

Analysis of the trip as one of the transforming axes of the educational process

Análisis del viaje como uno de los ejes transformadores del proceso educativo

*Raising people's awareness is the way
to humanize the world Travel
and Learn!*

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Abstract

The association of the term “trip” to words such as amusement, erudition, journey, leisure, vacation..., being added in recent years to the entry of concepts as important as interculturality or social responsibility and new ways of sharing hobbies, ideas and sensations, provoke that this locution of a qualitative leap and broadened its meaning, including in the educational field (Aguerrondo, 2008).

The broad conception of tourism, as understood in our Western Europe, is born from the postwar World War II, accelerating its development from the 1960s (Salgueiro, 2002), although we have dates that between the end of the century 16th and the 17th-18th centuries there was a key approach: the use of the trip to train wealthy university students of basically private schools, who for one or two years embarked on the Mediterranean adventure to learn about the origins of Western European culture, located in Italy and Greece. This travel paradigm was called “The Grand Tour” (Katharina-Lau, 2012).

The present work makes an approximation to how the trip can be one of the transforming axes of the educational process, applying processes of proactivity and interaction that allow a better formation to the student for his later entry to the working world.

The methodology used has an exploratory character with a systematized analysis of multiple and varied scientific publications, which allow to support a constructive future on the educational journey.

Keywords

Education, trip, tourism, professional, learning, cocreation.

Resumen

La asociación del término “viaje” a vocablos como divertimento, erudición, periplo, ocio, vacación..., siendo añadido en estos últimos años a la entrada de conceptos tan importantes como interculturalidad o responsabilidad social y a nuevas formas de compartir aficiones, ideas y sensaciones, provocan que dicha locución de un salto cualitativo y amplié su significado, incluyéndola en el ámbito educativo (Aguerrondo, 2008).

La concepción amplia de turismo, entendida en nuestra Europa Occidental, nace a partir del periodo de la postguerra de la Segunda Guerra Mundial, acelerando su desarrollo a partir de los años sesenta (Salgueiro, 2002), si bien tenemos dataciones de que entre finales del siglo XVI y los siglos XVII-XVIII se produjo un planteamiento clave: el uso del viaje para formar a jóvenes universitarios adinerados de escuelas básicamente privadas, que durante uno o dos años, se embarcaban en la aventura mediterránea para conocer los orígenes de la cultura occidental europea, situados en Italia y Grecia. Este paradigma de viaje fue denominado “el Grand Tour” (Katharina-Lau, 2012).

El presente trabajo hace una aproximación a cómo el viaje puede ser uno de los ejes transformadores del proceso educativo, aplicando procesos de proactividad e interacción que permitan una mejor formación al estudiante para su posterior entrada al mundo laboral.

La metodología empleada es exploratoria con un análisis sistematizado de múltiples y variadas publicaciones científicas, que permitan sustentar un futuro constructo sobre el viaje educativo.

Palabras clave

Educación, viaje, turismo, profesional, aprendizaje, cocreación.

Introduction

In our wide human trajectory, many and varied have been the forms of movement of man, both short and long distance. In the case of Western Europe, the evolutionary history of the trip itself has gone through different phases and conceptions (Moreno Garrido, 2012).

If we are transported to classical antiquity (Greeks and Romans), travel did not occur solely for reasons of survival, trade or power, but there were other origins that enabled movement for a specific period of time, groups of people with some fixed needs. So, among the main motivations that we can list are: leisure with the Olympics, religion with the festivals dedicated to the gods and finally the learning of new theories of both social and scientific subjects, which prompted the trips to meet the great of humanistic thought and learn from them. It was, precisely, this last reason that gave the trip a new meaning, understanding it as an instrument that allowed to reach the places where knowledge was imparted (Cloe-Sampaio, 2004). Although, in those moments, it had not yet been reached the case that the trip itself was the axis of the educational process.

In the Middle Ages, the journeys based on faith were maintained, so pilgrimages or holy wars were key elements in the movement of certain social communities or individuals. Thus one of the privileged classes, such as the ecclesiastical one, had the capacity to travel to learn, although the trip did was not understand itself as a tool for learning, but it did serve as an instrument to reach the places where there was the possibility of training, even if it was restrictive (Jafari, 1992), we also find the figure of the *compagnon*, an apprentice who, in order to practice the profession in the builders' guilds (García-Vergara, & Ortega-Sanz, 2011), had to travel various places studying the cathedrals and other relevant buildings, an aspect that entails the beginning of a training trip to visit different cities.

With the advent of the modern stage, which we can establish between the beginning of the 15th century at the end of the 17th century, a time considered to be that of the Scientific Revolution, we could assume that the conception of travel as a generator of learning could acquire a new meaning - but despite the entry of new ideas, knowledge and symbols, the trip continued to be seen as a form of transfer to reach a destination, and not as an end in itself and, in this case as an educational trip (Moreno Garrido, 2012).

And the generation of a new conception of the world of travel intertwined with the world of education will not occur until the beginning of

the twentieth century. The change is provided in Great Britain, where public education began to gain popularity and where group learning was beginning to be considered a highly positive factor against the private tutoring that had prevailed until then (Katharina-Lau, 2012). It was no longer just an approach on how to learn, but how to do it. Thus, and thanks to the discoveries of the Italian archaeological complexes of Pompeii and Herculano (like main centers), to study abroad next to other companions began to acquire a force that in previous periods it had not had and where the trip itself also generated learning (Jafari, 1992). This trip was known as an initiatory journey, calling it the *Grand Tour* (Salgueiro, 2002) and it became an active and experiential form of knowledge.

The Grand Tour, therefore, can be understood as a youthful, initiatory journey that will extend over time to different areas of the academic and where the trip itself will be part of learning for this segment of the population (young people), being considered - besides- by some authors, such as Suárez Huerta, an initiatory journey to acquire “a cultural background that is fundamental for his personal and professional development” (Suárez-Huerta, 2011, p 256). At this moment, exactly when the idea of travel as a training element will begin to not seem strange and will eventually become, for certain social classes, something habitual.

If initially the Grand Tour included, part of France, Paris, Italy, Florence, Rome, Naples and part of Switzerland, from the nineteenth century, a new country will become part of this concept of educational trip: Greece, and with it, the humanistic umbrella that shaped the classics was completed.

In short, this tourist product; let's call it that way with these terms, since it included various elements that, at present, we understand as tourist offer, such as accommodation, transport, heritage resources, and some complementary services such as guides; pretended that the young students obtain an experience related to their continuous academic training, over two years and with a tutor who was not only their teacher but also their guide, in this way we are facing the realization of a trip with learning adapted to the needs of pupils (López-Martínez, 2015).

The explosion in the Industrial Revolution of steam engines, both by land and sea, the construction of new road infrastructures, universal exhibitions, the exploration of new territories, among other elements, gave rise to a new perspective on the concept of travel (Barrow, 2008). First, it was extended to other social classes for which, until then, it was unthinkable to travel, and

second, the trip ceased to have that educational concept of the upper classes going to find a new meaning, it basically leisure and entertainment, as well as the consideration of the tourism industry as an economic activity after 1911. (Scutariu, 2009).

In the twentieth century and, more specifically, between the 50s and the 80s, tourism had a characteristic far removed from what could be understood as an educational trip, given that the motivations of demand were basically those of leisure and entertainment, appearing what is known as mass tourism, even if it is a term, as Bertram points out, “problematic” (Bertram, 2002).

Traveling, therefore, is part of our personal and worldly baggage (Salgueiro, 2002) and allows broadening horizons, in a clear sense of learning, if the traveler underlies a discoverer, observer, thinker or reflexive character it will be the signal in which the trip is achieving not only that ludic part but cognitive one as well. We must not forget, on the other hand, that as it is contemplated by the UNWTO in its article 7.2, tourism, where the inherent and primordial element will be travel as an experiential, memorable axis (Coelho, Gosling and Almeida, 2018), that not only meets certain needs but has become part of the rights that citizens have (UNWTO, 1999), becoming an important phenomenon for countries at economic, cultural and social levels, where a segment of its tertiary or quaternary sectors exploits the central elements of production and consumption.

The educational trip

When we talk about tourism, the axis will be travel and this is what allows us to break with the daily routine, discover new places, meet people, open our minds, stimulate our senses and in some cases make it a way of learning more (Barrow, 2008) to which we can add traditional models and virtual models, which is not always easy or evident (Ferrés, 2008). We can travel alone or accompanied; in high, medium or low season; near or far from home; for completely different reasons such as enjoying “dark tourism” (Séraphin, 2017); the sun and beach; the extreme trip or the adventure, among others. But, in short, the trip allows us to escape for a few days from the closest reality and scape or dream with elements that mark the different traveling motivations. But what if the trip was not an escape route but a learning tool as it had been in previous and disparate times? It

would probably give us the ability to try a set of experiences that we would not have considered, possibly at the beginning of this (Sperano, Roberge, Bénech, Trgalova, & Andruchow, 2019).

The first condition for the trip to be an educational trip is for the traveler to have a positive attitude, an open mind and to accept that the trip will bring knowledge, so it is advisable that before starting an educational trip there is adequate and analogous planning (García-Vergara, & Ortega-Sanz, 2011). The second condition is that there is a clear will to improve, an educational trip is of no use if the traveler who is going to do it believes and thinks that his learning has already closed the corresponding cycle. Therefore, we have that the idea of experience wrapped in a certain pragmatism where necessarily there is a relationship between being able to do, experiment and learn. In other words, you learn while the trip is made (Larrosa, 2011).

With all the aforementioned premises, it is necessary to consider the journey from two perspectives that a priori may seem very different, but that have elements that are common (Mandelli, & La Rocca, 2014). In the objective that occupies us culturize, educate and travel are three verbs that make up the fundamentals of travel as a tool for change in the educational process. So, we cannot break from one of them without breaking the fragile balance that they maintain, since we are establishing that the trip will be our transforming axis. The perspectives analyzed in this article are: the tourism perspective and the educational perspective.

The tourism perspective

The educational trip would be in a phase considered larval, as we have seen, although there is a set of tourist sub-typologies that include educational parts, in most cases, the trip continues being an instrument to start and reach a determined point, while we perform in a closed space, an apprenticeship (García-Vergara, & Ortega-Sanz, 2011). In fact, what is transferred is a concept of physical space where a series of established teaching hours are taught, although we believe that in educational trips there would be an added value, which is the use that people who demand this product can make at tourism level, since it is reliable the transfer to the chosen place, the realization of expenses and the outline of an experience with a product, a system or a service, through the travel maps (Kalbach, 2016).

But, evidently, the educational trip can be analyzed from a prism of production, with its results being the following:

- Some authors, such as Pawlowska, Martínez-Roget and Pereira-López, talk about academic tourism to describe those trips that students from specific universities make to other universities with the aim of continuing their learning in another educational center with a different sociocultural perspective. In the European case, these academic trips are mostly supported by the European Union (EU), through different programs, the best known being the Erasmus program, which was awarded a few years ago with the Prince of Asturias Award in recognition of its work for its development of Europe-, where students and teachers can access it. In this case the perspective of the trip is finalist, and not during the trip or is the trip itself considered (Pawlowska, 2011), (Martínez-Roget, Pereira-López, & Pawlowska, 2013).
- For their part, authors such as Marrero-Rodríguez, Abdul-Jalbar, Orduna and Urpí point out that cultural tourism can be understood as educational tourism due to the motivation of tourism demand, as well as the patrimonial resources they access, even if, at the same time, they are on business and leisure (Marrero-Rodríguez, & Abdul-Jalbar, 2012). In this case, the ludic activity that is the trip becomes an activity that allows the growth of each one of the travelers and, that helps to forge their personality through the experiences which the trip represent (Orduna, & Urpí, 2010).
- A work of researchers from Russian universities points out that there is a series of educational technologies implemented by Dr. Shogan and Dr. Storozhakova as a factor of axiological development of the personality of students in the context of spiritual and moral education in the field of tourism (Frolova, Polenova, Khoruzhiy, & Budaev, 2018), in which the experience of developing the project of “contemplative trip to the city of St. Petersburg” is presented, applying the above methods in excursion activities.
- If we look for specialization in educational tourism, we find what is known as idiomatic tourism, a typology that shows a double way of proceeding, on the one hand, learning a language while tourism is being done in a city, cases of students who end of course trip

or passing through a specific territory decide to take advantage of all cultural activities to practice and keep learning a language, or those people who come to our country to learn Spanish as a foreign language and at the same time take the opportunity to know the tourist resources of the area. But their learning is in a specific scholastic space and not in the fact of the visit, properly speaking. One of the best-known offers for this second way of proceeding are the Spanish as a Foreign Language courses, known as ELE, this being one of the most common forms of demand with an offer that goes beyond the 600 educational centers throughout Spain (Piédrola-Ortiz, & Artacho-Ruiz, 2011).

The educational perspective

One of the authors who has researched the relationship between culture and pedagogy is Trilla, which points out how cultural spaces can be educational and vice versa:

All institutions called educational are, by the very fact of being, cultural institutions; and the same in reverse. If anything, the difference between one and the other is only a difference of emphasis: educational institutions put the accent on the transmission or acquisition of culture, while the cultural denominations put it in the conservation (material), creation and use of culture. But that is only a difference of emphasis, since in educational institutions, in addition to transmission, there is also elaboration and use of culture. And, on the other hand, no one will deny that in cultural institutions there is also transmission and learning. In short, the ones are fixed more in certain moments of the cultural process and the others in others, but the object with which both work is just the same (Trilla, 2000, pp. 135-136).

In the new trends of learning methodologies in the European sphere, new forms have been introduced in the last twenty years, as well as new attempts to approach the needs that both the professional world and the educational world require. The crisis of traditional teaching models shows the speed of changes in a world that is becoming more global and that as Aguerrondo points out, “since the beginning of the 20th century, science began to stop being an observation of the world and information to become the creation of the world” (2008, p.2).

As a consequence of these changes, a new educational formulation is produced, where producing and conceiving knowledge can be done not only inside the classroom but outside of it (García-Vergara, & Ortega-Sanz, 2011). This is how, in a certain way, the Grand Tour paradigm recovers, where tourism can help the traveler, whether student or not, to develop new ways, not only of learning, but also of acquiring skills that allow easier access to the job market. Obviously, a physical educational trip is advocated (Horey, Nicolacopoulos, Kashima, & Mathisen, 2018), that is, where the transfer of the subject is necessary and not only to be there, but to actively involve him/her through proactive actions and with direct contact with the agents involved (López-Martínez, 2015).

The ease with which today you can travel, both physically and virtually, has revolutionized the human being and with it, the formative aspects that accompany him in a total or partial way throughout the different processes through which he passes his Lifecycle.

So, to consider possible future classrooms in this 21st century that allow not only a theoretical but practical knowledge can be a potentially realizable idea, through -on one side- all the tools that the internet allows us to do, and - on the other hand - the different tourist destinations, making the trip to them, understood in a global and seamless way. In other words, the trip is part of the educational process, which is understood as the learning tool and not as a mere vehicle that simply transfers you to a tourist destination (Henaó-Álvarez, 1993).

One of these cases is reflected in the communication presented in UNIVEST11 by professors Marisa García and Yolanda Ortega of the University of Girona, which during the 2010-2011 academic year they mark the subject “Contemporary Architectures” (optional) linked to an experience outside of the classroom, which is a study trip to the city of Berlin, recovering the trip as an activity that facilitates learning in a cooperative way, through all the planning and realization of the trip combined with the study of the city and a selection analysis of its architectural works, these last activities carried out in the classroom. This experience poses a teaching based on the active construction of knowledge; self-management in the form of learning on the part of students and among students, since we must achieve shared objectives and work as a team; “Taking into account that these educational experiences represent a type of highly formative pedagogical activity for students”, recommending the creation of networks for creative and university

cooperative training and activities based on the search, creation and use of these tools and resources (García- Vergara, & Ortega-Sanz, 2011).

Another case is the story that Julen Iturbe-Ormaetxe tells us about the wonderful experience of solo travel around the world and recorded in three books, Salva Rodriguez -professor of institute and traveler- stating that “the trip is a huge source of learning and these three books with good material to learn: Of the people, of the world, of humanity “and of the experience that is carried out by teachers and students in the LEINN degree of the University of Mondragón, in which” travel is used as one of the main stimuli of learning” (Iturbe-Ormaetxe Zamarripa, 2015).

Since the end of the 20th century, new didactic methodologies have allowed constant changes and advances, which allows us to affirm that the student is, in the 21st century, a potential active subject of learning. In addition, when the verb to teach is mentioned, it can be pointed out that this implies having experiences and organizing them so that the student can make the necessary constructions in their training models. The trip, therefore, can become one of the many ways of learning, where one can develop part of the skills required of students (Aguerrondo, 2008).

Therefore, closer ties between educational systems and educational or academic trips could become a need that not for preemptory, could not always be easily resolved. One of the possibilities is that the trip could be based on a model based on connected, interactive, social and ubiquitous components, with special emphasis on the expectations and specific needs of all the agents involved, where existing skills and personality allow to assume or reinforce new competences. In this way, it is intended that the student ceases to be a passive subject to become an active subject who seeks in the different actions that a trip can allow, can achieve the satisfaction of their learning needs and can make known the needs of the agents involved (Lévy-Leboyer, 2000). The most important part is to be able to achieve an experience of a global nature such as that of learning, where each of the elements in use can reinforce the potential of what we have been calling an educational trip. As Cantero points out, “the relationship between tourism and cooperation for development is called to propose new scenarios in which tourism collaborates with the objective of human development in the world” (Cantero-Medina R., 2012).

To do this, an educational trip will ask the traveler-adventurer, bohemian, wanderer, student, hiker, explorer, navigator, nomad, pilgrim, globetrotter, tourist, user, - of this, who has a systemic thinking, where the observation

of the objects will have to be carried out as if we were dealing with complex phenomena. Consequently, this type of travel will have to be given a new approach that allows the possibility of seeing a complex reality in its interrelations and various elements (Argudin, 2006). So that in the preparation of an educational trip it will not be enough to visit certain destinations, but to know why they are visited, what they involve in learning, if they are looking for objectives that allow to obtain the bases for a critical thought and if they allow a work in team. In short, an educational trip must have the ability to develop a set of skills aimed at personal and professional improvements.

At this moment it is suggestive to comment on the use of applications based on interactive and augmented reality to present the concept in higher education institutions from a pedagogical and technological approach in order to prepare new students for their educational trip (Nguyen, Muilu, Dirin, & Alamäki, 2018) or the introduction of tools such as travel maps, which are graphic and textual representations - visualization instruments - that aim to outline an experience over time with a product, a system or a service (Kalbach, 2016), which will help us as an anticipatory and collaborative design method to support the creation of pedagogical activities to be used by teachers and as a method of planning prospective and retrospective projects for academics (Sperano, Roberge, Bénech, Trgalova, & Andruchow, 2019) or the implementation of community development programs, methodology or educational trips to promulgate the concept of global citizenship in the development of the curricula of higher education students (Horey, Nicolacopoulos, Kashima, & Mathisen, 2018).

Finally, at present, talking about basic and specific competences that can place students in line with their best professional and personal development is not alien to either of these areas (De Miguel-Díaz, 2006) and therefore, there are that take advantage of the opportunities that a trip can offer them for their full growth, understanding that travel can be one of the integral tools of the considered new pedagogies and, therefore, for present and future, one of the transforming axes of the educational process.

Conclusions, reflections and challenges

Man, intrinsically speaking, has always felt and feels the need to socialize and travel, evidently the motivations have varied over time. Many are the

ways to understand and name tourism typologies, although in this study we have focused on educational tourism, which has been proposed as a new challenge, where one can rescue certain ideas from the past to be able to apply them with all technologies in the present, where globalization can make us lose certain aspects of the different idiosyncrasies that a trip is intended to know. Therefore, in this study we have tried to start a reflection from the two perspectives that unite research: travel and education, but at the same time, we are aware that there are many unresolved issues and we could even dare to say, even unexplored. Nevertheless, some preliminary conclusions can be drawn that may help in the future to follow this investigation. Among the conclusions we highlight:

- The existing dispersion in the subject matter of this research, without, at the moment, being an in-depth analysis that can provide a new conceptualization and methodology and be included in both the tourism and educational fields.
- The difficulty of providing guidelines and tourism-educational products appropriate to the reality of each of the trips that can take the conception of educational trips.
- The need to understand that, in a learning process, travel can open new challenges for the development of certain skills such as critical thinking, teamwork or acquired knowledge.
- The unknown about the ways of showing the idea that a tourist trip can be a tool that can bring added value to the educational world, if tourism is increasingly seen as an economic sector and not as a humanist sector, where sometimes consumerism is encouraged more than its cultural, patrimonial and social character.
- The recovery of the meanings of the educational trips of the past from tourism and new educational methodologies, in which their contents are updated, that is, in part there is a co-creation and involvement of the student in the subject itself, not only for it to be attractive but so that they have a contribution in the own education of travelers-students, without they having the awareness that it is only an indoctrination, since they are participants and creators of the magnitude of knowledge, that is transferred in infinity of contexts and living spaces.

- The search for tools with the pretension that all involved agents consider the concept of educational travel from the fundamental essence of it, and not only as a useful instrument of transfer and arrival to a destination to perform an academic process in situ, leaving aside the trip itself.
- The need to promote learning in mobility, that is, the acquisition of knowledge can and should occur anywhere, thanks to the impact it has in our world, the so-called expanded education, which should be used among other elements axial and transformers, the concept of travel, in its wide significance.

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