovation)
A1 (Management systems)
D2 (Technology for sustainability)
C2 (Mobility Management)

A2 (Legal compliance),
D2 (Economic Benefits)
C2 (Overtourism)
C3 (Marketing Accuracy)
B2 (Environmental conservation)
D1 (Renewable energy)
C1 (Community Engagement)
A3 (Ethics)
C4 (Gender equality)
D2 (Technology for sustainability)
D3 (Innovation)
A1 (Management systems)
D1 (Low impact transport)

3. Dissemination Plan

This chapter presents the dissemination framework, detailing the methods and channels through which the curriculum will be promoted and mainstreamed. The dissemination strategy for WP2-8 is designed to ensure maximum visibility, accessibility, and long-term impact of the Sustainable Tourism Curriculum developed under the Erasmus+ KA220-HED project. The aim is to reach diverse audiences, including higher education institutions, tourism professionals, policymakers, students, and the wider community, while aligning with the project's main mission of promoting sustainability and regenerative practices across Europe.

- **Consortium-Wide Dissemination**

All partner institutions will actively disseminate the curriculum through their official channels, such as institutional websites, social media accounts, and press releases. Each partner will publish updates and dedicated news articles on their organizational web pages, ensuring the outputs are visible within both academic and professional networks. In addition, all partners will share regular updates through their official social media accounts (LinkedIn, Instagram, X/Twitter, YouTube), aiming to engage younger audiences and ensure broad digital outreach.

- **EcoHarmony Digital Ecosystem**

The curriculum and related resources will be published on the official project website <https://eco-harmony.eu/> serving as the central hub for dissemination. The website will provide open-access downloads of the curriculum, explanatory infographics, and multimedia materials to ensure accessibility for a broad audience. Furthermore, dedicated blog posts and news updates will contextualize the curriculum within ongoing project activities, making the dissemination dynamic and interactive.



- **Professional Networking and LinkedIn Outreach**

A strong emphasis will be placed on LinkedIn as a professional dissemination tool. Consortium members will post regular updates, highlight achievements, and share reflections on the curriculum design and implementation process. Posts will be shared both through individual accounts of faculty, researchers, and project managers, as well as through institutional LinkedIn pages, ensuring maximum professional outreach.

- **Academic and Policy Dissemination**

In addition to digital dissemination, the curriculum will also be introduced at academic conferences, symposia, and workshops focusing on sustainable tourism, higher education innovation, and Erasmus+ cooperation. Where feasible, these activities will cover both national-level events and major European conferences. Selected parts of the curriculum will also be disseminated in peer-reviewed articles, policy briefs, and academic working papers, targeting policymakers and higher education stakeholders. This ensures that the project results are not only visible but also validated and embedded in academic discourse.

- **Multiplier Events and Local Engagemen**

Each partner will integrate dissemination activities into their Multiplier Events and local seminars, ensuring that the curriculum reaches educators, employers, students, and community representatives directly. These events will provide opportunities to showcase the modules, pilot the materials, and gather further feedback. Dissemination at the local level will also rely on press releases in local and regional media outlets, ensuring broad visibility beyond the academic sphere.

- **European and International Networks**

The consortium will make active use of its participation in established European networks to disseminate the curriculum widely. For example, collaboration will take place through the European Network for Sustainable Tourism (ENAT) <https://www.accessibletourism.org>, the European Association for International Education (EAIE) <https://www.eaie.org>, and the European University Association (EUA) <https://eua.eu>. Partnerships with professional associations, chambers of commerce, and local governance bodies will further ensure that dissemination extends beyond academia and directly engages with industry stakeholders.

- **Digital Tools and Open Educational Resources (OER)**

To ensure long-term sustainability and accessibility, all curriculum outputs will be uploaded as Open Educational Resources (OER) on the project website and on institutional



repositories where possible. Short explanatory videos and visual summaries will be created to make the materials more accessible for non-academic audiences. The use of digital storytelling and infographics will further strengthen the impact and visibility of the outputs.

- **Target Groups and Tailored Communication**

The dissemination plan differentiates communication strategies according to the following target groups:

Students and young professionals: through social media campaigns, engaging visuals, and interactive presentations.

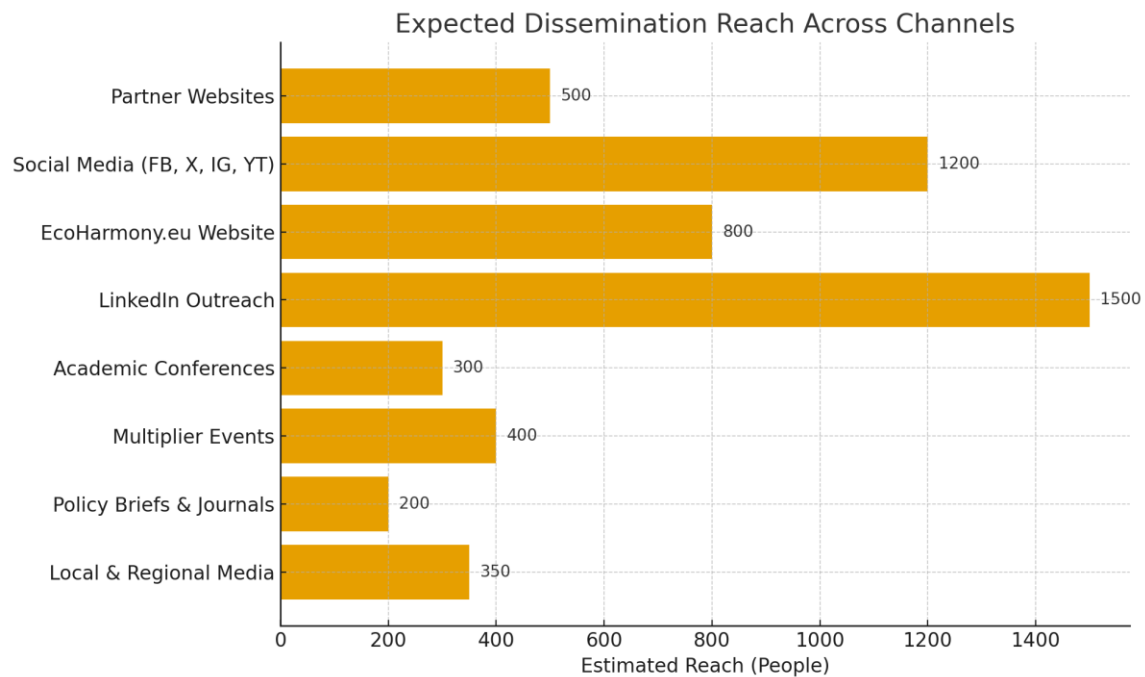
Educators and academics: through scholarly publications, workshops, and direct distribution of teaching materials.

Industry stakeholders and employers: through professional networks, LinkedIn, multiplier events, and policy briefs.

Policymakers and institutions: through newsletters, conferences, and structured dissemination within European platforms.

- **Sustainability and Long-Term Visibility**

Finally, dissemination activities will not end with the project's completion. The consortium will ensure that the Sustainable Tourism Curriculum remains visible and accessible for years to come by maintaining the project website, integrating the modules into partner institutions' course offerings, and embedding the results within long-term strategies of the organizations involved.



The values presented correspond to the projected outreach during the initial twelve months of project implementation

4. Educational Impact

This chapter evaluates the educational impact of the Sustainable Tourism Curriculum, which is designed to equip learners with the knowledge, skills, and values necessary for responsible and future-oriented tourism practices. Through a multidisciplinary and experiential approach, the curriculum addresses key areas such as environmental sustainability, economic strategy, community engagement, ethics, and digital innovation.

Each module contributes to the development of competencies aligned with global sustainability goals, including the understanding of regenerative tourism, circular economy principles, and low-impact mobility. The curriculum fosters critical thinking, problem-solving, and collaboration through active learning methods such as project-based learning, fieldwork (if applicable), gamification, and industry partnerships (if applicable).

By integrating real-world challenges and innovative teaching strategies, the curriculum ensures that students are not only informed about sustainable tourism but are also



empowered to become change agents within the sector. Its educational impact is reflected in the learners' ability to apply sustainable principles in diverse tourism contexts, contributing to both local development and global sustainability efforts.

In the following section, we will present the protocol for feedback collection and analysis, which will include insights from students, lecturers, industry stakeholders, and the wider community. This feedback will serve as a valuable source for evaluating the curriculum's effectiveness and guiding future improvements.

3.1. Feedback Protocol: Educational Impact of Curriculum

1. Purpose

The aim of this protocol is to systematically collect and analyze feedback from **students, lecturers, and experts** to evaluate the **educational impact** of the Sustainable Tourism Curriculum. This evaluation will inform future improvements and ensure that the curriculum develops knowledge, skills, and values for responsible and regenerative tourism.

2. Target Groups

1. **Lecturers** implementing the modules during the pilot phase.
2. **Students** enrolled in pilot modules.
3. **Experts / Stakeholders** (optional) providing validation and professional insights.

3. Feedback Methods

Feedback will be collected using structured questionnaires:

3.1 Lecturers Evaluation

- **Instrument:** Lecturer Feedback Questionnaire – Online Pilot Implementation of Developed Modules
- **Sections Covered:**
 - General Information (module, institution, number of students, platform, teaching methods)
 - Implementation Experience (online delivery, appropriateness, engagement, technical issues)



- Educational Impact (students' understanding, competency development, awareness, collaboration)
- Reflection and Suggestions (best aspects, improvements, recommendations)

3.2 Student Evaluation

- **Instrument:** Student Feedback Questionnaire – Curriculum Module Evaluation
- **Sections Covered:**
 - General Experience (overall rating, clarity, engagement)
 - Learning Outcomes (achievement, new knowledge/skills)
 - Engagement and Motivation (participation, preferred activities, critical thinking)
 - Relevance and Impact (real-world relevance, sustainability awareness, recommendation)
 - Suggestions (improvements, unclear parts, future topics)
 - Socioeconomic Characteristics (gender, age, study level, employment, residence)

4. Timing of Feedback

- **Lecturers:** Immediately after module completion
- **Students:** Immediately after module completion
- **Experts:** After curriculum review or pilot completion

5. Data Collection Procedure

1. **Distribution:** Questionnaires will be sent digitally via email, LMS, or survey platforms.
2. **Informed Consent:** Participants will confirm understanding and consent before completing the survey.
3. **Confidentiality:** Responses are anonymous; only aggregated data will be analyzed.



6. Analysis

- Quantitative data (Likert scales) will be statistically summarized (frequencies, percentages, mean scores).
- Qualitative data (open-ended responses) will be thematically analyzed to extract insights, patterns, and suggestions.
- Comparisons will be made between lecturers' and students' perceptions to identify alignment and gaps.

7. Reporting

- A summary report will include:
 - Evaluation of student engagement, learning outcomes, and competencies development
 - Effectiveness of teaching methods and digital tools
 - Feedback on sustainability awareness and application
 - Suggestions for improvements in course design and delivery
- The report will be uploaded to the project repository (Teams) and shared with all partners.

3.1.1. Lecturers Evaluation of Online Module Implementation

As part of the pilot phase of the curriculum development project, each partner institution is implementing selected modules that were collaboratively designed into pilot testing phase. All modules are delivered via an online platform, using innovative teaching methods aligned with sustainability and regenerative tourism principles.

This questionnaire is intended for lecturers who participated in the development of the modules and are now overseeing their online implementation.

Lecturers Feedback Questionnaire – Online Pilot Implementation of Developed Modules

Section 1: General Information

1. Module Title:

2. Partner Institution:



3. Number of Students Participating:

4. Online Platform Used:

5. Teaching Methods Applied:

- a. ☐ Active Learning
- b. ☐ Flipped Classroom
- c. ☐ Problem-Based Learning
- d. ☐ Project-Based Learning
- e. ☐ Gamification
- f. ☐ Simulations
- g. ☐ Industry Collaboration
- h. ☐ Other: _____

Section 2: Implementation Experience

6. How would you rate the overall implementation of the module in the online environment?

- ☐ ☐ Excellent
- ☐ ☐ Good
- ☐ ☐ Fair
- ☐ ☐ Poor

7. Was the module content appropriate for the student level and format?

- ☐ ☐ Strongly agree
- ☐ ☐ Agree
- ☐ ☐ Neutral
- ☐ ☐ Disagree
- ☐ ☐ Strongly disagree

8. Were the digital tools and platform features sufficient to support the module delivery?



- ☐ Yes, fully
- ☐ Yes, partially
- ☐ No

9. Did students actively engage with the module content and online activities?

- ☐ Very actively
- ☐ Moderately
- ☐ Minimally
- ☐ Not at all

10. Were there any technical or pedagogical challenges during implementation?

Section 3: Educational Impact

11. To what extent did students demonstrate understanding of the key concepts?

- ☐ Fully
- ☐ Mostly
- ☐ Partially
- ☐ Not at all

12. Did the module contribute to the development of key competencies (e.g., sustainability, innovation, community engagement)?

- ☐ Yes, significantly
- ☐ Yes, moderately
- ☐ Slightly
- ☐ Not at all

13. Did the module raise students' awareness of sustainability and regenerative tourism?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree



14. Did the module encourage collaboration, critical thinking, or creativity among students?

- ☐ Yes, all three
- ☐ Yes, some
- ☐ No

Section 4: Reflection and Suggestions

What aspects of the module worked particularly well in the online format?

What would you improve or change in future online implementations?

Would you recommend this module for wider use in online curricula?

- ☐ Definitely
- ☐ Probably
- ☐ Not sure
- ☐ Probably not
- ☐ Definitely not

3.1.2. Questionnaire proposal for students

After the pilot implementation **of the selected modules** among students, a structured feedback process will be conducted to evaluate its educational impact. The evaluation will be based on a standardized questionnaire designed to capture students' perceptions of course content, learning outcomes, teaching methods, skill development, sustainability awareness, and suggestions for improvement.

The goal is to assess:

- ☐ Student engagement and satisfaction
- ☐ Achievement of learning outcomes
- ☐ Effectiveness of teaching methods
- ☐ Development of relevant skills
- ☐ Awareness and motivation related to sustainability



- ☐ Areas for improvement in course design and delivery

Participation in the evaluation is mandatory. Students will be informed that their feedback is anonymous and will be used solely for academic and curriculum development purposes.

Before completing the questionnaire, students will be provided with a brief explanation of the purpose of the evaluation. They will be asked to confirm their informed consent to participate.

The questionnaire will be distributed digitally (e.g., via email, learning management system, or survey platform). It includes both closed-ended questions using Likert scales and open-ended questions for qualitative insights.

All responses will be treated confidentially. No personal identifiers will be collected beyond basic demographic information (e.g., age group, gender, level of study), which will be used only for aggregated analysis.

The evaluation will be conducted immediately after the completion of the pilot course, allowing students to reflect on their experience while it is still fresh.

Student Feedback Questionnaire – Curriculum Module Evaluation

Section 1: General Experience

1. How would you rate your overall experience with this module?

- ☐ ☐ Excellent
- ☐ ☐ Good
- ☐ ☐ Fair
- ☐ ☐ Poor

2. Was the module content clear and easy to follow?

- ☐ ☐ Strongly agree
- ☐ ☐ Agree
- ☐ ☐ Neutral
- ☐ ☐ Disagree
- ☐ ☐ Strongly disagree

3. Did the teaching methods help you engage with the topic?

- ☐ ☐ Very much



- ☐ Somewhat
- ☐ A little
- ☐ Not at all

Section 2: Learning Outcomes

4. Do you feel you achieved the learning objectives of the module?

- ☐ Fully
- ☐ Mostly
- ☐ Partially
- ☐ Not at all

5. Did you gain new knowledge or skills from this module?

- ☐ Yes, significantly
- ☐ Yes, to some extent
- ☐ Not really
- ☐ Not at all

6. Can you give an example of something new you learned or applied?

Section 3: Engagement and Motivation

7. Were you motivated to participate actively in the module activities?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

8. Which part of the module did you find most interesting or enjoyable?

- ☐ Lectures
- ☐ Group work
- ☐ Practical activities
- ☐ Fieldwork (If applicable)
- ☐ Digital tools/simulations



- ☐ Other: *[Text box]*

9. Did the module encourage you to think critically or creatively?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

Section 4: Relevance and Impact

10. Do you think the module is relevant to real-world tourism challenges?

- ☐ Very relevant
- ☐ Somewhat relevant
- ☐ Not very relevant
- ☐ Not relevant at all

11. Did the module increase your awareness of sustainability and regenerative tourism?

- ☐ Yes, significantly
- ☐ Yes, moderately
- ☐ Slightly
- ☐ Not at all

12. Would you recommend this module to other students?

- ☐ Definitely
- ☐ Probably
- ☐ Not sure
- ☐ Probably not
- ☐ Definitely not

Section 5: Suggestions



13. What would you improve or change in this module?

14. Were there any parts of the module that were unclear or difficult?

15. Do you have any suggestions for future modules on similar topics?

Section 6: Socioeconomic Characteristics

Gender:

- ☐ Male
- ☐ Female
- ☐ Other / Prefer not to say

Age:

- ☐ Under 20
- ☐ 20–24
- ☐ 25–29
- ☐ 30 and above

Level

of

study:

- ☐ Undergraduate
- ☐ Graduate
- ☐ Other

Employment

status:

- ☐ Unemployed
- ☐ Part-time employed
- ☐ Full-time employed
- ☐ Self-employed

Place

of

residence:

- ☐ Urban
- ☐ Suburban
- ☐ Rural



5. Experts Validation

The aim of the expert validation process is to gather professional insights and critical feedback on the curriculum's structure, relevance, learning outcomes, teaching methods, and alignment with current trends in sustainable and regenerative tourism.

Target group of the research will be experts (7-10) in the fields of:

- Sustainable tourism
- Higher education curriculum development
- Environmental economics
- Community-based tourism
- Digital marketing in tourism
- Experts may include university professors, industry professionals, policy advisors, and curriculum designers
- Other

Participation is voluntary. Experts will be informed about the purpose of the validation and asked to provide informed consent before the interview or written review. Their feedback will be anonymized unless they agree to be cited.

Each project partner may organize the expert validation process in the format that best suits their institutional context and available resources. The goal is to ensure meaningful and constructive feedback from professionals in relevant fields.



- Validation Methods May Include:
 - ✓ Semi-structured interviews (conducted online or in-person)
 - ✓ Written feedback forms (structured or open-ended)
 - ✓ Panel discussion or focus group (optional, depending on feasibility)

Partners are encouraged to select the method(s) that allow for the most effective engagement with experts, while ensuring the feedback is documented and aligned with the overall evaluation objectives.

In order to ensure a thorough and informed review of the curriculum, each expert will receive a set of materials that provide context, structure, and pedagogical rationale. These materials include:

<u>Full</u>	<u>Curriculum</u>	<u>Document</u>
A detailed overview of all modules, including course titles, learning outcomes, teaching methods, and ECTS credits.		

<u>Pilot</u>	<u>Implementation</u>	<u>Overview</u>
A brief summary of how the curriculum modules were tested among students, including duration, format, and target group.		

<u>Validation</u>	<u>Guidelines</u>
Instructions for providing feedback, including suggested formats (interview, written review, focus group) and key areas of focus.	

Proposed Interview Questions for Experts

1. General Impressions

What are your overall impressions of the curriculum?

Does the curriculum reflect current trends and needs in sustainable and regenerative tourism?

2. Structure and Coherence

Is the curriculum logically structured and coherent across modules?

Are the learning outcomes clearly defined and achievable?

3. Content Relevance

Are the topics covered relevant to undergraduate students in this field?

Are there any important topics missing or underrepresented?



4. Pedagogical Approach

How do you assess the use of active learning methods (e.g., project-based learning, gamification)?

Are the teaching methods appropriate for the intended learning outcomes?

5. Sustainability Integration

How well are sustainability principles and SDGs integrated into the curriculum?

Are the competencies (e.g., ESG, circular economy, community engagement) adequately addressed?

6. Practical Application

Does the curriculum prepare students for real-world challenges in tourism?

Are industry collaborations and fieldwork sufficiently incorporated?

7. Suggestions for Improvement

What would you recommend to improve the curriculum?

Are there any modules or learning outcomes you would revise or expand?



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6. ANNEXES



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Appendix A : Focus Group and Survey Protocols

**ERASMUS + KA220-HED COOPERATION PARTNERSHIPS IN
HIGHER EDUCATION**

PROJECT CODE 2024-1-ES01-KA220-HED-000252587

PROTOCOL

**"EcoHarmony: Integration of Sustainable Practices in Higher
Tourism Education"**



WORK PACKAGE 2.3 / WORK PACKAGE 2.2

PHASE 1: QUALITATIVE STUDY

PHASE 2: QUANTITATIVE STUDY

Leading Team: URL IQS team

Contributors: all partners in the EcoHarmony project

December/January 2024

1 Project Objectives

The EcoHarmony project aims to drive a shift toward sustainable tourism practices in higher education, emphasizing education for sustainable development and the transformation of the tourism industry. The specific objectives (SO) of the project are:

- **SO1:** Develop an interdisciplinary curriculum for sustainable tourism education by integrating the Global Sustainable Tourism Framework (GTSF).
- **SO2:** Create the EcoLearn Network platform, a digital collaborative environment for sustainable tourism education connecting students, educators, and professionals across multiple countries.
- **SO3:** Implement a micro-credentialing system that validates specific competencies in sustainable tourism, enhancing employability in the green economy sector.
- **SO4:** Evaluate the effectiveness of methodologies and the impact of the curriculum and digital platforms on developing sustainable competencies among students and tourism professionals.



2 Project Design

This project employs a mixed-method approach in two phases:

- **Phase 1 (Qualitative):**
- **Focus Groups:** Explore qualitative insights on curriculum content, structure, and teaching strategies in sustainable tourism education.
- **Phase 2 (Quantitative):**
- **Survey:** Conduct a comprehensive needs analysis from educators to guide curriculum customization in sustainable tourism education.

3 Phase 1 Focus Group

Phase 1 consists of a qualitative approach which includes

1. **Focus Groups:** This qualitative phase aims to gain qualitative insights into curriculum and teaching in sustainable tourism education. In-depth insights and recommendations on curriculum content, structure, and innovative teaching strategies enrich curriculum development. Identification of Best Practices: Identification of effective teaching methods and best practices that can be integrated into the curriculum and teaching guidelines

3.1 Participants

Participation is entirely voluntary, and all participants must provide informed consent to join (see annex 4.2). Both inclusion and exclusion criteria will guide the selection process for focus groups and interviews to ensure diverse and relevant insights.

The sampling will consist of non-probabilistic quota sampling, segmenting the population into the following representative groups: Educators, Practitioners, and IT experts (as detailed below). The specific individuals who will form each group will be intentionally selected, ensuring they meet the required criteria.

3.1.2 Sample size

Expected Participants: at least 70 participants across the focus groups

Each partner must conduct at least one focus group. Each focus group will aim to have approximately 10 to 12 participants, and therefore, invitations should be sent accounting for potential dropouts. **The sample size for each partner should**



include at least 12 participants, comprising educators, practitioners, and IT experts. This distribution ensures adequate diversity and the representation of the targeted groups across the final sample.

Table1: Sample Size & Description

Institution	Educators	Practitioners	IT Experts Technologists	TOTAL
Universitat Ramon Llull Fundació (Spain) University	4 participants	4 participants	4 participants	1FG 12 Participants
Sürdürülebilir Eğitim ve Sağlık Akademisi Derneği (Turkey) Non-governmental	4 participants	4 participants	4 participants	1FG 12 Participants
Fundación Sieneva (Spain) Non-governmental	4 participants	4 participants	4 participants	1FG 12 Participants
Sveučilište u Zagrebu (Croatia)	4 participants	4 participants	4 participants	1FG



University				12 Participants
Confederazione Nazionale dell'Artigianato Lecce - CNA Lecce (Italy) Social Partner	4 participants	4 participants	4 participants	1FG 12 Participants
EUpro Consultancy & Training (Netherlands) Small Medium enterprise	4 participants	4 participants	4 participants	1FG 12 Participants
Panepistimio Dytikis Makedonias (Greece) University	4 participants	4 participants	4 participants	1FG 12 Participants

Should any partner find it impossible to comply with the previously stated requirements for forming the focus group, an alternative is provided. This adaptation must still ensure that insights from all target groups are represented. Smaller focus groups with a minimum of 5 participants, each concentrating on a single target group is established to ensure a balanced final overall sample. Insights from any missing target groups can be gathered through an alternative qualitative method, such as a single in-depth interview (IDI).

Table 2: Alternative Sample Description



Institution	Educators	Practitioners	IT Experts Technologists	TOTAL
Universitat Ramon Llull Fundació (Spain) University	1FG	1FG	1FG	3FG (15 participants)
Sürdürülebilir Eğitim ve Salud Akademisi Derneği (Turkey) Non-governmental	1 IDI	2FG	1FG	3FG + 1 IDI (16 participants)
Fundación Sieneva (Spain) Non-governmental	1 IDI	2FG	1FG	3FG + 1 IDI (16 participants)
Sveučilište u Zagrebu (Croatia) University	1 FG	1FG	1FG	3FG (15 participants)
Confederazione Nazionale dell'Artigianat	1 IDI	2FG	1FG	3FG + 1 IDI (16 participants)



o Lecce - CNA Lecce (Italy) Small Medium enterprises				
EUpro Consultancy & Training (Netherlands) Small Medium enterprises	1 IDI	2FG	1FG	3FG + 1 IDI (16 participants)
Panepistimio Dytikis Makedonias (Greece) University	1FG	1FG	1FG	3FG (16 participants)

3.1.3 Profile of Participants

- Educators from diverse disciplines related to tourism and sustainability.
- Practitioners and professionals from the tourism industry offering practical insights.
- IT experts and technologists with expertise in digital tools and micro-credentials.

3.1.4 Inclusion Criteria for Focus Groups

1. **Educators in Tourism and Sustainability**

- **Teaching Experience:** Must have at least two years of teaching experience in higher education in areas related to tourism, marketing, administration, sustainability or similar. This includes teachers and professors involved in



the curriculum development and delivery in HE institutions. This ensures a deep understanding of educational dynamics in the tourism sector.

- **Knowledge in Sustainability:** Should have participated in courses, training, or projects on sustainability, sustainable tourism, or environmental education. This guarantees a solid conceptual and practical foundation in sustainability topics.
- **Active Role in Curriculum Development:** Preferably involved in the development or update of study programs at their institutions, especially in sustainability-related topics. This involvement provides relevant perspectives on implementing new content under the EcoHarmony project.

2. Practitioners in Sustainability in Tourism

- **Professional Experience:** A minimum of two years in the field of sustainability or sustainable tourism, whether in public, private, or non-governmental sectors. This experience ensures a well-grounded professional perspective.
- **Contributions to Sustainability Projects:** Preferably, experts should have collaborated on sustainability or sustainable tourism projects at regional, national, or international levels. This adds a broader vision and enables the application of EcoHarmony concepts in diverse contexts and scales.

3. IT experts/Technologists

- **Professional Experience:** A minimum of two years in the field of technological solutions, such as the development of digital tools, platforms and content for online learning, whether in public, private, or non-governmental sectors.

Exclusion Criteria for Interviews and Focus Groups

- Individuals who have not provided informed consent to participate.
- Participants who lack voluntary agreement to join the study.

3.2 Procedure



Before starting, each partner will identify eligible participants who will compose the focus groups. Moreover, each partner will oversee recruiting participants and organizing and conducting the focus groups.

As individuals express their willingness to participate in the study, each institution will send a **Qualtrics link containing the study's information sheet and informed consent form** (following a common template). Participants will be informed about the purpose of the study and asked for their informed consent. The date, place, and time planned for the focus group will be announced by each partner to their potential candidates, to ensure their availability from the beginning. They will be explicitly told that their participation is voluntary and that they are free to decline without any consequences. If they agree to participate voluntarily, the data collection process will begin (sociodemographic questionnaire).

Participants will not receive any compensation for participating in the study, nor will their participation pose any risk. They will be informed that they can withdraw from the study at any time, in which case their data will be deleted.

The focus groups **will last approximately one and a half hours** and will be conducted via video call on the Microsoft Teams platform or face-to-face. The focus groups will have a **moderator** and an **observer**. The focus groups will be video recorded using the recording option enabled in Microsoft Teams and fully transcribed. Each partner will oversee the translation into English. Transcripts and recordings will be shared in the MS Teams folder (WP2).

3.3 Suggested timeline

- Week of the 6th of January: all partners provide feedback regarding the above protocols and candidate recruitment for the focus group.
- Week of the 13th and 20th of January: conduct focus groups.
- 27th of January: deadline for focus group completion and upload transcriptions and data in Teams.
- End of January: qualitative analysis and preliminary results in Kick off meeting.

3.4 Materials and Instruments Used

Materials for Focus Groups and Interviews:



- **It is mandatory to include both the Erasmus+ logo and the EcoHarmony logo** in all communications (see Dissemination Folder in Teams).
- **Research Information Sheet, Informed Consent, and Sociodemographic Questionnaire:**
 - Participants in focus groups will receive these materials via the Qualtrics platform.
 - The process follows this sequence:
 1. The first screen presents the **research information and informed consent form** under the title “Informed Consent.”
 2. Once consent is provided, participants proceed to the next screen, which contains the sociodemographic questionnaire.
- **Template Guides for Focus Groups:**
 - The guide ([Annex 4.1](#)) has been developed based on findings from relevant literature and reviewed by a panel of experts.
 - The guides will be piloted, and slight adjustments to the questions may be made based on feedback.

Equipment and Platforms:

- **Computer:** For conducting online sessions and managing data.
- **Microsoft Teams:** The platform to host focus group discussions and interviews.
- **Headphones:** To ensure clear audio during virtual sessions.

3.5 Data Analysis

Reflexive Thematic Analysis

- The data collected from focus groups and interviews will be analyzed using reflexive thematic analysis, following the approach outlined by Braun and Clarke (2019). Each partner will conduct their analysis independently, after which IQS will consolidate the findings into a unified interpretation.
- **Coding Process:** Relevant data fragments will be coded and grouped into themes and subthemes through an iterative process. As the analysis progresses:
- New codes and categories will be created or adjusted if data do not fit existing ones.



- This iterative refinement will continue until the analysis no longer provides significant new insights related to the study objectives.
- **Software Selection:** The most appropriate data analysis software will be chosen based on the nature and volume of the collected data.

3.5.1 Quality Assurance Measures

- **Guidance from Qualitative Methodology Standards:** The study will follow recommendations from key qualitative research guides, including Braun and Clarke (2013), Creswell (2012), and Creswell and Poth (2016).
1. **Context-Specific Findings:**
 - Data generalization will be conceptualized differently than in quantitative studies.
 - The results will be tied to the phenomenon under study, considering its temporal and spatial context, participants, and the methodology employed (Braun & Clarke, 2013; Ventura & Barboza-Palomino, 2017).
 - From an ideographic perspective (Braun & Clarke, 2019), it is acknowledged that interpretations are only one of many possibilities and are influenced by the research team's stance throughout the process.
 2. **Transferability:**
 - Efforts will focus on transferring findings to similar contexts that share relevant characteristics (e.g., study object, location).
 - Detailed descriptions of the study's context, including participants, interactions, and focus group and interview development, will be provided when disseminating results (e.g., in publications and conference presentations).
 3. **Confirmability:**
 - To ensure confirmability, the research team will closely monitor the influence of each investigator on the analysis.
 - Detailed notes will document decisions and adjustments during categorization, redefining, and combining themes as needed.
 - Challenges and dilemmas encountered will be discussed collaboratively within the team to enrich the analysis.
 4. **Member Checking for Credibility**



- Preliminary findings will be shared with all partners for feedback, clarifications, and suggestions.
- Participants' input will be integrated into the final qualitative model.
- This process will be conducted through a virtual meeting for those able to attend. Participants unable to join will receive a summary of their findings and be invited to provide individual feedback.

3.6 Regulatory and Ethical Obligations

The study will adhere to the current regulations as outlined by the Ethics Committee of the Universitat Ram3n Llull, including:

- Organic Law 3/2018, of December 5: Protection of Personal Data and guarantee of digital rights (B.O.E. No. 294, December 6, 2018).
- The European Charter of Fundamental Rights: Articles 3, 7, 8, and 13.
- Council of Europe Convention on Human Rights and Biomedicine: Ratified by Spain on July 23, 1999.
- UNESCO Universal Declaration on the Human Genome and Human Rights.

The current regulations will be followed according to the Ethics Committee of the Ramon Llull University: - L. O. 3/2018, of December 5, on the Protection of Personal Data

In compliance with the **EU General Data Protection Regulation (GDPR)** (Regulation (EU) 2016/679) and Spain's **Organic Law 3/2018 on Data Protection and Digital Rights Guarantee**.

4. Annexes

4.1 Template guide for focus group

Focus Group Template Guide

The Erasmus+ Program, **EcoHarmony**, co-funded by the European Union, is dedicated to transforming sustainable tourism education in alignment with the EU's strategic visions and the **Sustainable Development Goals (SDGs)**. The program



focuses on key areas such as **Quality Education (SDG 4)**, **Sustainable Cities and Communities (SDG 11)**, and **Climate Action (SDG 13)**. This initiative represents a collaborative effort among seven organizations from Spain, the Netherlands, Croatia, Turkey, Greece, and Italy, working together to advance sustainable tourism education at an international level.

The primary aim of this study is to gather **qualitative insights** into curriculum content, structure, and teaching strategies, providing in-depth recommendations to enrich the curriculum development process. Additionally, the study seeks to identify effective teaching methods and best practices that can be integrated into teaching guidelines, ensuring the curriculum is both innovative and practical.

Your participation in this focus group is crucial for exploring current needs, gaps, and opportunities in sustainable tourism education. The insights gathered will help shape a forward-thinking, interdisciplinary curriculum that aligns with global sustainability goals while addressing regional priorities. Together, we can redefine how sustainable tourism education prepares future leaders to create a positive and lasting impact.

Target Participants: Educators, professionals, practitioners, and IT experts

1. Curriculum Content and Structure

In this section, we would like to hear your opinion on the optimal sustainable tourism curriculum content

1. What does sustainable tourism mean to you?
2. In your opinion what are the most essential topics that should be included in a sustainable tourism curriculum?
3. What gaps do you perceive in existing tourism education curricula, and how might these gaps be addressed?
4. What does systems capability mean to you?
5. What sustainability-related values do you believe students should acquire in an educational program on sustainable tourism?
6. What tools, resources, or collaborations can improve learning outcomes related to sustainable tourism?
7. How can education prepare students to address complex challenges in tourism and hospitality?



2. Innovative Teaching Strategies

In this section, we want to hear your opinion on how/which teaching methodologies are best in helping students learn how to apply sustainability and regeneration concepts.

8. What teaching methods have shown the greatest success in helping students apply sustainability concepts in real-world scenarios?
9. What role do emerging technologies (e.g., AI, virtual reality) play in sustainable tourism education?
10. What assessment tools (e.g., problem-based projects, reflective journals) can be used to evaluate students' cognitive competencies in sustainability and regeneration?

3. Best Practices and Skills Alignment

Next, we would appreciate your view on best practices and skills alignment

11. What specific sustainability-related skills do you think are most critical for students entering the tourism industry nowadays?
12. What specific diplomas/certifications (e.g., GSTC standards, micro-credentials) are most critical for students entering the tourism industry nowadays?
13. What practical challenges have graduates faced in implementing sustainable practices?
14. How can the curriculum address these gaps?

4. Challenges and Opportunities

What about challenges and opportunities in integrating sustainable and regenerative tourism principles?

15. What are in your opinion the biggest barriers to integrating sustainable and regenerative tourism principles into tourism education?
 - How can they be overcome?
16. What opportunities exist to innovate in sustainable tourism education, and how can they be capitalized on?

5. Stakeholder Collaboration and Future Trends



Now we would like you to talk about collaboration among different stakeholders as well as your views on future trends.

17. From your perspective, what role should professional partnerships and industry collaborations play in enriching the tourism curriculum?
18. How can partnerships with industry, government, or NGOs better support the goals of sustainable tourism education?
19. Which trends in sustainable tourism (e.g., regenerative tourism, climate resilience) will most significantly impact education in this field?

6. Feedback and Final Recommendations

20. What recommendations would you make for enriching the tourism curriculum to better prepare students for the challenges and opportunities of regenerative tourism?
21. Is there anything else you would like to add to this discussion?

4.2. Example Consent Form

The Erasmus+ Program, *EcoHarmony*, co-funded by the European Union, aims to transform sustainable tourism education in alignment with the EU's strategic vision and the Sustainable Development Goals (SDGs). The program focuses on key areas such as Quality Education (SDG 4), Sustainable Cities and Communities (SDG 11), and Climate Action (SDG 13). This initiative is a collaborative effort among seven organizations from Spain, the Netherlands, Croatia, Turkey, Greece, and Italy, working together to advance sustainable tourism education on an international scale.

As part of this initiative, we kindly ask you to complete a questionnaire to gather sociodemographic data that will help us better understand the group of participants involved in this project. Following the questionnaire, you may be invited to participate in a focus group discussion to explore, based on your experiences and those of other participants, key insights related to sustainable tourism education.

The focus group may be conducted virtually (via group video call) or in person, depending on the hosting organization. Please rest assured that this information will remain strictly confidential. For all subsequent analyses, the data will be



anonymized, and the results will be presented in an aggregated format, ensuring that no individual participant can be identified.

Your participation in this study is entirely voluntary and will not result in any disadvantage or harm to you. Should you decide to withdraw from the project, any data you have provided up to that point will be deleted, and no negative consequences will follow.

We kindly ask that you dedicate the necessary time and effort to completing these activities thoughtfully. If you have any questions or require additional information, please feel free to contact us at: [Insert contact details from each partner].

Information on the Data Protection Policy in accordance with Regulation (EU) 2016/679 of the European Parliament and of the Council and Organic Law 3/2018, on the protection of personal data and guarantee of digital rights.

Data Controller	Erasmus+ Program, EcoHarmony. Coordinated by IQS URL University
Purpose	To transform sustainable tourism education in alignment with the Sustainable Development Goals (SDGs), focusing on Quality Education (SDG 4), Sustainable Cities and Communities (SDG 11), and Climate Action (SDG 13). This includes collecting sociodemographic data and participating in focus groups to advance educational research.
Elegibility Confidentiality	To be in this study, you must be 18 years old or older. Your privacy will be protected in all reports, papers, talks, posts, or stories resulting from this study. We may use the data we collect for future research or share it with other researchers, but we will not reveal your identity. Only members of the research team will have access to the provided information



Legal Basis	Participant consent. Compliance with legal obligations related to the Erasmus+ project.
Recipients	Personal data will not be shared with third parties. Anonymized data will only be analyzed for research purposes in an aggregated format.
Rights	Right to access, rectify, erase, transfer, limit processing, or object by contacting the data controller at [Insert Contact Email].
Additional Information Consent	For more information, please consult the data protection policy at European Commission By clicking “Yes” below, you confirm that you understand the information on this form, and you voluntarily agree to participate in it.

I wish to participate in the study and accept the data protection policy detailed in the table above:

☐ Yes (1)

☐ No (2)

4.3 Demographic information to describe the sample

- Q1 Please enter your first name:
- Q2 Please enter your last name(s):
- Q3 Q4 Please provide your email address
- Q5 What gender do you currently identify with?

☐ Male (1)

☐ Female (2)



- o Prefer not to say (3)
- o Other (4)
 - Q6 What is your age in years?
 - Q7 Which group do you belong to? I am...
- o Educator
- o IT Expert / Technologist
- o Practitioner
 - Q8 What is your current role?
 - How many years have you been working in this position?

Appendix B

WP2.4 and WP2.5 Protocol



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ERASMUS + KA220-HED COOPERATION PARTNERSHIPS IN HIGHER EDUCATION

PROJECT CODE 2024-1-ES01-KA220-HED-000252587

**"EcoHarmony: Integration of Sustainable Practices in Higher Tourism
Education"**

WP2.4 CURRICULUM WORKSHOPS & WP2.5 FACULTY AND STAFF WORKSHOP PROTOCOL

Leading Partners:

University of Zagreb

University of Western Macedonia

Content:

Workshop Title:

Structuring Courses and Teaching Methods



1. Project Objectives

The Erasmus+ Program, **EcoHarmony**, co-funded by the European Union, is dedicated to transforming sustainable tourism education in alignment with the EU's strategic visions and the **Sustainable Development Goals (SDGs)**. The program focuses on key areas such as **Quality Education (SDG 4)**, **Sustainable Cities and Communities (SDG 11)**, and **Climate Action (SDG 13)**. This initiative represents a collaborative effort among seven organizations from Spain, the Netherlands, Croatia, Turkey, Greece, and Italy, working together to advance sustainable tourism education at an international level.

The EcoHarmony project aims to drive a shift toward sustainable tourism practices in higher education, emphasizing education for sustainable development and the transformation of the tourism industry. The specific objectives (SOs) of the project are:

- **SO1:** Develop an interdisciplinary curriculum for sustainable tourism education by integrating the Global Sustainable Tourism Framework (GTSF).
- **SO2:** Create the Eco Learn Network platform, a digital collaborative environment for sustainable tourism education connecting students, educators, and professionals across multiple countries.
- **SO3:** Implement a micro-credentialing system that validates specific competencies in sustainable tourism, enhancing employability in the green economy sector.
- **SO4:** Evaluate the effectiveness of methodologies and the impact of the curriculum and digital platforms on developing sustainable competencies among students and tourism professionals.

2. Workshop Objectives

- Group learning outcomes (based on the results of research and focus groups) into thematically related courses
- Suggest module titles according to grouped learning outcomes
- Introduce innovative and inclusive teaching methodologies that foster behavioral, experiential, and socio-emotional learning. Assign appropriate teaching methods to each course
- Determine course workload (ECTS credits) based on complexity.



- Encourage collaboration among educators, institutions, and external stakeholders for the improvement of sustainability education.

3. Participants

1. Target Group:

Tourism educators and lecturers from higher education institutions across Europe involved in teaching sustainability or tourism-related subjects.

2. Participant Profile:

- Academic educators in tourism, sustainability, or hospitality studies
- Curriculum developers
- Representatives from institutions engaged in tourism education reform or sustainable tourism policy.

3. Expected Number:

8–10 participants, 2 moderators (one per table) - per partner institution

4. Duration of Workshop and suggested timeline

Duration of the workshop: 2 hours

Weeks of the 5th and 25th of May: conduct workshop

30th of May: deadline for upload of workshop results in Teams (on a predefined template)

5. Required Materials and Equipment

- Two working tables (Table 1 and Table 2)
- Printed learning outcomes on sticky notes (Post-it format)
- A3-sized blank sheets for grouping outcomes into course clusters
- Cards with teaching method names



- Course design templates (course title, outcomes, methods, ECTS)
- Colored paper, markers, sticky notes
- Laptop, Screen for projector or monitor for the audience
- It is mandatory to include both **the Erasmus+ logo and the EcoHarmony logo** in all communications.

6. Activities before and after the workshop

- Along with the **invitation email (Annex 1)**, all educators/participants should receive the **List of Outcomes (Annex 2)** and **Brief Educational Material on Teaching Methods with Short Descriptions (Annex 3)**
- The invitation e-mail, together with the accompanying annexes, is translated into the **national languages** of the partners.
- After the workshop, participants should receive a thank-you email along with a request to complete the **Post-Evaluation Questionnaire (Annex 4)**.

7. Structure of the Workshop

At the beginning of the workshop, participants will be asked to sign a **Letter of Consent (Annex 6)** confirming their participation

1. Methodological Framework

The methodology of this workshop incorporates, in accordance with modern educational approaches and the framework of sustainable development, experiential, participatory and reflective learning. This approach focuses on student-centered and socio-constructivist learning. That is, knowledge is actively acquired through collaboration, dialogue, and engagement with real-world challenges. Through the proposed teaching methods, critical thinking, creativity, social and emotional skills and holistic understanding are strengthened, which are crucial for the orientation of tourism education towards sustainability. Furthermore, active, project- and problem-based learning creates authentic learning environments that simulate real professional contexts in the tourism industry, allowing the development of skills directly applicable to industry and academic education, while at the same time cultivating and strengthening critical thinking.



The integration of technological simulations and industry partnerships further enhances the realism and relevance of learning, supporting the preparation of tourism professionals of the future.

Phase 1 – Introduction (15 minutes)

- Briefly present the goals of the project and workshop
- Explain the workshop objectives and emphasize the curriculum draft creation
- Familiarize educators with the foundational principles and current trends in sustainable and regenerative tourism, in alignment with the Global Sustainable Tourism Council (GSTC) framework
- Explanation of key concepts: learning outcomes, teaching methods, ECTS. Emphasize what is based on the results of research and focus groups.
- Brief presentation of the Learning Outcomes
- Brief presentation of Teaching Methods
- Group work instructions and division of participants into two groups

Phase 2 – Grouping Learning Outcomes into Modules and proposing Course Titles (35 minutes)

- Each group works at one table using sticky notes and A3 sheets:
- Table 1 – participants will receive **hard outcomes** (24 learning outcomes) written on sticky notes.
- Table 2 – participants will receive **soft outcomes** (24 learning outcomes) written on sticky notes
- The task of the participants is to group the provided learning outcomes into logically defined course modules.



- Participants place the Post-it notes with learning outcomes onto A3 paper and visually organize them into thematic groups.
- Participants are encouraged to use the learning outcomes provided on the Post-it notes but may also add new outcomes if they feel these are necessary for a particular thematic group/course module. If some of the provided outcomes do not fit into any of the modules they have defined, they are not required to use them.
- Each group should define between **four and seven** course modules.
- After grouping the outcomes, participants should agree on appropriate **titles** for each of the defined course modules that reflect the grouped learning outcomes.

Phase 3 – Assigning Teaching Methods and ECTS Credits (25 minutes)

- Each group continues working on their defined modules:
- Discuss and choose compatible teaching methods from a provided list ([Annex 4](#))
- Assign a workload for each course module (3 ECTS) based on outcome complexity

Phase 4 – Table Rotation (50 minutes)

- Groups switch tables and repeat Phase 2 and Phase 3 with the other set of learning outcomes.

Phase 5 – Presentation (5-10 minutes)

- The moderators present the results of both groups:
- Number and names of course modules created
- Examples of selected teaching methods
- Range of assigned ECTS credits



Phase 6 – Ranking the Importance of the Proposed Modules (5-10 minutes)

All suggested modules from one table are projected in the screen and the participants should vote for the 5 most relevant (if more than 5 proposed) assigning 5 points to the most important for themselves, 4 points for the second, 3 points for the third and 2 points for the fourth and 1 to the least important. We repeat this exercise with the modules of another table.

7.2 Note for Online Workshops

In the case of online delivery, the use of physical Post-it notes and A3 sheets can be substituted with collaborative digital tools. Platforms such as Miro, Jamboard, or Padlet are well-suited for virtual group work, enabling participants to move, group, and edit learning outcomes collaboratively in real time. Breakout rooms in platforms like Zoom or MS Teams can replicate small group discussions. Facilitators should ensure participants are briefly trained on the selected tool before the activity begins.

8. Expected Workshop Outcomes

- 10–14 structured courses with clearly defined learning outcomes
- Teaching methods aligned with course objectives
- Proposed distribution of ECTS credits
- Integrated understanding of hard and soft dimensions of sustainable tourism
- Written short report of partners workshop results (list of courses titles, learning outcomes and methods) needs to be uploaded to Teams by **May 23rd 2025**
- The joint report of all workshops held with compilation of results, will be prepared by UNIZG-FAZ by May 30, 2025

9. Evidence and Documentation

To ensure accountability, transparency, and impact assessment, the following evidence will be collected during and after the workshop:

- Signed list of participants (including names, affiliations, roles) - (Annex 7)



- Photographic documentation of sessions, group activities, and materials
- Workshop evaluation forms (post-event feedback) - (Annex 5)

Title: Faculty and Staff Workshop – Structuring Courses and Teaching Methods

Duration: 2 hours

Mode: In-person or online (with digital collaborative tools)

Target Participants:

- Tourism educators, lecturers, and academic staff from higher education institutions
- Curriculum developers and instructional designers
- Representatives of partner institutions actively involved in sustainability education

Expected Participants: 8–10 participants per institution, plus 2 moderators per table

2. Workshop Objectives

1. Group research-based learning outcomes into thematically coherent course modules.
2. Propose course/module titles reflecting grouped learning outcomes.
3. Introduce innovative and inclusive teaching methodologies fostering behavioral, experiential, and socio-emotional learning.
4. Assign teaching methods and ECTS credits to each module based on complexity.
5. Encourage collaboration among educators, institutions, and external stakeholders.
6. Align faculty perspectives with the Global Sustainable Tourism Framework (GSTC) and SDGs.



3. Preparatory Activities

Before the Workshop:

- Send invitation email to participants, including:
 - List of Learning Outcomes (Annex 2)
 - Brief Educational Material on Teaching Methods (Annex 3)
- Ensure availability of materials and equipment:
 - Two working tables or virtual collaboration spaces (Miro, Jamboard, Padlet)
 - Sticky notes (or digital equivalents) with learning outcomes
 - A3 sheets or digital templates for grouping outcomes
 - Cards with teaching method names
 - Course design templates (title, outcomes, methods, ECTS)
 - Colored paper, markers, laptops, projector/screen
- Include Erasmus+ and EcoHarmony logos in all documents

After the Workshop:

- Send thank-you email and Post-Evaluation Questionnaire (Annex 4)

4. Methodological Framework

The workshop methodology incorporates:

- Student-centered and socio-constructivist learning
- Experiential, reflective, and participatory approaches
- Active, project- and problem-based learning
- Integration of technological simulations and industry partnerships

Learning Focus:



- Critical thinking and creativity
- Social and emotional skills
- Holistic understanding of sustainable tourism
- Authentic application of knowledge to tourism industry challenges

5. Workshop Phases

Phase 1 – Introduction (15 min)

- Present project and workshop goals
- Explain objectives, emphasizing curriculum draft creation
- Overview principles of sustainable/regenerative tourism (GSTC-aligned)
- Define key concepts: learning outcomes, teaching methods, ECTS credits
- Divide participants into two groups

Phase 2 – Grouping Learning Outcomes & Proposing Module Titles (35 min)

- **Table 1:** Hard outcomes (24 learning outcomes)
- **Table 2:** Soft outcomes (24 learning outcomes)
- Task: Group learning outcomes into 4–7 course modules
- Participants may add new outcomes if needed; unused outcomes are optional
- Agree on module titles reflecting grouped outcomes

Phase 3 – Assign Teaching Methods & ECTS Credits (25 min)

- Select compatible teaching methods from provided list (Annex 4)
- Assign appropriate workload (3 ECTS per module)



Phase 4 – Table Rotation (50 min)

- Groups switch tables to repeat Phases 2 and 3 with the other set of learning outcomes

Phase 5 – Presentation (5–10 min)

- Moderators present outcomes of both groups:
 - Number and names of modules
 - Examples of selected teaching methods
 - Range of assigned ECTS credits

Phase 6 – Ranking Module Importance (5–10 min)

- Project all suggested modules
- Participants vote for the 5 most relevant:
 - 5 points = most important, 1 point = least important
- Repeat ranking for modules from the other table

6. Online Workshop Adaptation

- Replace physical Post-its/A3 sheets with **collaborative platforms** (Miro, Jamboard, Padlet)
- Use **breakout rooms** for small group discussions
- Facilitators provide brief tool training before activities



7. Expected Outcomes

- 10–14 structured modules with clearly defined learning outcomes
- Teaching methods aligned with objectives
- Proposed distribution of ECTS credits
- Integrated understanding of **hard and soft skills in sustainable tourism**
- Short report of partner workshop results uploaded to Teams by May 23, 2025
- Joint report compilation by UNIZG-FAZ by May 30, 2025

8. Documentation and Evidence

- Signed list of participants (Annex 7)
- Photographic documentation of sessions and activities
- Workshop evaluation forms (post-event feedback, Annex 5)

9. Feedback & Evaluation

Lecturer Feedback:

- Evaluate implementation of modules online/in-person
- Assess student engagement and competency development
- Reflect on teaching methods, challenges, and suggestions

Student Feedback:

- Evaluate module clarity, content, teaching methods
- Measure achievement of learning outcomes and skills
- Assess engagement, motivation, and sustainability awareness

Expert Validation:



- Experts review curriculum for structure, relevance, learning outcomes, pedagogical approaches, and alignment with GSTC/SDGs
- Methods: interviews, written feedback, panel discussions

10. Reporting & Follow-Up

- Compile lecturer, student, and expert feedback
- Identify strengths, gaps, and improvement areas
- Integrate results into final curriculum and digital platform design
- Upload reports and documentation to project Teams according to deadlines

10. Annexes

1. Annex 1: Proposed invitation email

Dear [Recipient's Name],



We are pleased to invite you to participate in the upcoming curriculum workshop titled "**EcoHarmony: Integration of Sustainable Practices in Higher Tourism Education**". This workshop is part of the EcoHarmony project and aims to structure courses and teaching methods to enhance sustainable practices in higher tourism education.

Workshop Details:

- **Date:** [Insert Date]
- **Time:** [Insert Time]
- **Location:** [Insert Location]
- **Duration:** 2 hours

Workshop Objectives:

- *Group learning outcomes (based on the results of research and focus groups) into thematically related courses*
- *Suggest module titles according to grouped learning outcomes*
- *Introduce innovative and inclusive teaching methodologies that foster behavioral, experiential, and socio-emotional learning. Assign appropriate teaching methods to each course*
- *Determine course workload (ECTS credits) based on complexity.*
- *Encourage collaboration among educators, institutions, and external stakeholders for the improvement of sustainability education.*

Please find attached the List of Proposed Learning Outcomes and Brief Educational Material on Teaching Methods with Short Descriptions. We kindly ask you to review these materials before the workshop.

We look forward to your participation and valuable contributions to this important initiative. After the workshop, we will send a thank-you email with a request to complete the Post-Evaluation Questionnaire.



Best regards,

[Your Name]

[Your Position]

[Your Contact Information]

2. Annex 2: Registration and Pre-Evaluation Form

Registration and Pre-Evaluation Form

(To be completed before the start of the workshop)

Participant Information

1. Full Name:
2. Institution:
3. Country:
4. Academic Role/Position:
5. Years of professional experience:
 - Less than one year
 - 1-3 years
 - 4-7 years
 - 8-10 years
 - More than 10 years
6. Your age:
 - Under 25 years
 - 25-34
 - 35-44



- 45-54
- 55-64
- 65+

7. Gender:

- Male
- Female
- Non-binary/third gender
- Prefer not to say

8. Highest level of education:

- Undergraduate level
- Graduate level
- Doctorate
- Other

Section A: Background & Familiarity

1. How familiar are you with the concept of *sustainable tourism*?

- Not familiar at all
- Somewhat unfamiliar
- Somewhat familiar
- Very familiar

2. How familiar are you with *regenerative tourism*?

- Not familiar at all
- Somewhat unfamiliar
- Somewhat familiar
- Very familiar



3. How would you rate your understanding of the **Global Sustainable Tourism Council (GSTC)** criteria?

- Never heard of them
- Heard of them but not familiar
- Familiar with the basic principles
- Confident in applying them

4. To what extent do you currently integrate sustainability into your tourism courses?

- Not at all
- To a limited extent
- To some extent
- Extensively

5. How confident do you feel using innovative teaching methodologies (e.g., project-based learning, gamification, blended learning)?

- Not confident at all
- Somewhat confident
- Confident
- Very confident

6. **Have you undergone any training, education programs, or certification related to sustainable tourism?**

Yes, which one: _____ (enter)

No

Section B: Expectations

6. What do you hope to gain from this workshop? (*Open-ended*)



7. Are there specific topics or methods you are most interested in exploring during the workshop? (*Open-ended*)

10.3 Annex 3: A list of proposed learning outcomes

Hard outcomes	Soft outcomes
Analyze government regulations for sustainable tourism	Analyze the impact of tourism on environment and community
Apply AI for simulating tourism scenarios.	Apply circular economy principles.
Apply communication strategies in tourism	Apply effective food waste management
Apply digital tools for promoting sustainable tourism.	Apply ethical principles in tourism.
Assess examples of successful sustainable business models.	Apply KPIs for Sustainability Reporting
Assess the economic benefits and costs of sustainable tourism development,	Apply theoretical knowledge in real situations.
Assess the impact of tourism on local communities.	Assess the impact of tourism on biodiversity by qualitative and quantitative techniques.



Communication of sustainable practices	Develop ethical practices in guiding tourists.
Consider economics factors such as employment, local business growth, and environmental externalities	Develop inclusive tourism products.
Develop a strategic plan for sustainable tourism	Develop partnerships to promote sustainable tourism.
Develop effective communication skills.	Develop skills for working in the industry.
Develop measures to control overtourism	Develop strategies for waste management in tourism.
Develop new business models for sustainable tourism.	Develop strategies to reduce the ecological footprint of tourism.
Develop online marketing strategies.	Distinguish sustainable tourism from mass tourism.
Develop strategies for destination management.	Integrate local traditions into tourism activities.
Develop strategies for sustainable mobility.	Participate in sustainable tourism projects.
Integrate digital tools in destination planning.	Promote gender equality in the tourism industry
Integrate sustainability into the design of new businesses.	Promote renewable energy use in tourism practice
Integrate sustainable transport options.	Promote the preservation of cultural heritage.
Integrate tourism with other sectors.	Recognize the contribution of sustainable tourism to sustainable development



KPIs for Sustainability Reporting	Showcase examples of successful partnerships.
Measure and manage tourist flows.	Understand how to reduce energy and water consumption in tourism facilities.
Use blockchain for eco-certifications.	Understand the basic principles of sustainable tourism and Global Sustainable Tourism Framework
Use social media for sustainability education.	Understand the concept of regenerative tourism

3. Annex 4: Brief Educational Material on Teaching Methods with Short Descriptions:

Method	Description	Application
Active Learning	Active learning is an educational approach where students are actively involved in the learning process, rather than being passive recipients of information. It includes activities such as group discussions, problem solving, case studies, role plays, and practical projects. Students are actively involved in the learning process through discussions, group projects, and practical activities.	Through group projects where students develop sustainable strategies for real destinations.
Problem-Based	Problem-Based Learning (PBL) is an educational methodology in which students learn through the investigation and solution of authentic, complex problems. Students	Analyzing real environmental and social challenges in



Learning (PBL)	usually work in groups and are encouraged to investigate, analyze, and find solutions, thereby developing knowledge and skills in an active way. Students solve real-world problems to acquire knowledge and skills.	tourism and developing practical solutions.
Project-Based Learning	Project-Based Learning is an active teaching method where students work on a project over an extended period. It encourages collaborative work, problem-solving, and real-world applications, which is particularly effective for sustainability education. PBL fosters critical thinking, creativity, and the ability to apply knowledge in complex, real-world situations. Students work on long-term projects that integrate various subjects and skills.	Developing and proposing sustainable strategies for real destinations, allowing assessment of skills in a practical context.
Flipped Classroom	The Flipped Classroom method is a teaching model in which students study new educational material at home, usually through videos, presentations or interactive tools, while class time is dedicated to knowledge application activities, such as discussions, problem solving and group projects. Teaching becomes more student-centered, with active participation of learners. Students study new material at home through videos or materials, and in class, they work on tasks and projects.	Studying theoretical concepts of sustainable tourism at home, and working on practical projects and case studies in class.



Simulations and Gamification	Simulations are educational tools that represent real-world situations or environments, giving learners the opportunity to practice in controlled scenarios without the risk of the real world. Gamification involves the use of game elements (such as points, scenarios, rewards, roles) in non-game environments to increase participant engagement and interest. Using virtual reality (VR), simulations, and gamification to create interactive and engaging learning experiences.	VR simulations of regenerative tourism experiences, AI-driven sustainability training programs, and interactive digital sustainability tools.
Industry Collaboration	Industry Collaboration refers to the collaboration between educational institutions and tourism businesses or organizations, with the aim of providing experiential learning to students. This method includes practical exercises, case studies, speeches by professionals, field visits, joint projects, but also participation in real market problems. Partnerships with hotels, tour operators, and sustainable tourism initiatives to provide real-world experience through internships, workshops, and case studies.	Collaborating with the private sector for real internships and case studies based on concrete experiences.
Fieldwork	Fieldwork is a teaching method where students learn outside the classroom, through direct experience and observation in the real world. It includes visits to tourist destinations, participation in local activities,	Visits to sustainable tourism projects, participation in rural tourism initiatives, and engagement in



	interviews with professionals, or data collection on the spot.	community-based programs.
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4. Annex 5: Post-Evaluation Questionnaire

Post-Evaluation Questionnaire (online – provided by the leading partners)

Workshop Title: EcoHarmony: Integration of Sustainable Practices in Higher Tourism Education

Dear Participant,

Thank you for attending our workshop. We value your feedback and would appreciate it if you could take a few minutes to complete this questionnaire. Your responses will help us improve future workshops.

1. Overall Satisfaction:

1.1. How satisfied are you with the overall organization of the workshop?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

1.2. How satisfied are you with the content of the workshop?

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

2. Workshop Content:

2.1. How relevant was the workshop content to your professional development?

- Very relevant
- Relevant



- Neutral
- Irrelevant
- Very irrelevant

2.2. How clear were the workshop objectives and instructions?

- Very clear
- Clear
- Neutral
- Unclear
- Very unclear

3. Quality of Facilitation and Interaction

3.1. How would you rate the facilitator's ability to guide the workshop effectively?

- • Very good
- • Good
- • Neutral
- • Poor
- • Very poor

3.2. How would you evaluate the level of interaction and engagement during the workshop?

- • Very good
- • Good
- • Neutral
- • Poor
- • Very poor

4. Learning Outcomes:

4.1. How well did the workshop help you understand the integration of sustainable practices in higher tourism education?

- Very well
- Well



- Neutral
- Poorly
- Very poorly

4.2. How confident are you in applying the knowledge and skills gained from the workshop?

- Very confident
- Confident
- Neutral
- Not confident
- Very not confident

5. Teaching Methods:

5.1. How appropriate were the suggested teaching methods for achieving the learning outcomes?

- Very appropriate
- Appropriate
- Neutral
- Inappropriate
- Very inappropriate

5.2. How likely are you to use these teaching methods in your own courses?

- Very likely
- Likely
- Neutral
- Unlikely
- Very unlikely

6. Additional Feedback:

6.1. What did you find most valuable about the workshop?



6.2. What improvements would you suggest for future workshops?

6.3. Would you be interested in participating in follow-up activities (e.g., mentoring, joint projects, pilot course development)?

- Yes
- No
- Maybe

6.4. Any additional comments or suggestions?

Thank you for your time and feedback!

5. Annex 6: Letter of Consent

Letter of Consent

Workshop: EcoHarmony: Integration of Sustainable Practices in Higher Tourism Education

Date: [Insert Date]

Location: [Insert Location]

The EcoHarmony project is a three-year research initiative aimed at gathering information from educators and experts in the tourism industry to develop a comprehensive curriculum, launch a collaborative digital platform, implement a micro-credential framework, enhance education on sustainable tourism, and promote a more sustainable, inclusive, and competitive tourism industry.

Below, please answer the questions related to the sociodemographic data of the participants.



By completing the questionnaire, you accept and agree to the following Consent:

By signing this letter, you agree to participate in the workshop and contribute to the activities outlined in the workshop protocol. Your participation is voluntary, and you may withdraw at any time without any consequences. The information gathered during the workshop will be used solely for the purposes of the EcoHarmony project and will be kept confidential.

Do you agree to participate and understand that all information recorded through the workshop will remain anonymous?

- Yes
- No

Please enter your name and surname:

[Insert Place, Date] Signature



6. Annex 7: List of Participants

LIST OF PARTICIPANTS

Workshop: EcoHarmony: Integration of Sustainable Practices in Higher Tourism

Date: [Insert Date]

Location: [Insert Location]

N o	Name and Surname	Institution	Contact (email)	Signature

7. Annex 8: Moderator's Manual – Key Concepts for Workshop Introduction

<i>Sustainable Tourism – A Foundation</i>
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Definition	Core Principles	Tip for Moderators
Sustainable tourism meets the needs of present tourists and host regions while protecting and enhancing opportunities for the future. It balances economic , environmental , and socio-cultural aspects of tourism development.	• Minimize negative impacts on the environment and local culture. • Generate economic benefits for local people. • Involve local communities in decision-making. • Support conservation of natural and cultural heritage.	Ask participants: <i>"What does sustainability in tourism mean to you?"</i> to open a reflective discussion.
<i>Regenerative Tourism – Going Beyond Sustainability</i>		
Definition	Key Aspects	Tip for Moderators
Regenerative tourism aims not just to sustain but to restore and improve the social and ecological systems it touches. It focuses on healing places, empowering communities, and creating net-positive outcomes.	Deep connection to place (local culture, ecology). Participatory governance and community-led development. Circular economy and low-impact design. Nature as a stakeholder, not a backdrop.	Introduce the idea by saying: "Regenerative tourism asks not just how we can avoid harm—but how we can leave places better than we found them."



<i>GTSF Framework (Global Tourism Scenario Framework) – A Systems Lens</i>		
Definition	Four Dimensions	Tip for Moderators
The GTSF provides a systems-thinking approach to understand how tourism operates within broader ecological, social, and economic systems.	Environmental Integrity – ecosystems and climate impact. Social Wellbeing – equity, inclusion, and quality of life. Economic Resilience – diverse, local-benefit economies. Governance & Policy – decision-making, rights, and responsibilities.	Use a simple systems map to show how these dimensions connect. Invite participants to locate themselves or their organizations in the framework.
<i>Tourism Education – Cultivating Conscious Actors</i>		
Purpose	Educational Focus Areas	Tip for Moderators
Education in tourism should go beyond skills training—it should develop critical thinking, ethical awareness, and systems literacy.	Critical reflection on tourism’s impacts. Cross-disciplinary learning (e.g., ecology + hospitality). Encouragement of student and community co-creation. Emphasis on transformative learning:	Open with the question: “What should we be teaching the next generation of tourism professionals?”



	shifting worldviews, not just acquiring knowledge.	
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