

Traveler Trainer PROgram

Excursion Planning



Instructional Design Document

1. Project Context

This training session will teach Education Abroad students to use resources they have to hand or may encounter to plan excursions in unfamiliar places.

- Education Abroad students have varying degrees of travel experience and anxiety. They have different levels of experience using resources, both online and in “real life”.
- Teaching students to take control of their explorations while overseas builds confidence, ensures that they make the most of their time abroad, and limits the need for institutional oversight and intervention.

2. Analysis

The instructor will demonstrate how to use tools for researching and planning an excursion. However, the most effective way to address a lack of experience is practice. Through this session, students will have the opportunity to work through their own self-directed practical excursion planning activity.

- It is hard to prepare students to meet challenges in environments they have yet to encounter. They may be hampered by less experience of travel resources online and a lack of practical experience traveling by themselves, as well as never having used guidebooks or transit maps. Introducing tools, students can explore their possible uses and discuss in groups how to evaluate resources.
- Most students will be aged 18-22 and will therefore be digital natives. These students are likely to have a variety of social media profiles, are familiar with internet resources, and more experienced at parsing online information for quality. Older students, meanwhile, may have more experience with physical resources and their acquisition, and are more likely to have a personal history of travel. They may not, however, be familiar with the range of media available or skilled in filtering it for quality and relevance. Through group work, students can learn from each other and benefit from their pooled experience.
- On-campus training is recommended, as most of the required elements will be to hand. A good internet connection is essential to make the most of the practice time. A laptop is recommended for the trainer, streamed to a larger display for the participants to see. Students should bring their own devices; laptop, phone, tablet, or all of the above. Space to students to gather in small groups comfortably is essential. It would be beneficial for these spaces to be at tables to make writing easier, or clipboards will be needed.



3. Desired Outcomes

Performance, training, and learning objectives:

- Student competence in using digital resources safely and independently will boost their confidence and result in more satisfying Study Abroad experiences, as more students will undertake excursions to expand their experience and fewer will require intensive support. It would also be beneficial to the institutional carbon footprint if fewer students rely on cheap flights and are more comfortable using local transport where available.
- The students will understand where to find information on sightseeing, restaurants, and transport, as well as understanding how to use common resources such as digital and offline maps, useful apps, and online guides.
- Students should feel more confident in researching, reserving (if necessary), and undertaking excursions independently or with friends during their time overseas. This can be measured through self-assessment of their confidence before and after the workshop, as well as comparisons between previous Study Abroad students and those who undergo training; surveying students after their return about whether they took excursions will allow instructors to assess the impact on their likelihood to explore beyond their host campus or town.
- It also serves to introduce students to others who share their destination or program, and provides a team-building opportunity focusing on their needs.

4. Instructional Strategy.

An instructor will introduce the tools to be used and demonstrate how to research each stage of an excursion. Students will work in groups to plan their own excursion collaboratively.

- Synchronous instructor led training with handouts that can be used independently in future. The instructor will provide a real-time demonstration using a realistic scenario as an example. Group work with guidance will follow.
- Personalizing the group work scenarios allows students to deepen their knowledge of and insight into their destination for their Education Abroad experience. They can also focus on their needs depending on how much time they will have to explore and how easy or hard it is to travel in their destination. Group work allows collaboration and the sharing of knowledge alongside practice.
- Participants will leave with a sample planning guide sheet for future excursions and a list of helpful resources.



5. Assessment Strategy.

The most important outcome will be the usable skills for students. There will, therefore, be no formal assessments but plenty of opportunity to ask the instructor for guidance and clarification.

- After group work, a brainstorming spider diagram activity will allow students to perform their own knowledge check and consolidate
- The Education Abroad office can assess impact through an impact survey provided by WorldKind that can be issued to participants after their Study Abroad program.
- Students can also provide feedback from their use of the skills to help refine the exercise for future students.

6. Course Format or Structure.

The training can be delivered in as little as 60 minutes, depending on the digital skills of the student group. Ninety minutes should suffice for most groups, but longer training (with at least one break) could allow for further practice.

- Demonstrate how to proceed from no plans to a detailed plan for a day excursion, considering flexibility, feasibility, and budget.
- Introduce Seat61.com, Google Maps, using Google Translate to read websites in other languages, transit websites, assessing online reviews, guidebooks, tourist office resources and where to get them, and comparing costs to home.
- Allow time for questions, discussion, and contributions from students.
- Group work: students work in small groups to fill out a blank sheet planning an excursion. Instructor guidance can be sought and offered where necessary.
- The group work may be repeated, according to time allotted.
- A knowledge check will be conducted at the end, as a brainstorming exercise gathering together resources by category.

7. Development Tools.

All research demonstrated via laptop can be undertaken on most browsers. Examples of city transport maps and guidebooks on various destinations should be provided for use



8. Project Management

Training can be adapted to the needs of the institution and student group. If they share a destination, resources pertinent to their needs should be used. However, there are limited costs besides the provision of these.

9. Project Sign Off Sheet.

