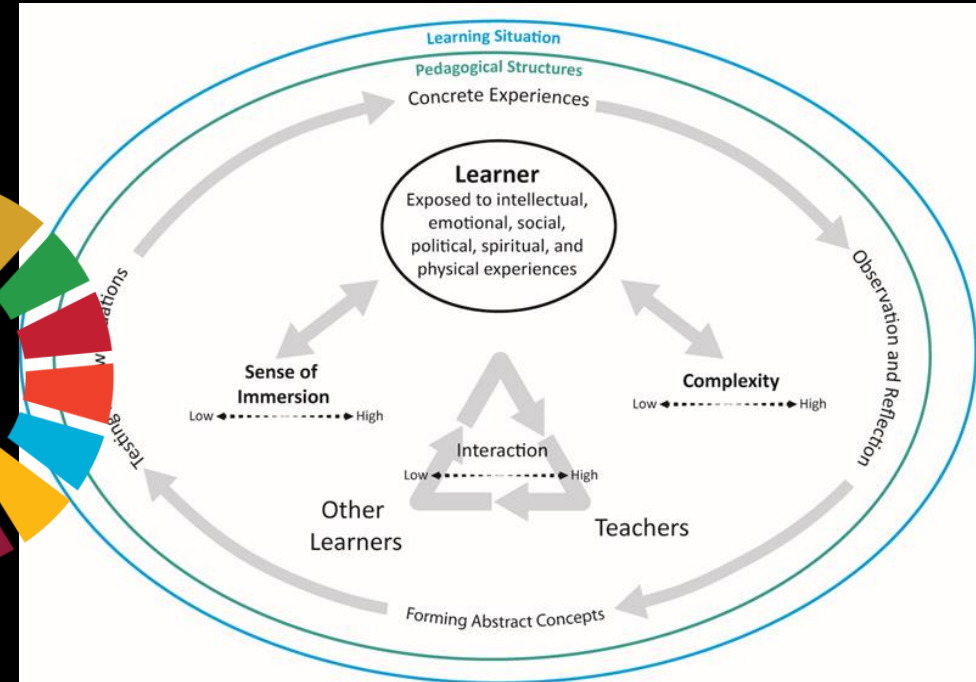


# Keeping it real: *the importance of situating learning in the 'real world'*



A/Prof Christian Schott

Tourism Management Group | Chair of PRME Steering Committee

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# United Nations Principles of Responsible Management Education (PRME) <https://www.unprme.org/>

“PRME’s vision is to create a global movement and drive thought leadership on responsible management education.

PRME’s mission is to transform management education and develop the responsible decision-makers of tomorrow to advance sustainable development.”



## Principle 1 | Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.



## Principle 2 | Values

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.



## Principle 3 | Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.



## Principle 4 | Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.



## Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.



## Principle 6 | Dialogue

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

# WSBG is an Advanced PRME Signatory

- 2014 WSBG became signatory of UN Principles of Responsible Management Education (PRME)
- 2021 WSBG submitted its Third Progress Report which aligns the six PRME Principles with the 17 SDGs



SHARING INFORMATION ON PROGRESS REPORT 2021

## TRANSFORMING OUR WORLD AT A LEADING CAPITAL CITY UNIVERSITY



SCAN ME



But let's take a step back...

**Do we need a more sustainable  
future?**

# The natural environment through a Tourism Management lens....



nature  
climate change

<https://doi.org/10.1016/j.nclim.2015.05.001>

## The carbon footprint of global tourism

Manfred Lenzen<sup>1</sup>, Ya-Yen Sun<sup>2,3</sup>, Futu Faturay<sup>1,4</sup>, Yuan-Peng Ting<sup>2</sup>, Arne Georger Arunima Malik<sup>1,5\*</sup>

Tourism contributes significantly to global gross domestic product, and is forecast to grow at a faster rate than many other economic sectors. However, global carbon emissions related to tourism are currently increasing. In this paper, we quantify tourism-related global carbon flows between 160 countries, and their carbon footprint from production accounting perspectives. We find that, between 2009 and 2013, tourism's global carbon footprint increased from 3.9 to 4.5 GtCO<sub>2</sub>e, four times more than previously estimated, accounting for about 8% of global greenhouse gas emissions. Transport, shopping and food are significant contributors. The majority of this footprint is exerted in developed countries. The rapid increase in tourism demand is effectively outstripping the decarbonization of the global economy. We project that, due to its high carbon intensity and continuing growth, tourism will constitute a significant and growing share of global greenhouse gas emissions.

# What about tourist behaviour?



Three female tourists caused outrage in Rome after they stripped down to their bikinis and cooled off in the Fontana dell'Acqua Paola

# Peru

[HOME](#) » [NEWS](#) » [UK NEWS](#) » [LAW AND ORDER](#)

## British tourist arrested for posing nude at Peru's Machu Picchu ruins

Adam Burton allegedly stripped naked at the Machu Picchu ruins with his friend



Adam Burton, 23, and his french friend Eric Xavier Mariec, 28, were allegedly spotted by guards posing naked and taking pictures

# Bali





**Full Moon Party, Thailand**



**The morning after the Full Moon Party, Thailand**



**The indirect impacts**

## FEEDBACK FROM 'HOST' COMMUNITIES



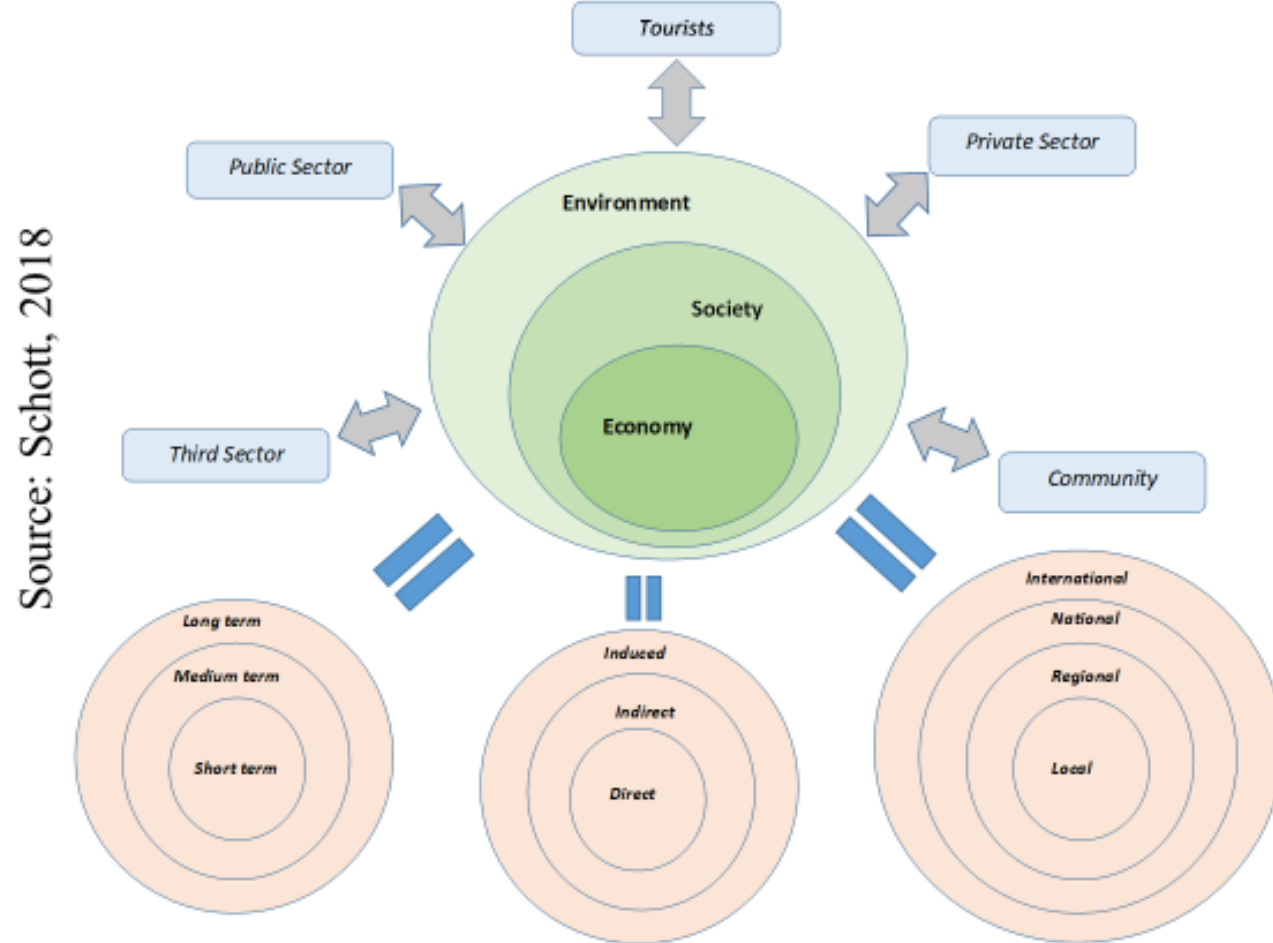
Barcelona, Spain



Venice, Italy

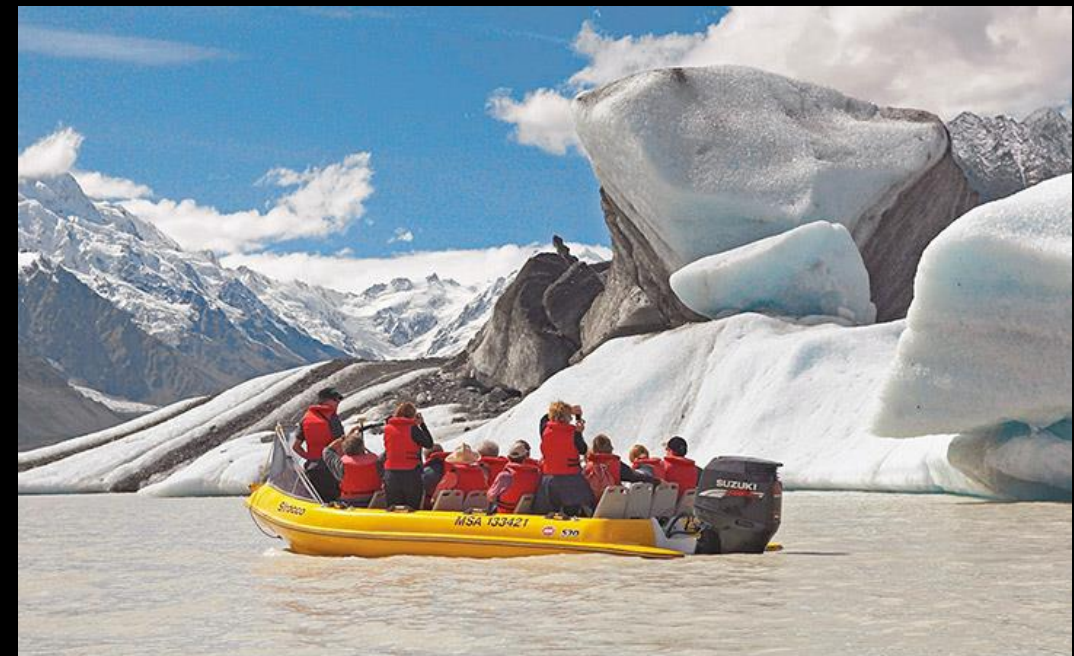
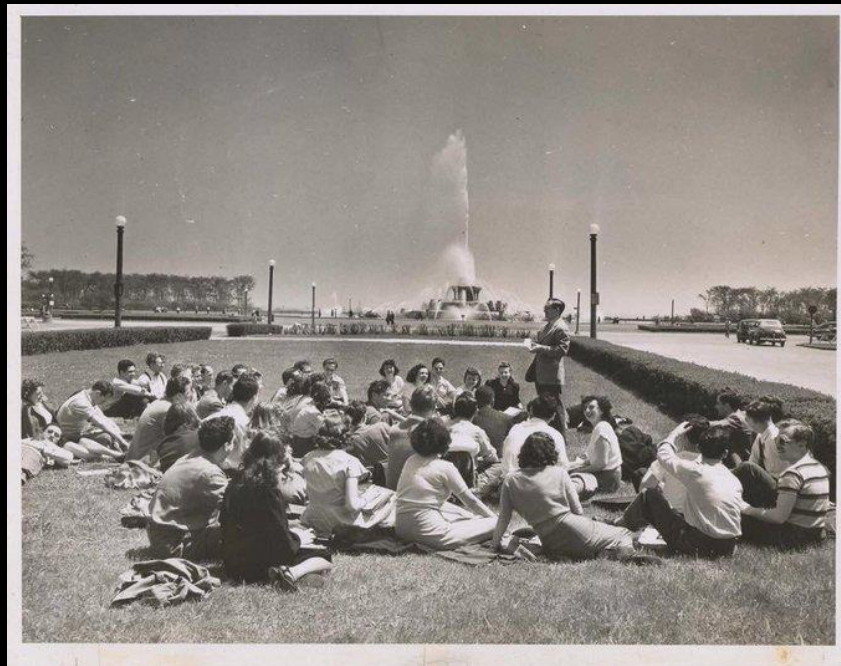
# The educational response: Sustainable Tourism Management Education

## CONCEPTUALISATION OF SUSTAINABLE TOURISM



# How do we teach these topics in an effective way?

## For 100 years we have used Situated Experiential Education



# Situated Experiential Education - pedagogical tool for 'mindful' and 'bodyful' education

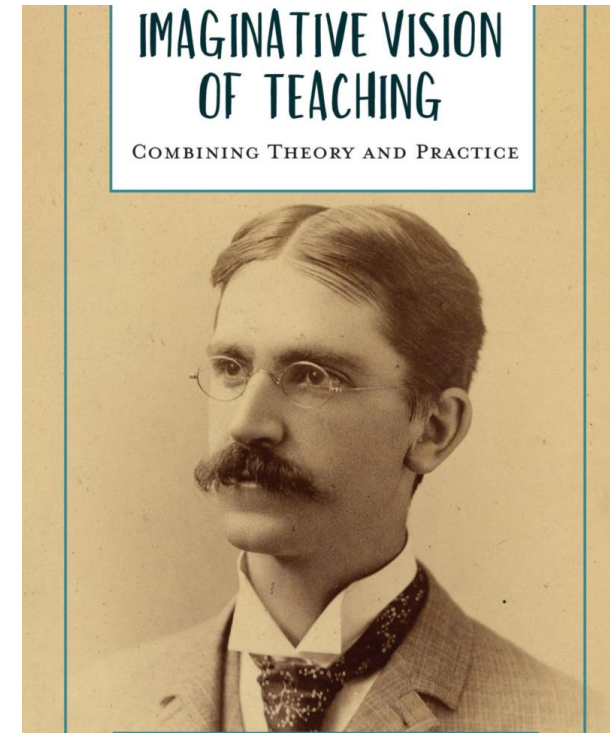
*Experiential Education* long promoted by Dewey (1938) et al.

Benefits include:

- increased learner engagement (Hanson & Moser, 2003)
- enhanced subject knowledge (Chickering & Gamson, 1987)
- lifelong learning skills (Grabinger & Dunlap, 1995).

*Situated learning* (Lave, 1988)/*situated cognition* (Brown, Collins, & Duguid, 1989):

- pedagogy that positions learning process in 'real world' (including in communities)



## How COVID-19 has affected overnight school trips, and why this matters

May 14, 2021 11:57pm NZST

In the context of the rise in indoor culture and nature deficit disorder, there is clear support at governmental level for outdoor education. Nick Cockman / Alamy Stock Photo

Email

Twitter

Facebook

LinkedIn

Print

For over 45 years, children from across the UK have headed to the family-run Rhos-Y-Gwaliau Outdoor Education Centre in Snowdonia, north Wales on school trips. They've gone gorge walking and abseiling. They've explored mines.

Rhos-Y-Gwaliau has been seen as a haven of outdoor learning for children who otherwise might not have access [to the countryside](#) – not to mention [the awe and wonder](#) of the Welsh peaks. That is, until the pandemic hit.

For the first time in over a year, schools [may once again](#) (from May 17) organise overnight educational visits. But the damage is done. The [Save Outdoor Education Campaign](#) estimates that 2 million children nationwide have missed out on trips since residential centres were forced to close.

### Author



**Karen Cripps**

Lecturer in Business Management, University of Winchester

### Disclosure statement

Karen Cripps does not work for, consult, own shares in or receive funding from any company or organisation that would benefit from this article, and has disclosed no relevant affiliations beyond their academic appointment.

### Partners

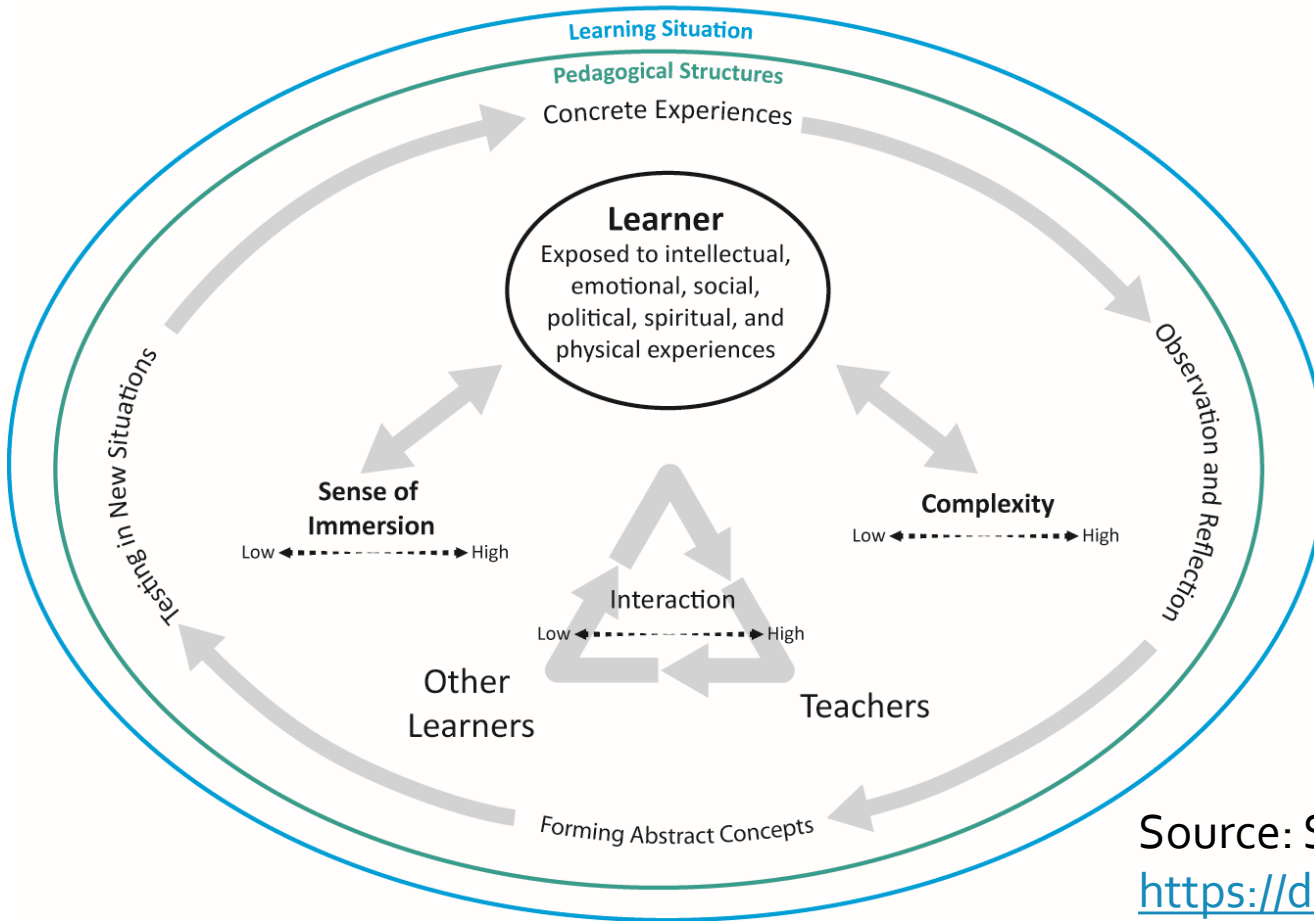


# Best way to learn about sustainability challenges and climate change impacts is through a Real Fieldtrip

| Real fieldtrip emissions-related activities for 91 students accompanied by about five staff members |               |  |                                    |
|---|---------------|--|------------------------------------|
| Activity type   | No. of people | Activity specifics   | Total CO <sub>2</sub> -e Emissions |
| Return Flight NZ to Nadi (Fiji)   | 96            | <i>Return distance 5253 km</i>   | 116,417.28 kg                      |
| Return water transport port to island   | 96            | <i>Return distance 238 km (straight line)</i>  | 5549.76 kg                         |
| Road Transport in New Zealand   | 96            | <i>20 km (average) return to airport with average occupancy 1.5 students/staff per car</i>   | 342.72 kg                          |
| Road Transport in Fiji  | 96            | <i>20 km return on bus from Nadi airport to Denerau Port</i>   | 68.16 kg                           |
| Four nights' accommodation on island  | 96            | <i>No electricity in village accommodation</i>   | 0 kg                               |
| One night in hotel en route to island   | 96            | <i>Emissions figure overstated because large groups create larger energy efficiencies than average guest nights used by calculator</i> | 764.75 kg                          |
| Total estimate for real fieldtrip CO <sub>2</sub> -e Emissions                                      |               |  | 123,142.67                         |

# Passionate about situated and experiential learning we developed Virtual Reality Situated Experiential Learning

Conceptualization of situated experiential education environment (SEEE) adapted from Choi and Hannafin (1995); Itin (1997); Hall and Kidman (1996); and Moore (1993)

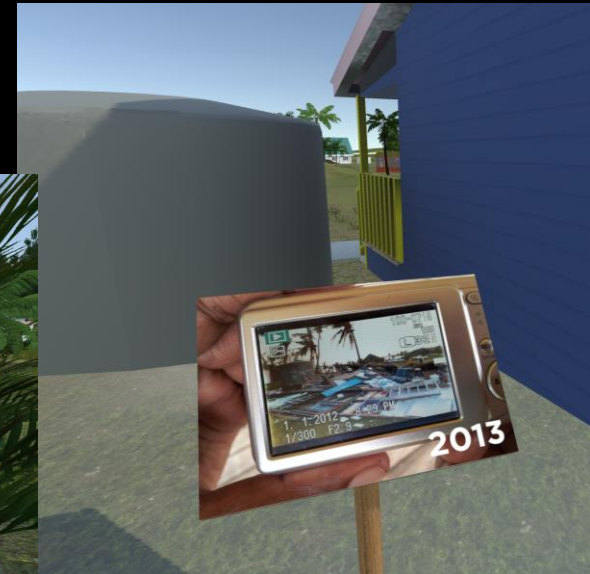


Source: Schott & Marshall (2018)

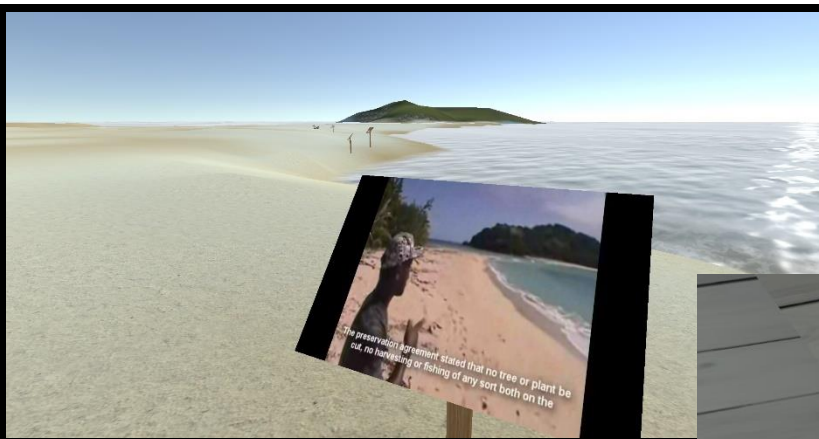
<https://doi.org/10.1111/jcal.12293>

# Our learning tool:

digital immersion experiential learning about a place, its people, its cultural world view and its climate change and sustainability challenges and solutions

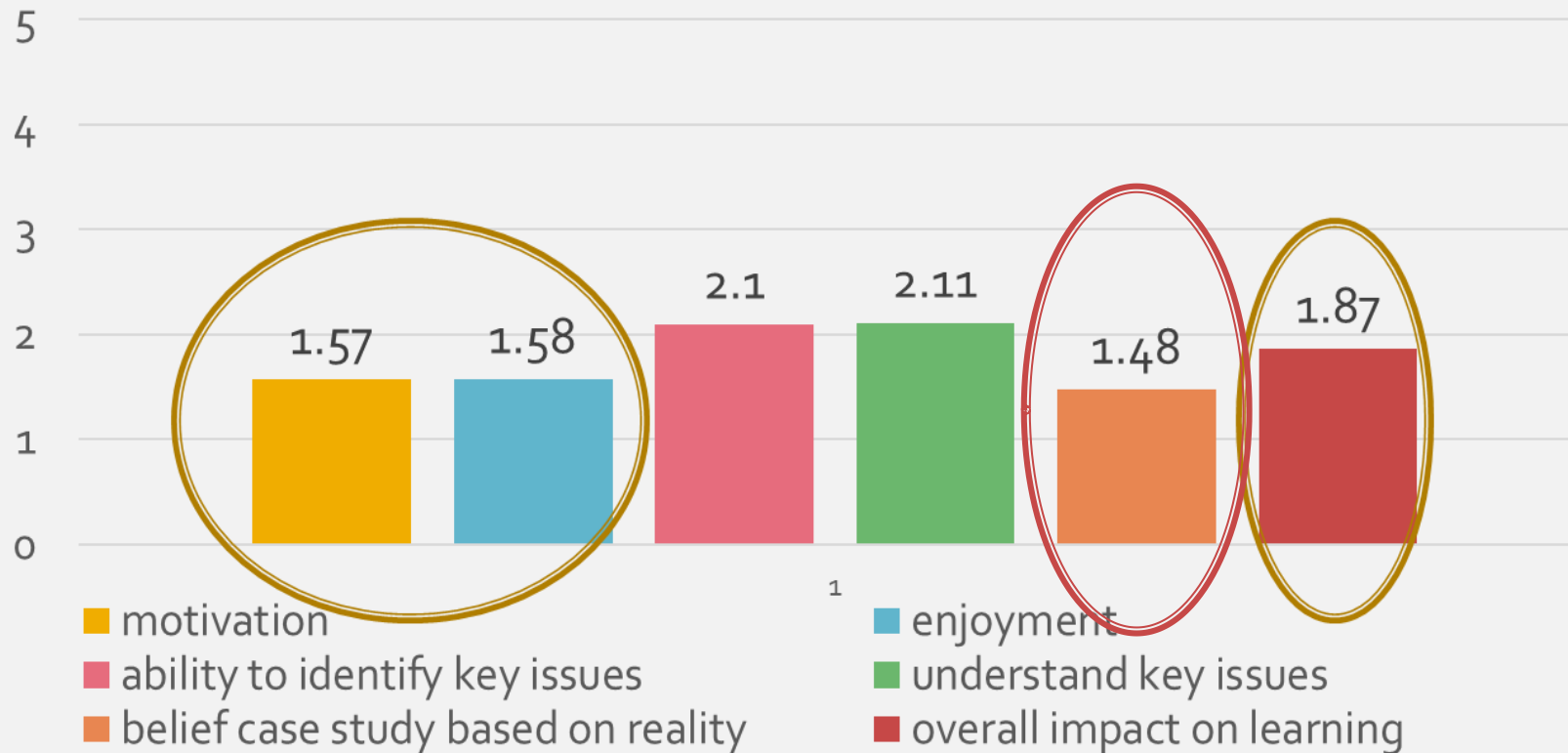


# Videos embedded in the virtual island allowing students to 'talk' to different community members about tourism, sustainability challenges and aspirations for the island – within Fijian cultural context



# Student Feedback and International Recognition

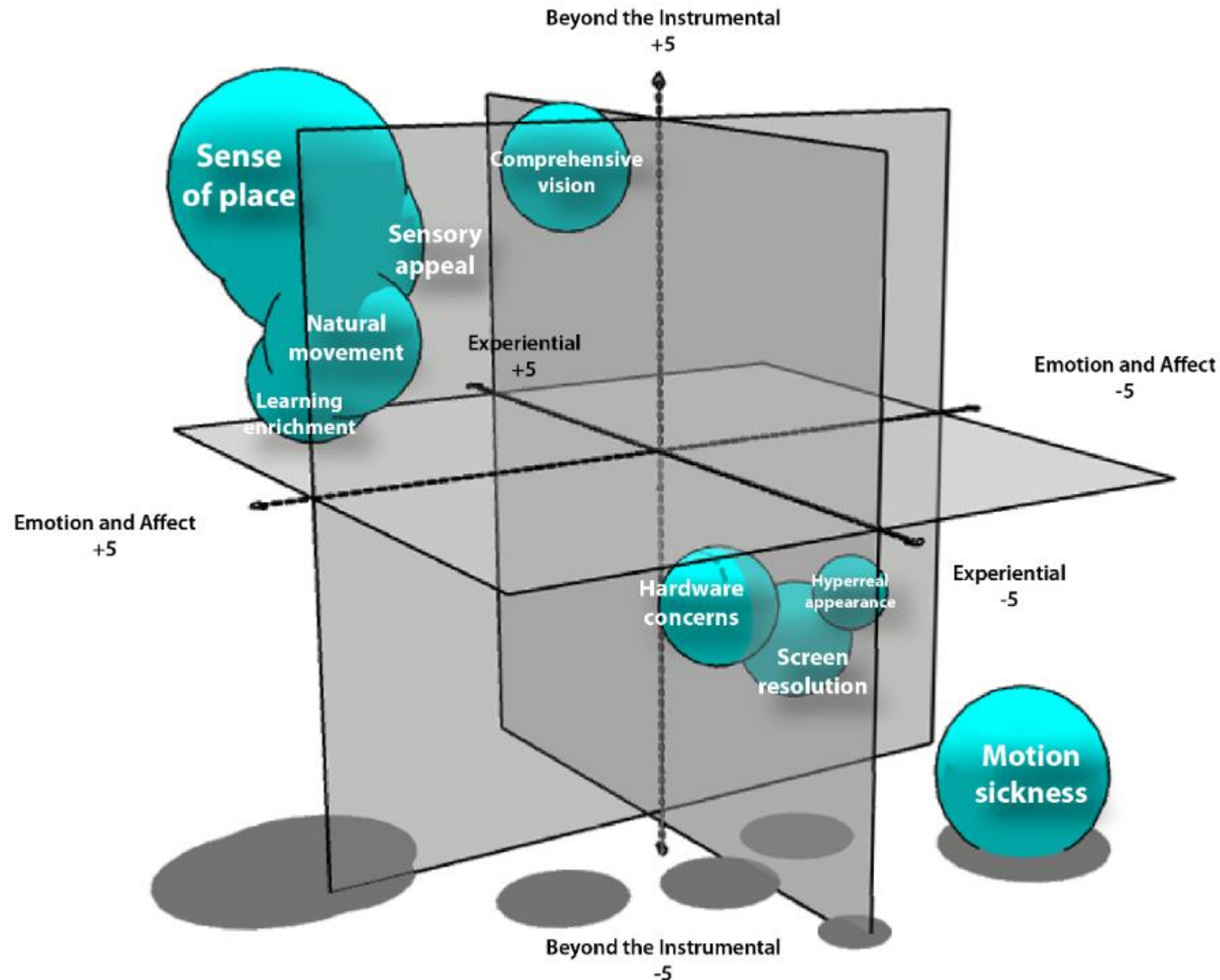
Monitor-based experiential learning about 'case' vs text-based case study (means)



*1=very positive impact, 5=very negative impact*



# User Experience (UX) Research on Fijian Learning Tool



Source: Schott & Marshall (2021)  
<https://doi.org/10.14742/ajet.5166>

# Based on success of first learning tool: School focused-learning tool about Tourism, Sustainability and Life in Machu Picchu Pueblo, Peru

Latin America  
Centre of  
Asia-Pacific Excellence









# Learning Tool about sustainability in Machu Picchu Pueblo, Peru freely available to schools from website



## About the VIRTUAL MACHU PICCHU PUEBLO Learning Tool



This education project is designed to make experiential sustainability education about distant places accessible to NZ school students; without the need to travel. It seeks to make learning about other countries, cultures and sustainability meaningful by fostering situated active learning.

To achieve this, students visit a digital replication of the main square of Machu Picchu Pueblo (also known as Aguas Calientes), at the base of the world-famous and heavily visited [Machu Picchu archaeological site](#). The town's square and alleys are developed using virtual reality gaming software which allows students to explore the area through an avatar, either as individual learners or as a group.

Students can hear from nine different community stakeholders about life in the town, the positive and negative impacts of tourism, and their aspirations for the year 2030 (to tie in with the UN's Agenda 2030 and the SDGs). The stakeholders include the mayor, representatives of local government, business owners, a tour guide, a busker, a community member with limited contact with tourism, and a tourist.

The learning tool is freely available to New Zealand schools and runs on [most Windows PC and laptop computers](#) (not currently suitable for Chromebooks but we are working on a Chromebook version). An [accompanying learning and teaching resource](#) is designed for social studies education in Years 7-10 and focuses on sustainability and globalisation.

The project has been developed by a multi-disciplinary team from [Victoria University of Wellington, Aotearoa/New Zealand](#), with funding from the [Latin America Centre of Asia-Pacific Excellence \(LatAm CAPE\)](#).

As this learning tool is research-led we will continue to refine it through staff and student research.

<https://www.virtualmpplearningtool.org/>

CLICK HERE  
TO REQUEST VIRTUAL MPP  
LEARNING TOOL

## Free resources to support the Virtual Machu Picchu Pueblo Learning Tool in the Intermediate and Secondary School Curriculum



Information about Peru and Machu  
Picchu

DOWNLOAD INFORMATION  
ABOUT PERU AND MACHU PICCHU



Learning and Teaching Resources

DOWNLOAD LEARNING &  
TEACHING SEQUENCE

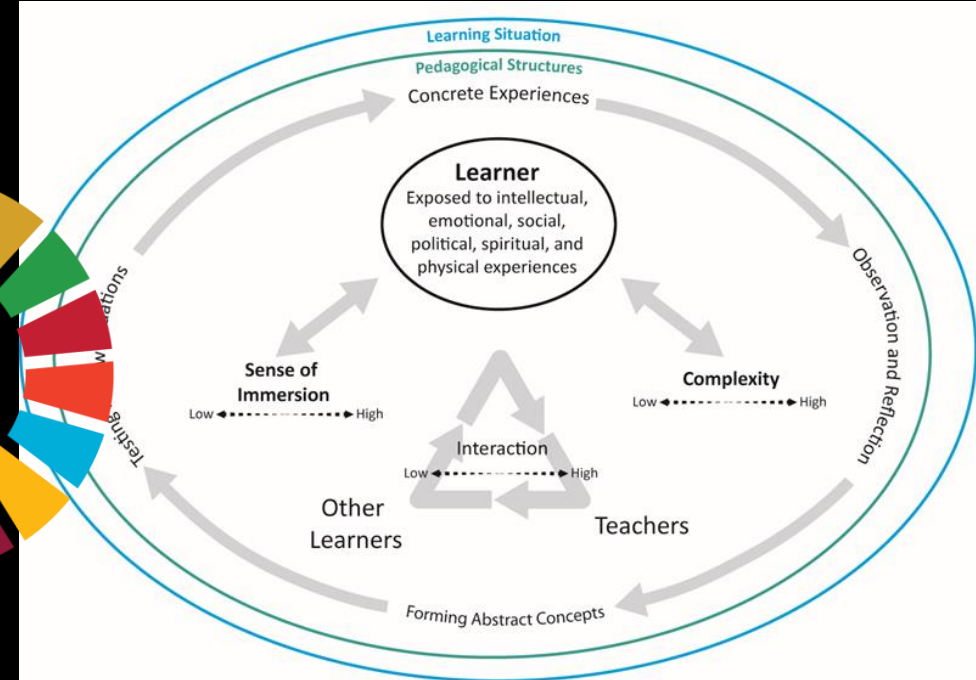


Using the Learning Tool and Technical  
Guidance

DOWNLOAD INFORMATION ABOUT  
MINIMUM REQUIREMENTS,  
INSTALLATION, USER CONTROLS  
AND MULTIPLAYER

# Thank you, Vinaka, Gracias

<https://www.virtualmpplearningtool.org/>



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