



COURSE SYLLABUS

2019/2020 Academic Year

GENERAL COURSE INFORMATION

1.1. Course Name	Field Trip with Operative and Technical Tasks of Tourist Guidance and Interpretation								
1.2. Study Programme	Tourist Destination Management and Marketing undergraduate professional programme								
1.3. Course Short Name		1.7. Year of Study	Third						
1.4. Course Code	TDM19345	1.8. Semester	Fifth / Winter						
1.5. Course Status	Obligatory in Modul D, Elective in Modul A, B, C	1.9. ECTS	4						
1.6. Course Structure	<table border="1"> <thead> <tr> <th>Type of Class</th> <th>Total Hours</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>0</td> </tr> <tr> <td>Exercises</td> <td>60</td> </tr> </tbody> </table>	Type of Class	Total Hours	Lectures	0	Exercises	60	1.10. Class Venue and Schedule	Bernays- According to published schedule
Type of Class	Total Hours								
Lectures	0								
Exercises	60								

2. TEACHING STAFF

2.1. Lecturer in Charge	Romana Lekić	2.6. Course Associates	Karlo Kolesar
2.2. Academic Rank	PhD	2.7. Academic Rank	Struč. spec. oec.
2.3. Teaching Rank	College Professor	2.8. Teaching Rank	Asisstant
2.4. Contact e-mail	romana.lekic@bernays.hr	2.9. Contact e-mail	karlo.kolesar@bernays.hr
2.5. Consultations	According to published schedule	2.10. Consultations	According to published schedule

3. COURSE DESCRIPTION

3.1. Course Objectives

The objective of the fieldwork is to explain to students through tourist guiding and interpretation in the tourist destination „in situ“ the meaning and value of objects of natural and cultural heritage, tourist attractions and historical heritage. Through various forms of management and communication with a group of tourists (or individuals) introduce them to knowing and understanding the local community as well as the attractiveness and specificity of one destination, location or attraction in relation to one another. Interpretation must offer much more than the sketchy data such as date of origin, size or style of construction because otherwise, it does not stimulate interest and experience with the tourists. Through personal experience in the field, they will learn about the most effective interpretation in the form of storage – that it is an interesting and inspiring interpretation and tourism guidance to ensure the „unforgettable“ experience and launch emotions. Through



	<p>practical work on the field, various forms of communication will be used, without props, serve up stories – myths, legends, traditions. and other oral forms – to encourage interest among tourists and present the natural and cultural-historical heritage in an interesting and original way, in accordance with their interests and talents. It will also through practical exercises in the field use modern technology such as Instagram in „instawalk“ to use a blog as a prelude to its tourist guiding and interpretation, use social networks and various other forms of online communication.</p>														
<h3>3.2. Enrolment Criteria</h3>	<p>There are no specific requirements for enrolment in this course.</p>														
<h3>3.3. Learning Outcomes</h3>	<p>LO1: Distinguish ways of interpretation of natural and cultural heritage. LO2: Apply the specifics of various forms of tours and manage the dynamic of the group. LO3: Explain the importance of intercultural communication in tourist guiding. LO4: Explain different roles of a tourist guides. LO5: Explain the importance of intercultural communication in tourist guidance.</p>														
<h3>3.4. Course Content</h3>	<ol style="list-style-type: none"> 1. Methodology guiding – guidance specifics of the walking tour, the specifics of guiding the bus tour, specific guidance when the guide is also a driver; communication competence guide – important aspects of verbal communication through practical exercises in the field, more important aspects of non-verbal communication through field exercises. Note: every student is recorded especially during the exercise, and later his/her performance is being commented on; 2. Comment in tourist conduct: important principles comments, features of interpretative comments; 3. Management of the Dynamics of tourist groups: tourist groups as a collection of individuals, general patterns of behavior and individual reactions in the tourist group, the impact of national and religious affiliation on travel behavior; 4. Field exercises where the guide is an interpreter, informer and entertainer at the same time, edutainment; its use in your interpretation; 5. Field Exercises through four components of the role of tourist guide: Instrumental (giving directions, navigation, access to the area), interactive and social (presentation areas, heritage attractions in a way that used humor, technique for „storytelling“ to contribute to the conservation and protection of areas, attractions and heritage while respecting local identity and authenticity through inclusion of local residents, stakeholder, etc.) and communicative (selection of interesting points and compliance with the rules of Tilden's interpretation, „translation“ of all that is strange and unknown to tourists through comparisons with their well-known experience and forms that are well understood). 6. Different ways of interpreting heritage in practice, such as lectures, living through history and costumed views, views accompanied by curators and guides, information boards, leaflets, posters, digital modern technology in the practice of tourist interpretation and multimedia resources 3D/4D, touch screen, virtual reality, augmented reality, computerized guides and platform management; 														
<h3>3.5. Types of Class Activities</h3>	<table border="1"> <tr> <td>Lectures</td> <td>X</td> <td>Exercises</td> <td>X</td> <td>Field Trips</td> <td>Multimedia and Network</td> <td>Mentored Paper</td> </tr> <tr> <td>Seminars and Workshops</td> <td></td> <td>Distance Learning</td> <td>X</td> <td>Independent Assignments</td> <td>Laboratory</td> <td>Misc.</td> </tr> </table>	Lectures	X	Exercises	X	Field Trips	Multimedia and Network	Mentored Paper	Seminars and Workshops		Distance Learning	X	Independent Assignments	Laboratory	Misc.
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Seminars and Workshops		Distance Learning	X	Independent Assignments	Laboratory	Misc.									
<h3>3.6. Course Language</h3>	<p>Croatian Language</p>														
<h3>3.7. Student Obligations</h3>	<p>Active participation in the field teaching process, regular participation in fieldwork exercises.</p>														



3.8. Monitoring Student Work and ECTS	1	Class Attendance	Written Exam	Seminar Paper	Preliminary Exam(s)	2	Tourist guidance and field interpretation on a given topic
		Activities in Class	Oral Exam	Research	Essay	1	Misc./Research

Grade Type	Points
1. Field Class Attendance and activity	10
2. Research literature and relevant sources and preparations	20
3. Tourist guidance and interpretation on a given topic	70
Total Points	100

3.10. Obligatory Literature

1. Rabotić, B. (2011). *Turističko vođenje – teorija i praksa*. Beograd: Visoka turistička škola strukovnih studija.

3.11. Supplementary Literature

1. Nmec, K. (2010). *Čitanje grada*. Zagreb: Naklada Ljevak.
2. Rabotić, B. (2008). Tourist Guides as Cultural Heritage Interpreters: Belgrade Experience with Municipality-Sponsored Guided Walks for Local Residents. U: *Cultural and Event Tourism: Issues and Debates, Alanya Conference Proceedings* (pp. 213-233). Ankara: Detay Anatolia Akademik Yayıncılık.
3. World Federation of Tourist Guide Associations (1996). *Handbook for Guides*, Vienna.
4. Wynn, J. (2005). Guiding Practices: Storytelling Tricks for Reproducing the Urban Landscape. *Qualitative Sociology*, 28 (4), 399-417.
5. Wressnig, F. (1999). The professional guide: Building bridges between conservation and tourism. *Museum International (UNESCO)*, 51 (1), 40-43.
6. Schouten, F. (2002). Effective Communication with Visitors at Heritage Sites. U: *Culture: A Driving Force for Urban Tourism – Application of Experiences to Countries in Transition*. Zagreb: Institute for International Relations.
7. Salazar, N. B. (2005). Tourism and Glocalization: „Local“ Tour Guiding. *Annals of Tourism Research*, 32 (3), 628-646.
8. Platforma Innoguide EU Project (2013-2016). internetski priručnik
9. Anderson, C. (2004). *Tour Director Training Guide*. Longdale: Education System.
10. McGrath, G. M. (2005). *Tour Guides as Interpreters of Archaeological Sites*. Heritage Tourism in
11. Cusco, Peru, School of Management Studies. Guildford: University of Surrey
12. McGrath, G. M. (2003). *Myth, Magic, Meaning & Memory: Mentor Tour Guides as Central to Developing Integrated Heritage Tourism at Archaeological Sites in Cusco*, Peru, School of Management Studies. Guildford: University of Surrey.

3.12. Quality Monitoring Methods

Observations and evaluation of teaching; student questionnaires