

## Aprendizaje turístico por descubrimiento significativo mediante viajes académicos de estudio: estrategia y práctica de sustentabilidad. Puerto Peñasco, México

*Tourist Learning by Significant Discovering through Academic Study Trips: strategy and practice of sustainability. Puerto Peñasco, México*

*Tourist descoberta significativa a aprendizagem através de viagens de estudo académicas: estratégia e prática de sustentabilidade. Puerto Penasco, México*

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### Resumen

El desarrollo emprendedor es un factor clave de éxito para el turismo sustentable, el cual requiere de una formación práctica innovadora, adecuada a las tendencias del mercado turístico. El objetivo de la investigación fue desarrollar una experiencia de aprendizaje turístico por descubrimiento significativo mediante los viajes académicos de estudio en el destino turístico litoral Puerto Peñasco, a través de la materia Planificación Turística del Programa de Turismo de la Universidad Autónoma de Ciudad Juárez (UACJ). Se implementó una metodología experimental, en la que se utilizaron métodos empíricos, teóricos y estadístico-matemáticos. La actividad práctica aplicó el enfoque geoespacial al estudio de un destino mediante la interpretación del proceso de producción del espacio turístico, así como el reconocimiento del modelo de implantación, el inventario y evaluación de recursos turísticos y el análisis del esquema de estructuración del espacio turístico. Los resultados permitieron comprender y

justificar la contribución del proceso de aprendizaje práctico a la formación de conocimientos turísticos incorporando los viajes académicos de estudio extracurriculares al desarrollo del aprendizaje turístico por descubrimiento significativo como estrategia y práctica de sustentabilidad.

**Palabras clave:** conocimiento, turístico, aprendizaje, viajes académicos de estudio, sustentable.

### Abstract

Entrepreneurial development is a key success factor for sustainable tourism, which requires practical innovative training, adequate to the tourism market trends. The objective of the research was develop an experience of tourist learning by Significant Discovering through academic study trips to the tourist coastal destination Puerto Peñasco, through the subject Planning Tourism of the Tourism Program of the Autonomous University of Ciudad Juárez (UACJ by its name in Spanish). We implemented an experimental methodology, which used methods empirical, theoretical and statistical - mathematical. The activity practice applied the geospatial approach to the study of a destination through the interpretation of the production process of the tourist space, as well as the recognition of model implementation, inventory and evaluation of tourist resources and analysis of the structuring of the space tourism scheme. The results allowed to understand and justify the contribution of the process of learning to the formation of tourist expertise incorporating academic extracurricular study trips to the development of the tourist learning by Significant Discovering as strategy and practice of sustainability.

**Key words:** knowledge, tourism, learning, academic study trips, Academic Travel, Travel Study, sustainable.

### Resumo

O desenvolvimento empresarial é um fator chave de sucesso para o turismo sustentável, o que requer um inovador adequada formação prática para as tendências do mercado turístico. O objetivo da pesquisa era desenvolver uma experiência de turismo aprendizagem descoberta significativa de viagens de acadêmicos no destino turístico costa Puerto Peñasco, através da matéria Turismo Planejamento Turismo Programa da Universidade Autônoma de Ciudad Juarez (UACJ) . uma metodologia experimental, no qual foram utilizados métodos empíricos, teóricos e estatísticos e matemáticos foi implementado. atividade prática aplicada abordagem geoespacial

para o estudo de um destino interpretando o processo de produção do espaço turístico e reconhecimento de padrões de implementação, inventário e avaliação dos recursos turísticos e estruturação esquema de análise do espaço turístico. Os resultados permitiram-nos a compreender e justificar a contribuição do processo de aprender a formação incorporar o conhecimento de viagens turísticas desenvolvimento acadêmico extracurricular do turismo como estratégia de aprendizagem descoberta significativa e prática do estudo de sustentabilidade.

**Palavras-chave:** conhecimento, de turismo, de aprendizagem, estudo acadêmico, viagem sustentável.

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## Introduction

Entrepreneurial development is a key success factor for sustainable tourism, because the entrepreneurs are the main Foundation that will allow the sustained growth of the sector, whose practical and innovative training requires the promotion of appropriate capabilities to the new trends that are recorded in the tourism market. By such reason, is essential understand this dynamic from the perspective training of those human resources that the tourism currently demands, whose experiential, participatory and practical experience has become a mandatory requirement for educational models and curricula of the different university degrees.

Holds the basic premise on which the research is based on the assumption that the professionalization of the tourism through meaningful learning by discovery, constitutes a key aspect to the strategies of sustainable development tourism. This is because the graduates who have made academic study trips during their training process are graduating with a higher level of competence.

We produce the following interrogative statements in order to find possible answers and submit them to the debate of the specialists and those interested in the topic:

- 1) What is the contribution of the process of learning to the formation of new experiential tourism knowledge that respond to the needs of the tourism sector?

- 2) What value may be granted to the tourist learning by significant discovery guided by academic study trips?
- 3) What can be the usefulness of extracurricular academic study trips?
- 4) How to implement and implement academic extracurricular study trips to promote tourism learning through significant discovery and guarantee the formative efficiency of the activities carried out?

Therefore, the overall objective of the research is to develop a tourism learning experience through significant discovery through academic study trips in the coastal tourist destination Puerto Peñasco, Sonora, through the subject Tourism Planning of the Tourism Bachelor Program Universidad Autónoma de Ciudad Juárez (UACJ), as strategy and practice of sustainability.

To achieve the general objective the following research stages were developed:

- 1) Analysis of the practical training component of the UACJ Tourism Licensing Program, attending to academic study trips in the modalities of visits and curricular tours.
- 2) Proposal of an instrument for the development of academic extracurricular study trips.
- 3) Identification of curricular tourism knowledge that serves as a theoretical support for the development of academic study trips in the field of Tourism Planning.
- 4) Practical implementation and development of tourism learning experiences through significant discovery through an academic extracurricular study trip to the coastal destination of Puerto Peñasco, Sonora, oriented to the practical understanding of sustainability.

The results obtained allowed to understand and justify the contribution of the practical learning process to the formation of new experiential tourist knowledge, in such a way that it responds to the practical needs of the tourist sector incorporating extracurricular academic study trips for the development of tourist learning by Significant discovery with a focus on sustainability. Based on the theoretical background and the assumed methodological assumptions, the results of the practical experience developed with the students of the Licentiate in Tourism of the UACJ in the tourist destination Puerto Peñasco, Sonora, are presented.

**Review of the literature**

## Theoretical bases for tourism learning by significant discovery

According to the theoretical systematization developed by Traverso et al., Regarding learning through experience (2010), it is pointed out that:

Learning is an active process of interaction between the individual and the environment, which can occur throughout life and at all times of human experience. Knowledge, on the other hand, is the result of transactions between these subjective and objective experiences; Therefore, learning is the process of knowledge creation. Learning is conceived as a process where ideas are formed and reformulated through experience, making it a continuous relearning that draws on the experience of individuals (Traverso et al., 2010, p. 367).

Consequently, tourism learning can be understood as the active process of acquiring knowledge, skills, values, capacities and attitudes related to tourism, which implies a behavior change in favor of sustainable tourism development. Tourist knowledge is often defined as tacit, but the experience acquired through formal education is relevant to the development of tourist managers' own experiences (Traverso et al., 2010, p.359).

The theoretical background of the learning process for the present study is centered on Ausubel's theory of meaningful learning and Bruner's theory of discovery learning, consistent with the cognitive-psycho-pedagogical paradigm (Table 1). The study is adapted to the requirements of the Constructivist Educational Model of the Autonomous University of Ciudad Juárez (Figure 1), which establishes as educational principles in relation to the student:

- a) The student is ultimately responsible for his / her own learning process.
- b) The subject must play an active role in their learning.
- c) Learning is a process of building knowledge and teaching is a support to the process of social construction of the same.
- d) Knowledge is built by the subjects who appropriate them through language and activity.

Table 1.- Cross-Matrix of Selected Learning Situations

<b>Situaciones de aprendizaje</b>	<b>Aprendizaje por recepción</b>	<b>Aprendizaje por descubrimiento</b>
<b>Aprendizaje por repetición</b>	Recepción repetitiva	Descubrimiento repetitivo
<b>Aprendizaje significativo</b>	Recepción significativa	Descubrimiento significativo: guiado y autónomo.

Own elaboration based on Ausubel, s/a; Frida et al, 2002

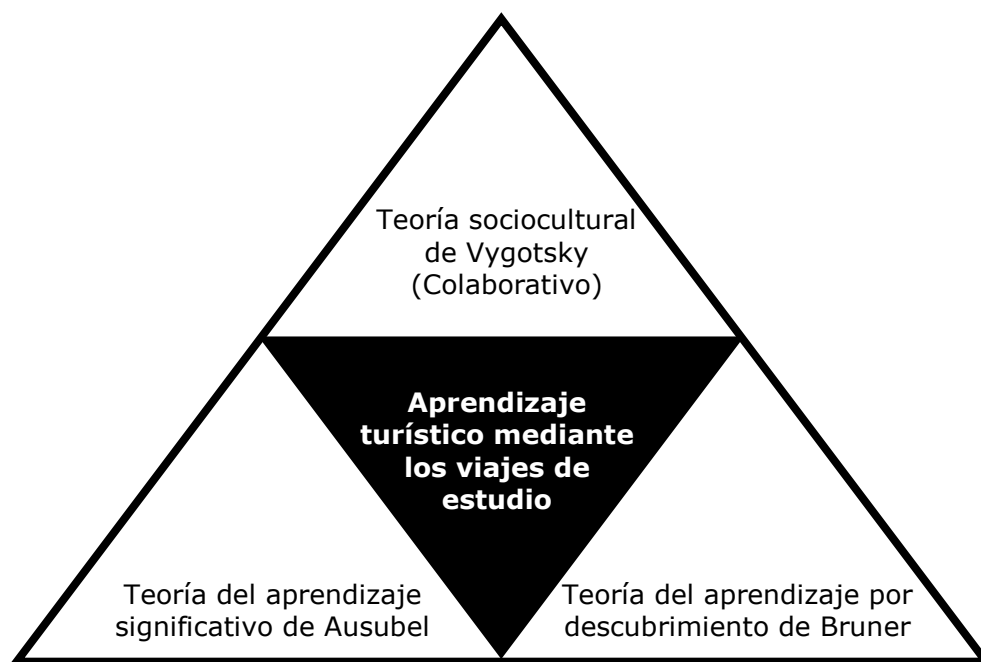
At the same time it is recognized that the role of teacher and student should be characterized by the following aspects:

1. The teacher is a guide, plans and builds learning situations, facilitates the construction of learning, co-responsible, facilitates the process, and advises.
2. The student is co-responsible, strategic, active, propositional, autonomous, committed; Self controls to plan, perform and modify actions for learning.

For the development of activity oriented to the task of students, the 5 dimensions of learning proposed by T. Chan (Chan, 2000).

- 1) Problematization-disposition. Creation of the favorable conditions for the development of the field activity.
- 2) Acquisition and organization of knowledge. They learn to integrate information on the topic in a meaningful way. The conceptualization of the activity is differentiated during three phases: before, during and after the visit.
- 3) Processing of information. It is based on the development of mental operations such as comparison and classification.
- 4) Application of the information to the solution of the real case that they face during the field activity on the basis of which they solve problems and make decisions and investigate.
- 5) Awareness of the learning process - Self-evaluation.

Figure 1.- Theoretical supports of the proposed tourism learning significant discovery through study tours



Own elaboration, based on Educational Model UACJ, PIME, 2012

*Theoretical interpretation of academic study trips*

According to the anthropologist Sandoval Forero: "A characteristic aspect of the work of the social disciplines is the field work, which has been constituted in the privileged way of approaching reality, although what has been written about its Practice and reflection in the theoretical, methodological and technical context "(Sandoval, 2006, p.2). "In the last fifty years of the twentieth century, scholars from different disciplines of social and humanistic science such as anthropology, history, sociology, economics, geography, psychology, political science and communication have resorted to their research, study And academic training to fieldwork "(Sandoval, 2006, p.7). In this research academic space it is also possible to incorporate the study of tourism as a complex socio-economic and territorial-environmental phenomenon.

It is important to mention that frequently in the literature and in the pedagogical practice of the different levels of training to conceptualize this type of activity are used terms such as field work, teaching excursion, field practice, field academic practices, local study, Hiking, expedition,

guided tours, walking, study trip, mobility trips and student exchange, travel, among others. Next, three terms of the most used are revised in order to understand their definition and the common features that allow to establish regularities for their implementation. These conceptual variables to be discussed are study trips, field work and field practice.

In correspondence with the conception of study trips of AGTER, it is defined that: "A study trip or itinerant workshop is composed of a series of field visits articulated with a precise global theme ... it brings together a group of people, who are Accompanied by facilitators, who organize and guide field visits. It is the set of visits that must be consistent and have a meaning in relation to the theme of the trip. Visits can also be completed with more theoretical presentations, which aim to locate this activity in its historical, political, economic, social or cultural context "(Jamart, 2007, p.1). The objective is to provoke a reflection of the participants on the theme, the reality of the place visited and its own reality.

According to Michel Merlet, "taking a trip to see a very different reality and organizing deep reflection on what is being seen, is much better than exposing a reality because one hears the words, but can not imagine how things are. The dialogue between all the people allows to generate a learning process and a knowledge about what they are seeing and discovering until they come to reflect on their own reality ... and it is much better when this discovery of other realities is not done alone, but together To other people who have other experiences" (Bombino et al., 2012, p. 16).

In particular, "fieldwork is understood as the approach to the reality that is intended to study; Consists in going directly to the subject / object of study, the living data, the facts, to understand the situation and dynamics in which it develops. The information and data obtained directly by the researcher can be acquired in many places, be they rural or urban, according to what needs to be examined "(Sandoval, 2006, p.13).

At the same time, it is considered that field practice includes "those visits, walks or walks that we carry out with a well-defined didactic objective and that allows us to study objects or phenomena of nature, production or society in general, which Without replacing the class as the fundamental form of organization of this process, offers multiple advantages and is perfectly linked to it "(EcuRed, 2015).



According to a group of sociologists from the University of Castilla La Mancha, field practice is a process in which students investigate (using techniques) directly (first hand) and face-to-face, submerging themselves (without prejudice) in the reality of A problem, a necessity, etc., in order to know it exhaustively, to design and carry out a subsequent intervention (Gutiérrez et al., 2006).

In the Guidelines of the Autonomous University of the State of Mexico, it is recognized that the Field Academic Practices are an academic activity that takes place outside the university facilities, whose purpose is to expand the knowledge and skills acquired in a theoretical and experimental way. Its purpose is to deepen and complement the knowledge acquired in the classroom according to the contents of the plans and study programs (article 2). Its objective is also to contribute to the teaching-learning process, to develop skills and reinforce students' knowledge, as well as to promote knowledge through applied research (Article 3). It integrates 4 modalities that are (article 5): guided tour; Observation visit; Field practice; And participation in scientific events (UAEM, 2015).

According to the General Guidelines for the Conduct of Field Practices of the UNAM, this is an activity or set of activities that are carried out outside the facilities of the entities or dependencies where students and / or students are enrolled , With the purpose of expanding the knowledge and skills acquired in the classroom. Due to their academic nature and their relationship with curricula, it may be compulsory curricular field practices or non-compulsory or extracurricular field practices (UNAM, 2012).

In this regard, UNAM (2012) classifies the compulsory curricular field practices in 3 modalities that are: field practices and practical trips (duration greater than 24 hours); Guided tours and observation (lasting no more than 24 hours), and classes outside classrooms and exercises (duration no more than 12 hours). Non-compulsory or extracurricular field practices are outlets not directly related to the curriculum requirements of the curriculum and curricula, and are intended to broaden the knowledge and culture of students or students. They are developed in 3 modalities that are: attendance to competitions and sports activities (competitions); Attendance at congresses, academic forums, seminars, exchange and academic stay; And assistance to artistic and cultural events.

In different universities and university institutions, field practices may also be carried out abroad, at which time, for example, according to the ENAH Field Practices Regulations, it will be necessary to present the invitation letter of the project or locality where Will perform the

practice, a copy of the official document that authorizes the entry to the country (visa and / or passport) and a copy of the medical certificate that guarantees coverage abroad (ENAH, 2015), among other requirements, as the case may be.

The basic ideas contained in the above definitions allow to understand the academic trips of study through the following traits:

- 1) Form of organization of the teaching-learning process, of teaching and applied research, which is developed through field / field visits / practices in a specific context, outside the university facilities and with a defined didactic objective.
- 2) Articulation to a specific theme related to the curricula and curricula of the specialty, which may be compulsory or curricular and non-compulsory or extracurricular.
- 3) Formation / expansion of significant knowledge and discovery based on reflection, socialization and group learning.
- 4) Development / strengthening of practical skills and professional skills.
- 5) Dynamic and in situ understanding of objects and phenomena of nature, society and / or production.
- 6) It can be done through different modalities, such as observation visit, interpretation activities, self guided trails, contemplative tours, among others. They are developed with different duration, so they can be half a day (lasting no more than 6 hours), full day (duration less than 24 hours), weekends, and 1 week or more (duration greater than 24 Hours), in which case accommodation is required. They can have a local, regional, or international reach.

This type of academic and research activity is of great importance, since it contributes to the "preparation for the learning of the profession and should be aimed at enhancing the progressive approach of students - from the first year - to the problems of the profession, Determining factor to achieve a trained professional "(EcuRed, 2015) in an experiential and participative way in the field of tourism. For this reason, it is understandable that it must be a systematic, integrative and contextualized activity, in which students are faced with practical demonstrative situations of learning. This will facilitate that the contents are better assimilated and / or consolidated, allowing the generation and exchange of information and experiences.

The teacher or facilitator must know the possibilities of applying each of the modalities of academic study trips or field practices, in such a way as to select the most appropriate for the

treatment of contents and the development of practical skills and abilities professionals. The organization of small working groups, the creation of favorable dynamics among the participants, the guidance and supervision of the teachers in charge, as well as the creation of commissions for the planning, development and control of work will be opportune. Participants should be engaged, involved, involved, and accountable in meeting the objectives and activities of the journey from start to finish (Jamart, 2007).

### **Method**

The methodology used was based on the application of the inductive approach. The study corresponds to a research of applied typology; Causal / explanatory in correspondence with the solution to the research questions that were raised; Qualitative-quantitative; cross; And of an experimental nature; In which mixed information sources are used. The unit of analysis and of sampling corresponds to two groups of students of the Degree in Tourism of the campus Ciudad Universitaria (CU) of the Autonomous University of Ciudad Juárez. The study area corresponded to Playa Puerto Peñasco, Sonora, where the practical activity of land was carried out to favor the development of significant learning by discovery through study trips.

We used empirical, theoretical and statistical-mathematical methods. Empirical methods allowed the intervention, recording, measurement, analysis and interpretation of reality through observation; Document analysis; Surveys and interviews; And criteria of experts / specialists. The theoretical methods facilitated the construction and development of arguments corresponding to the scientific theory, the regularities and essential characteristics of the phenomena, using analytic-synthetic methods; Inductive-deductive; Abstraction-concretion; And modeling. Statistical-mathematical and computational methods allowed to collect collected data, perform digital processing and reach conclusions. In connection with these methods, different techniques and conceptual procedures were applied; Descriptive; And metrics, both qualitative and quantitative, for locating, discriminating and selecting data, extracting the information required from the selected sources, processing, measuring and analyzing the data according to measurement criteria and measurement scale.

In order to study the impact of tourism learning through significant discovery through academic study trips, a pedagogical experiment was carried out, whose operationalization was based on the identification of: population under study and type of sample; Instrument of data

collection: measurement scale; process; And data analysis. A planned experimental experiment was developed in which the experimental group coincides with the control group, which was submitted to the experimental stimulus. The experimental group / control developed a field practice with a duration of 3 days for the experiential study of the theme "Production and structuring of the tourist space in Playa Peñasco, Mexico".

The overall purpose of the trip was to implement the geospatial approach to the study of tourist destinations using simple instruments of local space management. In order to complete it, the practical application of the geospatial approach to the study of a seaside tourist destination through the interpretation of the process of production of the tourist space, the recognition of the geospatial implantation model, the inventory and evaluation of territorially based tourism resources And the analysis of the structuring scheme of the local tourist space.

### **Results and discussion**

Practical training component of the UACJ Tourism Licentiate Program: academic study trips in the modalities of visits and curricular trips

The development of field activities in the Program of Licenciatura in Tourism of the Autonomous University of Ciudad Juárez has been related to the practical training component. The restructuring of the Program of Professional Practices (Table 2) incorporates 4 types or modalities of practices that adapt to the current tendencies of professional formation, through a gradual, systematic and progressive process of knowledge, abilities and capacities. These are:

Table 2.- Organizational structure of the system of Professional Tourism Practices UACJ.

	<b>Nivel Principiante</b>	<b>Nivel Intermedio</b>	<b>Nivel Avanzado</b>
<b>Práctica de inducción.</b> (42 hs)	Visita grupal a un restaurante (5 hs). Visita grupal a un hotel (5 hs). Recorrido turístico por la ciudad (7 hs). Visita a una AAVV (5 hs).	Visita ecoturística (20 hs). [ <i>En la materia Turismo y Medio Ambiente.</i> ]	
<b>Práctica de aproximación.</b> (140 hs)	Trabajo de investigación aplicada (20 hs).	Trabajo de investigación aplicada (40 hs).	Trabajo de investigación aplicada (80 hs). [ <i>20 hs en la materia Planificación Turística.</i> ]
<b>Práctica de simulación.</b> (58 hs)	Laboratorio gastronómico (20 hs). Laboratorio de cómputo /front desk (18 hs).	Laboratorio gastronómico (10 hs). Organización de evento (10 hs).	
<b>Práctica de profesionalización.</b> (960 hs)		Estancia en empresa de servicios turísticos I (480 hs). Estancia en empresa de servicios turísticos II (480 hs).	

Source: Own elaboration based on Curricular Plan 2014, Programa de Licenciatura en Turismo, ICSA, UACJ. Versión 4 de septiembre de 2013.

- 1) Induction (previously known as Familiarization): with a total of 42 hours.
- 2) Approximation (previously called Observation): with a total of 140 hours.
- 3) Simulation: with a total of 58 hours.
- 4) Professionalization (previously called Specialization): with a total of 960 hours.

In this sense, the Professional Practices are re-dimensioned integrating into progressive formative levels the instrumental, affective, motivational, attitudinal (on a solid value base) and behavioral cognitive dimensions. Through the latter it is possible to reinforce the formation of responsible behaviors in each one of the areas in which students should perform once they have graduated.

Of the total of 1200 hours of professional practice, only 42 hours correspond to academic trips of study in the variants of visits and curricular tours, which are developed in the modality of induction practice. The rest are related to applied research work (which may include field activities), laboratories and stay in companies or public or private institutions in which tourist services are provided; Note that academic trips of curricular studies are not developed in the modalities of approach, simulation and professionalization practices.

This new restructuring of the Professional Practices in the UACJ will contribute in different future horizons to:

- 1) Consolidation of academic study trips as a form of organization of the Educational Teaching Process, which provides a favorable link between the student and the development of field activities.
- 2) Continuous improvement of the link between practical training and the profile of the graduate.
- 3) Development of learning through significant discovery through field visits to different tourist destinations.
- 4) Commitment on the part of the students with the sustainability and protection of the environment of tourist use.
- 5) Collaborative work and development of practical work skills.
- 6) Formative evaluation of performance during the development of practical field activities.
- 7) Preparation of final report of study visits with an investigative approach, using an experience log in which the achievements and the challenges for the next activities are evaluated.

### **Proposal for an instrument for the development of extracurricular academic study trips**

Based on the diagnosis of the curriculum of the Bachelor of Tourism of the UACJ, it is proposed the construction and implementation of an instrument and methodological procedures to favor tourism learning through significant discovery through extracurricular academic study trips. This is formulated in response to the opportunities offered by the subject of Tourism Planning corresponding to the advanced level of the curriculum, and responds to the practical contents of Topic 2 "Physical Planning and Territorial Planning of Tourism", in relation to the Coastal Tourist Space . The built instrument is then synthesized.

Theme. Production and structuring of tourism space as a basis for sustainability. Case of Peñasco Beach, Mexico.

Duration: 3 days.

Objective. Implement the geospatial approach to the study of coastal tourist destinations of the beach type through simple instruments of local space management as a basis to reach the consolidation of sustainable tourism development models.

Statement of the activity. Practical application of the geospatial approach to the study of a seaside beach tourist destination by interpreting the process of production of the tourist space, the recognition of the geospatial implantation model, the inventory and evaluation of territorially based tourism resources and the analysis of the structuring scheme Of the local tourist space.

1. It interprets the process of production of the tourist space according to historical sources, evidences and interviews with the local residents.
2. Recognizes the model of geospatial implementation of tourism in the regional context according to the type of deductive analysis. Identifies the observable characteristics that justify each type.
3. Carry out the tourist inventory of the beach resort according to inventory form.

Pool inventory of the beach resort.

A) Location. Geographic location and distance to nearby points of interest.

B) General characteristics. Typology and classification of the resource; Shape of the beach; General structure of the beach; Type of sand by its origin; Sand quality; Color of the sand; Granulometry of the sand at the coastline; Water transparency; Water color; Evidence of rupture; Average swell; Coastal and marine vegetation; Characteristics of the

coastal system behind the coastal dune; Harmful wildlife; Anthropogenic activity; Shipwrecks, sport fishing, corals, and so on.

C) Dimensions of the beach (in meters). Total length of the beach; Middle width of the emerged beach; Surface of the beach; Average distance between the depth of 1.8 m and the coastline; Average width of the strip of sun area; Average width of the shadow area strip; Usable length of beach (by reefs, poor beach quality or other); Tourist load capacity.

D) Tourist plant. Existing hotel tourist accommodation facilities; Number of rooms and capacity, category; Restaurants, cafes and bars; public toilets; swimming pools; Viewpoints; Travel agencies, tourist information offices, etc.

E) Accessibility, connectivity and communications. Highway; Dirt road, footpath, dock, dock, railroad; airport; Landing track; Telephones and mail, banks, etcetera.

F) Water supply for general use. Location of sources of supply; Conduction of water; Available volume; storage capacity; water quality; electric power.

G) State of environmental quality. Observable environmental problems: erosion of the beach; Changes in rainfall; Loss of vegetation and fauna; Sources, and type of environmental contamination (garbage, sewage, smoke, dust, noise, vibration, noxious gases, unpleasant odors, oil spills, fumigation, other chemical or physical agents).

H) General Assessment. Potentialities; Restrictions; observations.

4. Carry out the evaluation of the beach resort according to the method of qualitative assessment by points in a scale of 3 ranges (1 low, 2 medium, 3 high). For this purpose,

*Indicators of functional value of tourist use:* Uniqueness: value that a product acquires because it is unique; Intrinsic value: value that has a product within its category; Local character: value that is given to a product because it is typical or characteristic; Concentration of supply: value derived from the concentration of products to perform other tourism activities within the same area; Notoriety: degree of knowledge of the product, both within the country and internationally.

Indicators for aesthetic evaluation: Contrast; Visibility; Color tonal range; Movements and sounds; Picturesque elements; Exoticism; Visibility potential: aperture, visual basin, perspective effects.

Indicators for environmental assessment: Typicity or uniqueness; Rarity; Singularity; Naturalness; Fragility; Ecological values; Values added; Diversity



2. Analyzes the structure structure of tourist space according to correspondence between the morphological and functional areas of the beach profile.

Identification of tourism modalities linked to the space. It will take into account: Bathing area and nautical activities: recreational tourist activities in the area of the submerged beach; Other observations; Circulation area: work objects and recreational tourist activities; Area of sunshine: objects of work and tourist recreational activities; Shade zone: shade type (natural / artificial), design, workmanship and recreational tourist activities; Transition zone to the beach: objects of work and recreational tourist activities; Constructed area: typology and construction model; Occupancy density; Pedestrian access to the beach; Other observations.

It represents in a schematic form the morphological and functional profile in a selected point of the beach.

Evaluation of the activity: participation in daily activities and contribution of ideas. Solution of the proposed tasks individually and in groups. Preparation of the final report of the visit. Participation actively in the workshop to discuss the results of the visit.

### **Curricular tourism knowledge that serves as a theoretical support for the development of the academic study trip in the field of Tourism Planning**

The content corresponds to "The coastal tourist space. Planning of the littoral tourist space ", in which they are addressed as thematic elements:

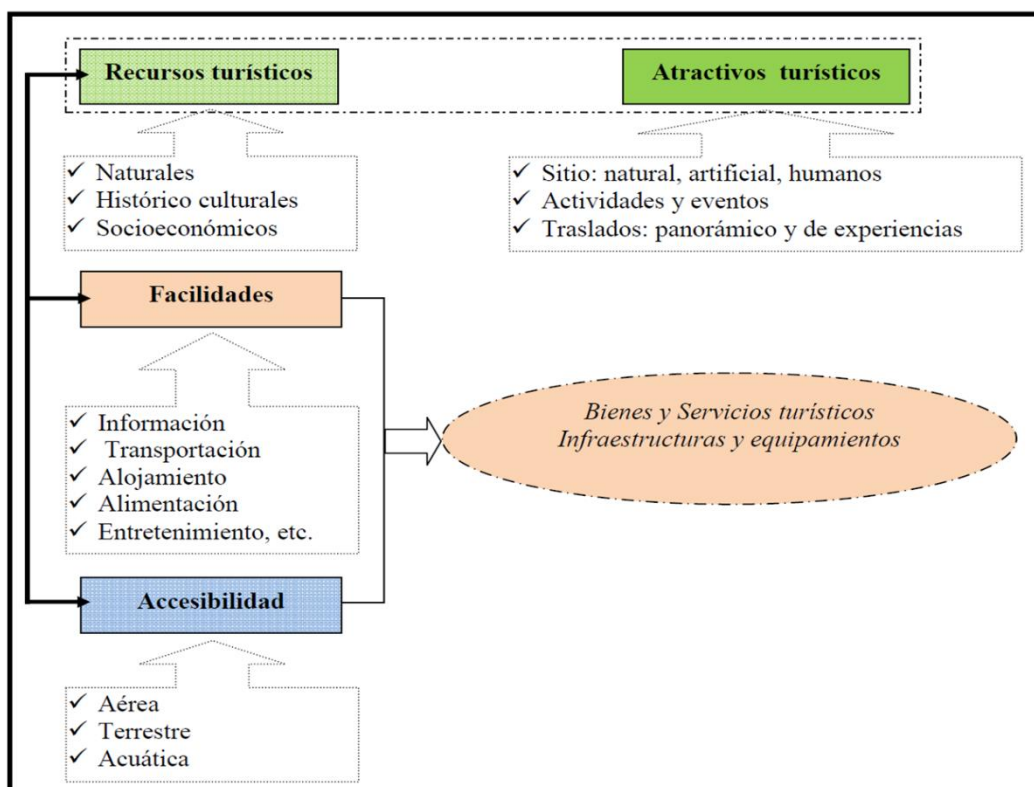
- 1) The coastal space. Types of littoral spaces. Resources and coastal attractions.
- 2) Tourist modalities associated with the coast: sun and beach, nautical, diving, sport fishing, cruising and yacht.
- 3) Characteristics of the markets that demand modalities of coastal tourism.
- 4) Sand beaches. Shapes of beaches. Parts of the beach. Morphological zoning. Functional Zoning.
- 5) Problems of the tourist use of the coast.

This is an eminently practical subject that requires field activities, either in areas near the university or in polygons where the development of tourism allows. During the treatment of these contents, techniques of regional analysis were applied, in which an important role was given to cartography as a representation technique and basis of analysis. It was based on the reading of maps and the cartographic representation and geospatial analysis of tourist destinations representative of the phenomenon studied.

The aspects considered in the planning and territorial ordering of the tourist space were:

1. Conceptualization of the integrated tourist development of the destination. Tourist product. It corresponds to the tourism development model implemented and the type and level of development of the tourist product (figure 2).

Figure 2. Integrated components for the study of the tourist product

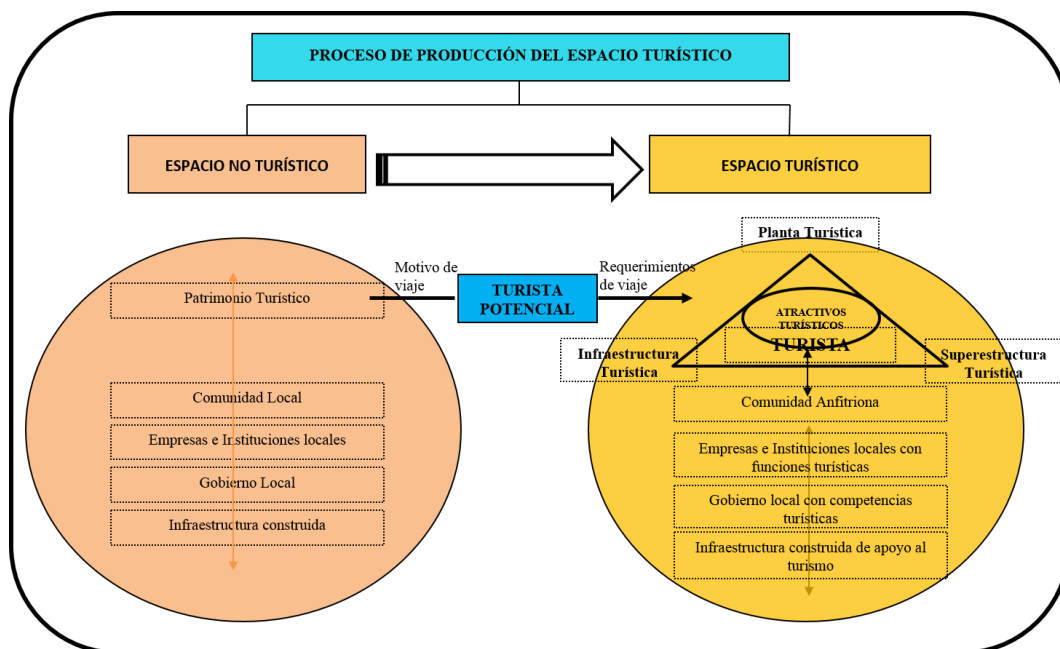


Source: Made by myself.

1. Typology of the spaces to be planned. Attended the typology of the tourist destination, considering the differences between natural, coastal, rural and urban tourist areas. The stages of the production process of the tourist space were considered (figure 3).
2. Determination of tourism potential. The tourism potential was assessed according to: tourist value (functional, environmental, aesthetic, symbolic) of attractive resources, location and environment, which is indicative of the tourist-productive capacity available to meet market needs. It is an expression of the aptitude or vocation of tourist use, according to which it is necessary to consider the compatibility between the load capacity and the conditions of responses derived from its use. The approach represented in Figure

was implemented for the understanding of the production process of the tourist space under study.

Figure 4. Process of Production of the Tourist Space



Source: Made by myself.

The concepts of Tourist Potential were considered as the capacity of tourism products to meet the tastes and preferences of visitors (PST, SECTUR, 2013-2018) and Vulnerability as the level at which a system is susceptible, or not Capable of withstanding adverse effects; The vulnerability depends on the character, magnitude and speed of the variation to which a system is exposed, its sensitivity and its adaptability (PST, SECTUR, 2013-2018).

The stages of the methodological procedure for determining the tourism potential assumed were:

- A. Inventory of attractive tourism resources. Current and potential use. Facilities (services and facilities) and accessibility.
- B. Characterization of attractive resources.
- C. Evaluation of tourist-recreational potentialities (fitness or tourism vocation v / s restrictions).

For the inventory of attractive tourist resources the technique of inventory of tourist resources was used, considering: Typology and classification; Location. Accessibility and access; Toponymic criterion; Description of attributes; Observations.

The inventory methods studied were: Control lists; Matrices; Flowcharts.

The characterization of attractive resources was developed following a characterization plan. The evaluation of the fitness or tourist vocation of the resource / attractiveness met the following reference values:

- 1) Functional value of tourist use determined by its possible use (tangible and intangible values).
- 2) Aesthetic value according to natural or artificial beauty.
- 3) Symbolic or representative value according to the effect of emotion / feeling that conveys its use.
- 4) Environmental value according to environmental characteristics of the resource and conservation requirements.
- 5) Values added according to attributes incorporated through the activity of man.

The methods of evaluation of attractive tourism resources studied were: Point evaluation method; Matrices; Diagrams; Storms of ideas; Modeling.

Study of load capacity and functional zoning. The load capacity was considered as the number of visitors and degree of optimum development that does not generate adverse effects. It integrates the characteristics of resources and potential tourists. The functional zoning of tourism potential was conceptualized as a technique of territorial planning that defines specific types of management for each territory (technical and scientific basis), so it suggests suitable uses for each territory.

4. Territorial ordering. The basic concepts to be used were presented by assuming the Territorial Tourist Order in Mexico: Instrument of tourism policy under the social, environmental and territorial approach, whose purpose is to know and induce the use of land and productive activities with the purpose of achieving the Orderly and sustainable use of tourism resources, in accordance with applicable legal provisions on environment and human settlements (TSP, SECTUR, 2013-2018).

The concept of an Integrated Plan Center (CIP) was also analyzed: a large-scale tourism and national impact center developed by FONATUR, following the guidelines established in a Master

Plan with a long-term planning horizon, which considers in an integral way the Tourist, urban, environmental, social and economic aspects, and which requires the implementation of important actions to complement or complement regional infrastructure. A CIP can be developed as a unitary project or based on two or more Integrated Tourism Projects (PST, SECTUR, 2013-2018).

Finally, the Tourism Destination Assessment System in Mexico (SEDET) was studied, which represents a comprehensive assessment applied to tourist destinations and includes cabinet research, interviews and working meetings with businessmen and local authorities and visits to attractions of destiny. At the end, a report is generated with recommendations for public and private officials that maximize benefits, quality of life of the inhabitants and preserve the local ecological and cultural heritage (PST, SECTUR, 2013-2018).

### **Experiences of learning by significant discovery through academic study trips**

The experimental stage was based on the development of the academic journey of study through the sequence of three stages systematically addressed, which include the activities carried out by the students, before, during and after the field activity, these are:

- 1) Pre-trip or before the start of the trip. The planning and organization of the trip and its logistics were carried out, with an emphasis on the determination of the place of visit and the field station to be used (in some specialties usually use houses of the community), the selection of the students that would participate and the Program to be developed with appropriate study tasks. He understood the theoretical self-preparation by the students regarding the contents to be treated, according to the self-preparation guide presented by the teacher or facilitator and the elaboration of the instruments to be implemented.
- 2) During the trip or development of field practice. The study trip was carried out in correspondence with the scheduled travel itinerary. Each session began with a brief meeting for the organization of the day's work, the assignment of the study tasks and the techniques and instruments to be used, the actual realization of the field visit, the subsequent cabinet work for the treatment of information Compiled and the workshops of reflection and debate on the daily work, which were recorded in order not to lose valuable information.

3) Various techniques of field work were used, such as participant observation, interviews, survey, among others. At the same time, fieldwork tools such as the logbook or field record, field diary, observation guide, questionnaires, interview guide, portfolios, templates or field records, field work guides, maps And sketches, worksheets of terrain, recorder, camera and video, GPS, among others.

4) Post trip or after completion of field practice. He integrated the final reflections, socialization of experiences, experiences and knowledge, transmission of experiences and learning. It was based on the presentation of the report or report of the academic study trip, in which the new knowledge acquired during field activities was systematized, and new experiences and experiences were described. Finally, the students performed an evaluation of the activity developed. This in order to know the perception about the activity and the levels of satisfaction with respect to it, as well as the recommendations for the continuous improvement of this activity.

These stages corresponding to the life cycle of the academic journey of study correspond directly to the stages of the pedagogical experiment developed. It included:

- 1) Phase of verification of initial training. It consisted of a participatory diagnosis based on a set of indicators related to the thematic axes to be addressed in the field visit, after concluding the topic studied in class. This initial diagnosis allowed to verify the level of development of practical skills and experiences in relation to the tourist destination and the subject matter of study. Of a total of 25 participating students, 12 had never been to the beach, 6 had gone only once, but hardly remembered the experience and the rest although not with many experiences had been more than once in a coastal tourist destination and their perception Was that of a tourist, not that of a turistologist or tourist.
- 2) Phase of verification of intermediate training. Execution of the activities and actions included in the planning.
- 3) Final training verification phase. It covers the time after the trip and was developed in order to recognize the effects produced by the experiential and participative experience of which they were participants in correspondence with the instrument elaborated, the methodology designed and the field activities implemented, as well as the Instruments of formative evaluation designed for the systematic control of the results that were reached progressively. This allowed corroborating the changes that took place, through participant

observation, dialogues with students, debates in work sessions, informal interviews, review of activities carried out, self-assessment, study of the product of the activity (schemas, drawings, templates , etc). The results were analyzed in their individual and group projection.

## **Conclusion**

The main learning lessons based on the experience during the academic journey of extracurricular study correspond to:

1. Through the process of practical learning, it contributes to the construction of new tourist knowledge formed and reformulated through experience, and to the development of practical skills, values and attitudes related to tourism, which strengthen the students' graduation profile And respond to the needs of the tourism sector.
2. Tourism learning through meaningful discovery guided by academic study trips generates an active process of interaction between students and the "coastal tourist use" environment, which is of great importance for the learning of the profession.
3. Academic extracurricular study trips are a valuable form of organization of the teaching-learning process with a research approach applied in situ, in which field visits address a specific theme that allows the formation / expansion of significant knowledge and discovery Based on reflection, socialization and group learning, as well as the development / strengthening of practical skills and professional skills.
4. Academic extracurricular study trips contribute to students' in situ commitment to sustainability and environmental protection for tourism use; Collaborative work and the development of practical work skills; To the formative evaluation of the performance during the development of practical field activities; And the preparation of a final report of study visits with an investigative approach.
5. It is recommended the didactic construction of instruments and methodological procedures adjusted to the objectives of the academic study trip and the needs of the professional profile with the purpose of favoring the tourist learning by significant discovery and guaranteeing the formative efficiency of the activities carried out .

6. There is a close relationship between practical theoretical training in classes and practical training during the extracurricular academic study trip, which reinforces the curricular tourism contents in the field of Tourism Planning.

7. The treatment of contents facilitating tourism learning through academic study trips should be systemic, holistically integrating the different stages of the journey's life cycle, ie preparation before the trip, carrying out the activities Planned during the trip and the closure of the actions planned for the post-trip stage.



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