

INNOGUIDE

Intercultural Tourist Guiding

Developed by

The INNOGUIDE TOURISM CONSORTIUM

Author(s)

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TABLE OF CONTENTS

- 1 BLUEPRINT
- 2 DESCRIPTION OF THE TEACHING ACTIVITIES
 - 2.1 UNIT 1: CULTURE
 - 2.2 UNIT 2: LANGUAGES, MULTILINGUALISM AND INTERPRETATION
 - 2.3 UNIT 3: INTERCULTURAL COMMUNICATION
 - 2.4 UNIT 4: INTERCULTURAL ENCOUNTER MANAGEMENT
- 3 BIBLIOGRAPHY
READER LITERATURE
- 4 READER



1. Blueprint

Module title:	<u>INTERCULTURAL TOURIST GUIDING</u>
Module author(s):	<u>Esther Binkhorst, Josefina Diez, Marie-Pierre Parthenay, Vincent Zammit, Raymond Vassallo</u>
Module level (of the EQF):	<u>Level 5</u>
Credit rating:	■ <u>Total study load: xx / Contact hours: / xx</u> ■ <u>Number of ECTS credits: xx</u>
Prerequisites:	<u>Knowledge and skills required (e.g.)</u> ■ to be determined
Assessment:	Assessment methodologies to be used for this unit ■ to be determined.

Rationale

Can be taken from the comparative research document

Aim

Short description of the aim of the module



Learning outcomes

On completion of the module, the participant will have acquired the following learning outcomes:

UNIT 1: CULTURE

LO1: To have cultural insights

LO2: To be able to identify and explain the different geopolitical phenomena

LO3: To be able to identify and explain the different historical phenomena

LO4: To be able to identify and explain the different religious phenomena

LO5: To understand the rich diversity of European cultures/European dimensions

UNIT 2: LANGUAGE, MULTILINGUALISM AND INTERPRETATION

LO1: To master both the native and foreign language(s) in which the guide will guide

LO2: To have a basic understanding of English (although not necessarily guiding in English)

LO3: To be able to interpret with relevance and pleasure those languages the guide will be guiding in

LO4: To be able to interpret thematically

LO5: To be able to assess language competences of the target audience

UNIT 3: INTERCULTURAL COMMUNICATION

LO1: To master intercultural aspects of communication techniques

LO2: To master multilayered communication

UNIT 4: INTERCULTURAL ENCOUNTER MANAGEMENT

LO1: To master intercultural dimensions

LO2: To deal with conflict management in an intercultural context

LO3: To be a mediator in intercultural encounters



Teaching methods

e.g. Lectures, workshops, PPP, role-plays, case-studies, blended learning, use of I-pads or other technology, guiding practice etc.

Bibliography (Any relevant literature that can be used to draft the module)

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2. Description of the teaching activities

2.1. Unit 1: CULTURE

Lecturer:	<u>To be determined</u>
Number of teaching hours plus workload plus credits	<u>To be determined: xx + xx + xx = XX</u>
Teaching activities:	<u>To be determined</u>
Setting:	<u>To be determined</u>
Tools:	<u>To be determined</u>

Corresponding literature: [All specific literature for this unit of the module]

Bras, K. (2000), Image-Building and Guiding on Lombok. The social construction of a tourist destination. PhD thesis Tilburg University (I will bring it to Brussels)

Bringer, Jean-Pierre (1993), « L'interprétation de notre patrimoine, l'introduction du concept en France : bilan et perspectives », in Collectif, Tourisme et Environnement, Paris, Editions Espaces, Cahier n° HS.

Caillet, Elisabeth (1995), A l'approche du musée, la médiation culturelle, Lyon, Presses Universitaires de Lyon.

Dupont, David, Puydebat, Jean-Michel (1997), Interprétation du patrimoine : actes du colloque d'Auvers-sur-Oise, 3 et 4 décembre 1996, Paris, Editions Espaces, Cahier n° HS.

Gellereau, Michèle (2005), Les mises en scène de la visite guidée, Paris, L'Harmattan.

Hall, Edward T. (1976), Beyond culture. New York: Anchor Books, 1976.

Hofstede, Geert (1991), Cultures and organisations. Intercultural cooperation and its importance for survival. Software for the mind. London: HarperColinsBusiness.

Icomos (2008), Interpretation and presentation of cultural heritage sites, Québec (Canada). (I will bring it to Brussels)

Lamizet, Bernard (2011), La médiation culturelle, Paris, L'Harmattan.

La médiation culturelle du territoire, imaginaires du territoire et territoires imaginaires, Paris, Ministère de la Culture, Script Editions, 1995.

Tilden, Freeman (1957), Interpreting our Heritage, Chapel Hill, University of North Carolina, Carolina Press.

Trompenaars, Fons (1993), Riding the waves of culture. Understanding cultural diversity in Business. London: The economist books.

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Learning objectives of the unit

LO1: To have cultural insights

Knowledge: Needs to know about the different aspects of culture

Skills: Needs to be able to adapt flexibly and work with various cultural backgrounds

Attitudes: Needs to have professional curiosity for cultures

Ethics: Needs to be respectful in all circumstances

LO2: To be able to identify and explain the different geopolitical phenomena

Knowledge: Needs to know about geography and political systems

Skills: Needs to be able to make visitors understand geopolitics and link it to their background

Attitudes: Being a mediator

Ethics: Needs to be respectful in all circumstances

LO3: To be able to identify and explain the different historical phenomena

Knowledge: Needs to know about history

Skills: Needs to be able to make visitors understand history and link it to their background

Attitudes: Being a mediator

Ethics: Needs to be respectful in all circumstances

LO4: To be able to identify and explain the different religious phenomena

Knowledge: Needs to know about religion

Skills: Needs to be able to make visitors understand religion and link it to their background

Attitudes: Being a mediator

Ethics: Needs to be respectful in all circumstances



LO5: To understand the rich diversity of European cultures/European dimensions

Knowledge: Needs to know the range of cultures that characterizes Europe

Skills: Needs to be able to share and demonstrate the rich European cultural diversity

Attitudes: Appreciate the richness of European cultural diversity, cope with the European kaleidoscope and continuously updating knowledge about this

Ethics: Needs to be respectful in all circumstances

Structure of the different lectures/ teaching activities to be implemented

Introduction

Main part of the teaching activity

Conclusion or follow-up of the teaching activity

Assessment methodology

Indicate what kind of assessment you will implement for this module/ unit. The assessment methodology must be linked to the learning outcomes.



2.2. Unit 2: LANGUAGE, MULTILINGUALISM AND INTERPRETATION

Lecturer:	<u>To be determined</u>
Number of teaching hours plus workload plus credits	<u>To be determined: xx + xx + xx = XX</u>
Teaching activities:	<u>To be determined</u>
Setting:	<u>To be determined</u>
Tools:	<u>To be determined</u>

Corresponding literature: [All specific literature for this unit of the module]

Bryon (2010) (give tourists a better experience than they expect)
Bryon (2010) (What is a tour guide? ambassador, animator, actor, buffer, catalyst, caretaker, communication link, companion, concierge, conduit, culture broker, demonstrator, director, disciplinarian, dragoman, educator, edutainer, entertainer, expert, facilitator, group integrator, host, informal educator, information-giver, infotainer, instructor, interactor, intermediary, interpreter, introducer, leader, manager, mediator, mentor, middleman, moderator, navigator, organiser, pathfinder, presenter, public relations representative, shaman, surrogate parent, teacher, translator...)

Learning objectives of the unit

LO1: To master both the native and foreign language(s) in which the guide will guide

Knowledge: Needs to know one's native language and foreign language(s) in which he/she will guide

Reference to CEFR

Skills: Needs to be able to understand and express him or herself in writing, reading, and orally for native language and the foreign languages in which he/she will guide

Attitudes: Needs to have continuous practice and interest in improving language skills

Ethics: Needs to have open attitude towards native and other languages



LO2: To have a basic understanding of English (although not necessarily guiding in English)

Knowledge: Needs to have a basic understanding of English although he or she is not necessarily guiding in English

Skills: Needs to be able to understand and express him or herself orally in English

Attitudes: Needs to have continuous practice and interest in improving English

Ethics: Needs to have an open attitude towards English

LO3: To be able to interpret with relevance and pleasure those languages the guide will be guiding in

Knowledge: Apart from speaking needs to know also how to interpret foreign languages

Skills: Needs to be able to interpret language with relevance to both the area and the visitors and their demographics and interests

Attitudes: Be able to capture the interest of the tourists and to contribute to their knowledge of the area

Ethics: Be a motivator both to capture attention and to link with visitors' interests

LO4: To be able to assess language competences of the target audience

Knowledge: Knows about main difficulties in understanding foreign language (false friends, levels of vocabulary etc.)

Skills: Is able to adapt vocabulary and speed to target audience

Attitudes: Is able to recognise lack of understanding by target audience

Ethics: Avoid to be denigrating towards target audience

Structure of the different lectures/ teaching activities to be implemented

Introduction

Main part of the teaching activity

Conclusion or follow-up of the teaching activity

Assessment methodology



Indicate what kind of assessment you will implement for this module/ unit. The assessment methodology must be linked to the learning outcomes.



2.3. Unit 3: INTERCULTURAL COMMUNICATION

Lecturer:	<u>To be determined</u>
Number of teaching hours plus workload plus credits	<u>To be determined: xx + xx + xx = XX</u>
Teaching activities:	<u>To be determined</u>
Setting:	<u>To be determined</u>
Tools:	<u>To be determined</u>

Corresponding literature: [All specific literature for this unit of the module]

Ingelhart & Baker, framework, Generation Y, young people want to be unique, special, they are willing to discuss.

Pickering, Michael (2001), Stereotyping. Basingstoke, Hampshire: Palgrave.

Verluyten, Paul (2002), Intercultural Communication in Business and Organisations.

Leuven: Acco. ISBN: 90-334-4534-4.

Learning objectives of the unit

LO1: To master intercultural aspects of communication techniques

Knowledge: Needs to know about verbal and non-verbal interactions in intercultural communication

Skills: Is able to apply different verbal and non-verbal communication styles and harmonise oral communication with body language

Attitudes: Has interest and is continuously alert to taboos and how to handle sensitive subjects

Ethics: Remain objective regarding sensitive topics

LO2: To master multilayered communication



Knowledge: Needs to know about multilayered communication in function of the cultural background of your audience

Skills: Is able to tell the same story from different points of view

Attitudes: Being open-minded to different approaches

Ethics: Remains an unbiased storyteller

Structure of the different lectures/ teaching activities to be implemented

Introduction

Main part of the teaching activity

Conclusion or follow-up of the teaching activity

Assessment methodology

Indicate what kind of assessment you will implement for this module/ unit. The assessment methodology must be linked to the learning outcomes.



2.4. Unit 4: INTERCULTURAL ENCOUNTER MANAGEMENT

Lecturer:	<u>To be determined</u>
Number of teaching hours plus workload plus credits	<u>To be determined: xx + xx + xx = XX</u>
Teaching activities:	<u>To be determined</u>
Setting:	<u>To be determined</u>
Tools:	<u>To be determined</u>

Corresponding literature: [All specific literature for this unit of the module]

Hoefnagels, A. (2011), Cultural sensitivity, intercultural encounter management, etc. (LO 3.4.1)
Rosinski, Philippe (2003). Coaching across cultures. London: Nicholas Brealey Publishing. ISBN: 1-85788-301-2.

Learning objectives of the unit

LO1: Mastering intercultural dimensions

Knowledge: Needs to know about stereotypes, put them in perspective, and illustrate them

Skills: Needs to be able to identify stereotypes of different cultures and put them in the right context

Attitudes: Is updating and is willing to adjust to different target audiences

Ethics: Never judging, open role, stereotypes might change in a globalising world!

LO2: Dealing with conflict management in an intercultural context

Knowledge: Gaining knowledge about conflicts and how to manage conflicts

Skills: To be able to solve conflicts and to contribute to suggestions for improvement



Attitudes: Problem solving attitude

Ethics: Open, non-judging role

LO3: Being a mediator in intercultural encounters

Knowledge: Gaining knowledge about codes of conduct for optimising host-guest encounters

Skills: Being able to manage host-guest encounters and culture shock situations

Attitudes: Being open to balancing intercultural comfort

Ethics: Needs to be respectful in all circumstances

Structure of the different lectures/ teaching activities to be implemented

Introduction

Main part of the teaching activity

Conclusion or follow-up of the teaching activity

Assessment methodology

Indicate what kind of assessment you will implement for this module/ unit. The assessment methodology must be linked to the learning outcomes.

3. Bibliography

Reader Literature

Unit 1

- Bras, K. (2000), Image-Building and Guiding on Lombok. The social construction of a tourist destination. PhD thesis Tilburg University (I will bring it to Brussels)
- Bringer, Jean-Pierre (1993), « L'interprétation de notre patrimoine, l'introduction du concept en France : bilan et perspectives », in Collectif, *Tourisme et Environnement*, Paris, Editions Espaces, Cahier n° HS.
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- Hofstede, Geert (1991), *Cultures and organisations. Intercultural cooperation and its importance for survival. Software for the mind*. London: HarperColinsBusiness.
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- La médiation culturelle du territoire, imaginaires du territoire et territoires imaginaires*, Paris, Ministère de la Culture, Script Editions, 1995.
- Tilden, Freeman (1957), *Interpreting our Heritage*, Chapel Hill, University of North Carolina, Carolina Press.
- Trompenaars, Fons (1993), *Riding the waves of culture. Understanding cultural diversity in Business*. London: The economist books.

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Unit 2

- Bryon (2010) (give tourists a better experience than they expect)
- Bryon (2010) (What is a tour guide? ambassador, animator, actor, buffer, catalyst, caretaker, communication link, companion, concierge, conduit, culture broker, demonstrator, director, disciplinarian, dragoman, educator, edutainer, entertainer, expert, facilitator, group integrator, host, informal educator, information-giver, infotainer, instructor, interactor, intermediary, interpreter, introducer, leader, manager, mediator, mentor, middleman, moderator, navigator, organiser, pathfinder, presenter, public relations representative, shaman, surrogate parent, teacher, translator...)

Unit 3

- Ingelhart & Baker, framework, Generation Y, young people want to be unique, special, they are willing to discuss.
- Pickering, Michael (2001), *Stereotyping*. Basingstoke, Hampshire: Palgrave.



Verluyten, Paul (2002), *Intercultural Communication in Business and Organisations*.
Leuven: Acco. ISBN: 90-334-4534-4.

Unit 4

Hoefnagels, A. (2011), Cultural sensitivity, intercultural encounter management, etc. (LO
3.4.1)

Rosinski, Philippe (2003). *Coaching across cultures*. London: Nicholas Brealey Publishing.
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