

UNDERSTANDING EDUCATIONAL SCHOOL TRIP: A REVIEW ON BENEFITS AND CHALLENGES IN TOURISM AND EDUCATION

Eğitim Amaçlı Okul Gezilerini Anlama: Turizm ve Eğitim’de Faydalar ve Zorluklar Üzerine Bir Değerlendirme

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Abstract

Learning can take place outside school setting and school trips are often used to complement formal learning in classroom. As a sub type of educational tourism, the trips have been evolved and focused to enrich students learning experience. This paper provides discussion of educational school trip context, tourism elements in school trips, how school trip connects to learning in outdoor setting and challenges in conducting school trips. Compelling explanations are provided for better understanding this segment and can be an opportunity for many parties to reflect and work together to foster learning experience and facilitate leisure and tourism activities for students.

Keywords: School Trips, learning experience, educational travel

Öz

Öğrenme okul ortamının dışında gerçekleşebilir ve okul gezileri genellikle sınıf içi örgün öğrenmenin alternatifi olarak kullanılır. Eğitim turizminin bir alt türü olan geziler, öğrencilerin öğrenme deneyimini zenginleştirmeye odaklanmış ve gelişmiştir. Bu makale, eğitim amaçlı okul gezisi kavramını, okul gezilerindeki turizm unsurları, okul gezisinin açık hava ortamında öğrenmeyle nasıl bağlantılı olduğu ve okul gezilerinin yürütülmesindeki zorluklar hakkında tartışma sunmaktadır. Bu bölümü daha iyi anlamak için ikna edici açıklamalar sağlanmıştır ve birçok taraf için öğrenme deneyimini geliştirmek ve öğrenciler için boş zaman ve turizm faaliyetlerini kolaylaştırmak için birlikte düşünmek ve birlikte çalışmak için bir fırsat olabilir.

Keywords: Okul Gezileri, Öğrenme Deneyimi, Eğitimsel Seyahat

Introduction

The concept of education through tourism is not something new. For years the characteristics of tourism and education have not been dealt with in depth and are often misunderstood. According to Nakagawa, Soedarsono, & Bandem (2006), relating tourism to the field of education can produce at least two levels marking such a relationship: first, education about the tourism industry, in which its socialization and system of manpower are given priority; and second, tourism when considered as a process of educating people. This implies that tourism should impart knowledge to tourists, managing personnel and society, the last being supportive of tourism activities. Moreover, Ritchie (2003) pointed out that there are two distinct sectors linking education and tourism: first, general travel for education (many leisure or tourism motivation models include education (Beard & Ragheb, 1983); and second, university/college students being taken on specific trips, which might be termed school tourism. These sectors have developed in many countries but require different approaches for tourists and students. However, the main shared objective is the experiential learning that people gain during the activities. Research demonstrates that students are able to remember fieldwork and recall the activities over a much longer period of time than traditional learning opportunities (Dillon et al., 2006; Falk & Ballantyne, 2012). Furthermore, encountering new situations and environments provide opportunities for them to develop understanding and improve life skills. The concept of school trips has similar aims as reflected in educational travel to offer the best direct knowledge. However, school trips and its link to tourism and education has been known to be complex for many and have received little interest. This paper provides a picture of school trips from both tourism and travel views and followed by presenting challenges faced.

Methodology

The conceptual papers present reviews on multiple concepts, previous theories and articles and research papers (Jaakkola, 2020). Furthermore, conceptual papers can “bridge existing theories in interesting ways, link work across disciplines, provide multi-level insights, and broaden the scope of our thinking (Gilson and Goldberg, 2015, p.128). Scholars argue that conceptual papers aim to provide new relationships among constructs; therefore, the goal of the conceptual papers is to provide meaningful relationships between various constructs rather than testing them empirically (Gilson and Goldberg, 2015). As previously mentioned, this paper aims to provide a review of various concepts in educational school trips, tourism elements in school trips and benefits and challenges of educational school trips.

Educational School Trip Context

Educational tourism or educational travel is not a new concept in tourism. In recent years these concepts are often used interchangeably to describe a trip that combine learning and traveling. Bodger (1998) for example defined educational tourism or edutourism as a program in which participants travel to a location as a group with the primary purpose of engaging in a learning experience directly related to the location. Moreover, Ritchie,

Carr, & Cooper, (2003) divided educational tourism into two different forms: 'tourism first', in which the main motivation is tourism itself and learning processes will follow (for example, a visit to a natural or a cultural heritage site as part of a package trip); and 'education first' (for example a school excursion). However, it is important to note that in the case of education first, such travelers are still categorized as tourists or excursionists due to the tourism impact they cause (see Ritchie & Coughlan, 2004). In addition, 'educational tourism is related to non-formal learning and is a form of self-directed learning while travelling; education and tourism are the core services' (Tomasi, Paviotti, & Cavicchi, 2020).

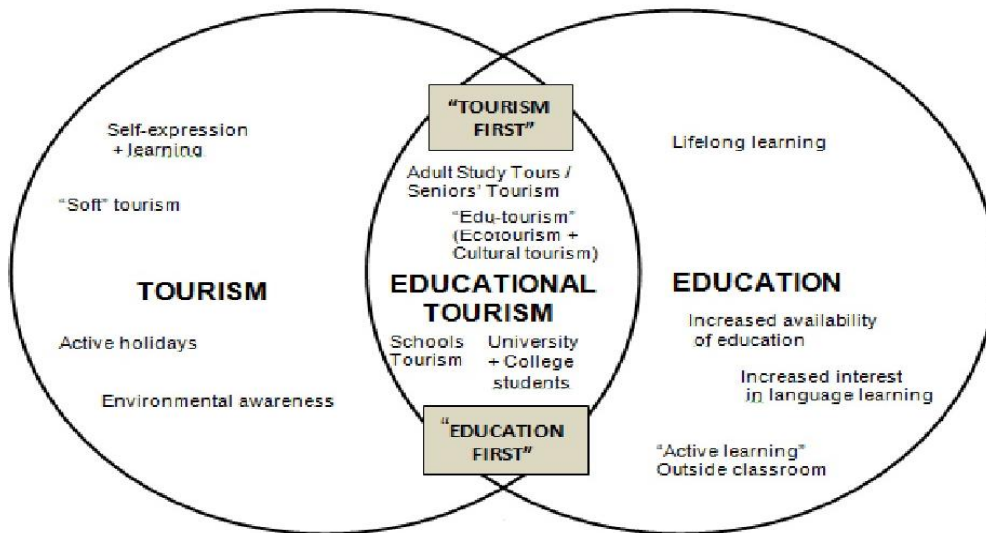


Figure 1. Two main components of educational tourism

Source: (Ritchie, 2003)

Considering for its growth market and opportunities, some experts classified it as a subset of tourism (Ritchie, 2003; Roberson, 2018) or as special interest tourism, which is undertaken out of a particular interest (Pitman, Broomhall, Mcewan, & Majocha, 2010; Weiler & Kalinowski, 1992) and nowadays frequently adopted to educational institutions such as schools and universities by providing outdoors as the main learning setting for learners known as educational school trip (tour), school excursions, study field trip, or university and college trips.

Tracing history, the concept of school trip has been introduced in the sixteenth century. Woods (1937) explained that the concept had been introduced by Michael de Montaigne in the sixteenth century, referring to his thoughts about what he called 'book learning'. In contrast to the concept of educational trip in the seventeenth century that focused to engage European upper classes, particularly the British to send their sons on an extended tour so-called Grand Tour for cultural norm (Brodsky-Porges, 1981), Michael de Montaigne highlights the utility of traveling is to provide linguistic, anthropological, and intellectual exercise. Montaigne believed that the whole world could be a book from which people could learn, and this concept is believed to be the philosophical beginning of school excursions. Jean-Jacques Rousseau, who had an interest in educational philosophy, was also credited with strengthening the concept. In the following decades,

German philanthropists adopted it and started to organize actual excursions, as we know them nowadays.

The term 'school trip' is used broadly in the discussion of educational tourism. Some scholars speak of school excursion tourism (Dale, 2007; Olesniewicz, Soltysik, Markiewicz-patkowska, & Cieplik, 2015), while the others speak of school trips, educational trips or field trips specifically for students (Behrendt & Franklin, 2014; J. DeWitt & Hohenstein, 2010). Larsen & Jenssen (2004:46) stressed the type of trip as group tours and defined it 'a particular class of tourist trips characterized among other things by being group tours where the majority in the group is children'. They also underlined that the trip commonly accompanied by teachers and adults and related to a specific subject. In addition, Ritchie (2003) previously scoped the visitors' age characteristic between 5 and 18 years of age and argued that language school[s] where people go abroad to learn about language' can also be categorized to school trips as well.

As a specific subset of educational tourism, school trips have received little interest, and are poorly researched in the tourism industry, particularly because of their scale, specificity and particular needs (Larsen & Jenssen, 2004). Ritchie & Coughlan (2004) indicated that its market (including school tourism) has been overlooked over the last decades and little attention has been paid in recent years to their role as an important source of visitors for attractions and destinations.

However, some recent data show an optimistic picture in the development of this type of tourism model globally. In in the context of Asian countries such as Japan, it is indicated that in 2012, 98.4% of junior high schools and 97.1 % high schools execute school trips, organized during the third year of school, with the majority of the destinations being domestic (Watanabe, 2015). Although this has slightly decreased due to economic challenges in 2013 (to 96.9%), 134,007 high school students were involved in overseas school trips.



Figure 2. Example of school trip in a cultural village in Papua Province, Indonesia

Source: (Author Personal documentation)

In her paper, Ho (2014) highlighted that there were 264 schools making 786 overseas study trips in 2001 and is predicted to increase in the following years. This is not surprising due to full support of the government to set aside \$4.5 million a year. Despite the market size cannot be compared to other type of tourism, these figures show that school trip/tourism is a significant, if undervalued, sector of the market that warrants further attention. It is forecasted to continue to grow and make a significant contribution. The market is also important as it offers a partial antidote to issues of seasonality, with school visits often occurring outside peak holiday periods

School Trips and Tourism Elements

The link between school trips and tourism has been underlined by previous literatures (see (Byrnes, 2001; Dabamona & Cater, 2019; Quezada, 2004; Ritchie, 2009). Each of them contributes to outline the nature and develop the educational issues into tourism management and the impact to local/national income. Furthermore, Tomasi et al., (2020) contended any learning will tend to take place during a trip such as to relax or to visit a destination. However, they suggested that still education is the main purpose while tourism often positioned secondary one. Thus, the part of tourism element cannot be ignored and should be understood as integrated part by a destination or attraction for achieving learning goals.

Cooper & Latham (1989) noted that the form of visits with educational purposes has long been considered an inseparable part of school life. Due to the main location that are generally attractions and destinations, the impacts that arise can come varies. Therefore, attraction/destination managers need to be aware of the demands of the school market if they intend to enrich teacher and student experiences, and to develop appropriate marketing models to encourage school visits (Ritchie, Car, & Cooper, 2008). Attractions should be able to demonstrate their uniqueness compared to traditional classroom. Ritchie, Car, & Cooper (2008) suggested, attraction managers to optimized their service by supplying a range of facilities and resources such as free classroom facilities, free indoor packed lunch room/outdoor eating area, free familiarization visits for teachers, free coach/car parking, free adult or accompanying passes depending on the size of the group, access to a specialist education team, access for special needs, and secure storage for belongings. In many ways, attractions and destination are also advised to provide or hire professional educational specialist and educational officer to cater towards this market. This is to make sure that school trips can optimally provide opportunities for students to experience new atmosphere of visits in group, create a deep memorable experience as well as to allow a positive impression on attractions and destinations.

Ritchie, Car, & Cooper (2008) claimed that school trips encompass domestic and international trips and student exchanges, and each provide an important market for attractions, tour operators, business transportation and accommodation providers and actively engaged in a wide range of tourism experiences. International school trips and international students exchange are described to be more complicated in planning and trips management due to administrative issues and usually involved commercial tour operators to facilitate the program (Campbell-price, 2014). In contrast, from domestic trips perspective, it is claimed that many schools choose to organize day trips because

easier to organize and manage compared to overnight stays (Ritchie, Car, & Cooper, 2008). As the nature and its scope is pure domestic, planning and adjusting the trips program often less complicated. Some schools often run and organize school trips without significant obstacles because they understand the goals and results to be achieved in destination; while inexperienced schools generally take local tour operators to bridging the school trips. Although in general the trips are not perceived as ‘high yield, big business’, this can be an evident that there is still a recognition to place it as a distinct segment of the promising tourism market.

School Trips and Learning Elements

The link of travel in school trips and learning values attached are argued to motivating many educators to duplicate the model to students. Despite others seemed to underestimate the trips’ importance to produce element of a learning experience outcomes, they indicated formal learning environments can impart important element of knowledge (Davies et al., 2013; Stone & Petrick, 2013). Moving for one place to another and travelers’ learning experience can also be linked to concept drawn by Aristotle’s concept of three competencies, episteme, techne and phronesis. Falk & Ballantyne (2012:916) for example defined it as follows ‘Episteme (theoretical knowledge) is concerned with knowledge that is systematic and universal across particular contexts, while Techne (practical skill) refers to the skills, routines and techniques associated with making, creating and doing and Phronesis (practical wisdom) is about the development and application of experiential knowledge to specific contexts’. They also underlined the concept that can provide learning opportunities into following details (see table 1)

	Passive	Active
Practical skills (techne)	Incidental development of generic skills and technique (e.g. communication, organization, problem-solving, navigation)	Active quest for control and mastery of physical or cognitive skills (e.g. golfing, sailing, photography)
Knowledge (episteme)	Serendipitous and spontaneous acquisition of knowledge (e.g. incidental learning about sites, settings and species)	Deliberate search for knowledge and understanding (e.g. intentional learning about sites, settings and species)
Practical wisdom (phronesis)	Accumulating ‘life experience’ through exposure to varied situations and settings (e.g. self-awareness, social and cultural awareness)	Active pursuit of a good and virtuous life (e.g. consciously learning about sustainable and ethical behaviors and cultural perspectives)

Table 1. How travel contribute to learning

Source: (Falk & Ballantyne, 2012)

School trips has been implemented globally and varies in learning aims. Studies have shown that the effectiveness of learning through student experiences during the school trip has been shown to deepen understanding, social interaction and to improve students' personal growth. Some previous have underlined the impact of school trips to first-hand experience and educational values (Fägerstam & Blom, 2013; Telu & Ekeke, 2017). Dabamona, Cater, Cave, & Low (2021) and Dabamona & Cater (2019) indicated trips could create opportunities to make direct observation and obtain cross-cultural understanding. In line with positive impact resulted from the trip, Lai (1999) also highlighted the bond improvement among students and enthusiasm for learning outside their regular traditional setting/classroom. Teachers as one of the core elements in the trips can also get benefit from the trip as well. Patrick, Mathews, & Tunnicliffe (2013) for example described the trips as the important source for teachers to gain experience to manage the trip and build confidence to take students out of schools. Meanwhile, as it is full of learning values, teachers have opportunities to obtain new ideas for teaching and identifying weaknesses after evaluation and work to improve (Bitgood, 1989). However, to achieve this, support must be fully provided by the school such as administrative approvals, supervision of outdoor teaching and learning and where possible funding.

Furthermore, many studies also conclude that school trips are not only important in terms of cognitive benefits, but also affective outcomes (Ballouard, Provost, Barré, & Bonnet, 2012). DeWitt & Storcksdieck (2008) for example claimed that affective outcomes could possibly surpass cognitive outcomes, since most trips are not designed to create lasting cognitive effects. This claim basically strengthened Knapp (2000) argument when investigating knowledge associated with school trips based on science programs. The result of an evaluation after 1 month and 18 months indicated that many students could not recall specific knowledge attained while on the trip.

Furthermore, it should be noted that many scholars stressed on experiential learning resulted from school trips and how it is positively creating immersions to students' participants both during the process of travel and in the attraction or destination. Experiential learning, known to be the combination of grasping and transforming experience into knowledge (Kolb, 1984), enables students engage actively through observing, practicing and questioning approach. Kolb (1984) underlined four stages occurs in experiential learning model such as (concrete experience), perception (abstract conceptualization), cognition (reflective observation) and behavior (active experimentation) (Figure 3).

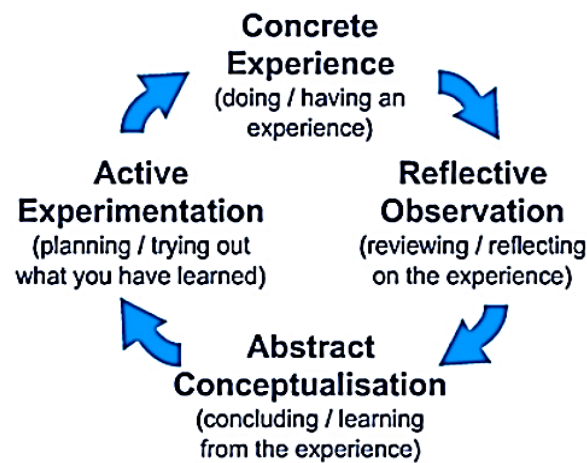


Figure 3. An example of school trip in the museum in Papua Province, Indonesia

Source: (Stone & Petrick, 2013)

This model represents well the meaning of gaining knowledge through travel and how learning was built upon reflection on contextual things. Mouton (2002) in his research previously found that interactions and encounters, self-understanding and reflection helped the respondents to derive meaning from the travel experience. School trips which might similarly apply the model can be indicated producing similar learning outcomes. As previously explained, places such as attractions and destinations are some common places to be the main target location for school trips. Many educators aware the prospect and organize the school trips to these sites and effectively integrating experiential learning approach. Some example can be drawn from museum or other cultural-historical venues. Piscitelli & Penfold (2015) noted that in a content-rich environment, children tended to lead their own learning, experimenting and using their imagination. Moreover, this can be the entrance to activate their active learning and freedom of learning. To link with this argument, school trips to agritourism probably is one of the examples in Indonesia that many schools utilize. With the focus to learn biology and agroindustry, student participants also engage planting rice with locals and immerse to local life (Mujanah, Ratnawati, & Andayani, 2016; Nisa, Samino, & Arisoesilaningsih, 2014). This learning experience later is useful to add more perspective related to the subject and open their horizon on real context.

Understanding School Trips Challenges

Although school tourism has the potential to provide students and tourism sites with a number of benefits, substantial constraints can emerge from many factors. As it is organized in outdoors, school trips are very closed to risk and safety of students. Many experts have warned the risk of organizing school trips without proper preparations. Novelli & Burns (2010) urged to health and safety on a trip is the main concern and proper instructions are needed. This is in particular because the participants are young students. To tackle this, deep initial observation is needed to asses the risk and safety. In addition, schools are encouraged to apply code and conduct of school trips to minimize the risk. For many schools, expenses and funding are the challenges for school trips.

School trips expenses can vary from transportation, students' meal, accommodation (if more than one-day school trips) and venue entry costs. These often create financial problems. In addition, organizing a school will cost a lot and some schools, in particular small schools have no budget to cover it. Moreoften schools ask funding from students and this situation can misinterpreted by parents. Most parents and students may feel that schools owe them such excursions and there will be no additional cost for them (Michie, 1998).

Other challenges that may occur is related to logistic management. This can be in the form of additional tasks before the actual trip (i.e. administrative approval, parental permission, safety forms and communicating with schools and teachers involved); determining transportation of students; visiting places in advance; students' clothing issues; making arrangement for meals; and student identification (e.g. name tags) (Behrendt & Franklin, 2014; Nabors, Edwards, & Murray, 2009). Moreover, inexperience in conducting school trips can also be considered a barrier. The shortage of trained and confident teachers to organize school trips are deemed to be the fundamental reasons. Indeed, the possible challenge faced also come from attractions and destinations. Poor management, educational quality service and marketing issues are some issues that could decrease the quality of school trips (Ritchie, Car, & Cooper, 2008).

Despite the benefit to provide learning experience and escapement from formal teaching-learning atmosphere, probably the challenge is related to internally school. There is a reluctance from the school to conduct school trips due to its significant hours used outside. It is added with denseness of school curriculum where teachers are requested to achieve specific learning target (Bartosh, Mayer-Smith, & Peterat, 2006).

Conclusion

This paper has highlighted the importance of school trips to serve from tourism and learning views. This is also an evident that tourism has multiplier effect, including in the domain of learning and education by playing an invaluable role to enrich schoolchildren and youth learning experience in an educationally well-managed attractions and destinations. Furthermore, it is underlined that the goals of school trips vary based on learning objectives and topic. Therefore, for attractions and destinations, there is a need to understand the needs of this type of travel and supply facilities and adequate resources. In addition, this paper is testimony to the fact that the trips as a subset of tourism sector is unique as it pertains to how atmospherics affects student visitors' important element of practical skills, knowledge and practical wisdom.

The paper was further explained that school trips, although full of learning values and personal capacity building, also had many challenges. It is argued that the challenges can be in the various forms and emerge from many factors, such as schools, teachers, students or attractions and destinations. This suggests that it is important for many parties involved to understand and support school trips as well as to provide assistance if needed. To this end, the author believe that school trips school visits are a good investment for schools and for attractions and destinations.

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