

# A STUDY ON THE LEARNING MODE OF TOURISM EXPERIENCES

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## ABSTRACT

Travel experiences while learning where the traveler goes and what different things they see from everyday life. This brings pleasant, meaningful, and valuable experiences. Dewey's (1938) theory of experiential learning emphasizes “learning by doing”. He learns and gains by reflecting on the insights. His personal observation and actions reflect certain behaviors. The process of experiential learning in tourism is an extremely important elements which complement each other.

The purpose of this paper is to construct a “travel experience learning model” based on the “empirical learning theory”. The general mode of discussion includes topics i.e. the motives of the travel process, decision-making, project implementation, and reflection. However, there have been a few studies on motives, choices, decisions, and implementation plans for research on tourism. In the past, research on tourism related areas was primarily in motivation, choice decision-making, and implementation plans. There was little discussion about an individual's experience promoting the growth process. Therefore, the tourism experience learning model was the subject of inquiry. Based the qualitative content literature analysis, the relevant conceptions of the travel experiences of “knapsack tourism” and “self-help tourism” findings, the framework of the “travel experience learning model” was extracted as the goal. Finally the tourism experience learning Management implications discussion.

**Keywords:** Action Learning, Travel Experience Learning Model

## Methods

Based on the purpose of this study and previous research literature, using the keywords of “Knapsack Travel Experience”, we collected relevant academic papers and periodicals from the National Library of Taiwan for the past 10 years. In addition, collected published literature by GOOGLE scholars that find compliance studies. The 30 documents related to the purpose are based on the concept texts. Based on the experience learning theory published by Dewey and 13 other articles related to research, the core concept of “experience learning for tourism” “experience learning” was defined, which included the content and results of experiences, as well as activity experiences and the learning process.

This study uses the content and research process method, and collects and defines tourism experiences gathered from the literature. This explains the characteristic elements and stages of the tourism learning experience, implications, and construction patterns. The researcher

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traveler experience reflects the actual tourism experience learning process and results. This then puts forward the framework of the tourism experience learning model that backpacker self-help tourists can apply as well as the advantages of the application and the management implications of the challenge.

### **Results**

The content analysis results and self-help experience reflections of the researcher are stated as follows: characteristics of tourism experience learning; the meaning of tourism experience learning; model of tourism experience learning; elements and stages of tourism experience learning; model of tourism experience learning strengths and challenges. It also defines a four-phased framework cycle for the “learning participation”, “view of the process”, “behavioral reflections” and “corrective actions” in the tourism experience learning model.

#### **The characteristics of tourism experience learning**

Backpacking tourism is a tourism experience learning practice. Past scholars have studied backpacker research literature and pointed out that backpacker research began in the late 1960s. Nash (2006) defined the characteristics of backpackers which includes preference for cheap accommodations, emphasis on travel and other Travel plans that are interactive, independent, and flexible for ages between 20 and 24 years old. But the total age is between 15-60 for a longer travel time. After the 1980s, self-help travel was dominant, and self-help travel lovers were not limited by their age and free time. They only chose different ways to travel. They traveled alone or with their favorite groups, and preferred autonomous travel plans. The backpacker and self-service travel concept application transfers tourism into specific areas. One, the local humanistic foot tourism exploration. Two, the regional leisure tourism.

The tourism experience learning characteristics are based on the self-help travel by individuals or small groups premise. Which include lightly packed backpacking styles that emphasizes autonomous unrestrained learning from the process. Therefore the tourist experiences and learns the following characteristics:

1. Personal Initiative: Emphasising the participants' actions.
2. Challenges: Face unexpected situations challenges.
3. Perception: Emphasis the context of the process and insights.
4. Reflective: Focus on process of any action reflection and promote participant introspection.

#### **Stages and Elements of Tourism Learning Experience**

According to Kolb's Experiential Learning Cycle theory, there are four stages of the learning mode, which includes specific experience, reflective observation, abstract conceptualization and active participation (Hiebert, 1996). Lu (2017) proposes a self-learning model which

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covers participation learning, process observation, behavioral reflection, and relocation actions. This is a systematic concept that explains the process of continuous learning and action. Systemic utility occurs primarily because of the links between the various elements of the system.

Therefore, the learning cycle learning system and the self-learning model can be used to explore the four core elements of the situational experience, feelings, experience, and awareness of the travel experience learning model, which are described as follows:

1. **Situation:** This is the participation process in the learning process. It must be true and have personal involvement so that participants can clearly describe the human condition. The focus is whether or not you can focus on participating in the tourism situation. What did you do? How is it done? An example: Where to travel to? How to travel?
2. **Feelings:** The process of observation; the phenomenon that individuals see; the opening of one's sensory acumen. Also, the ability to see, hear, feel, and think. In addition to present their own awareness, and to be responsible for their own discovery and observation. What did you say clearly? What do you hear? What do you feel? What comes to mind? What happened during the tour?
3. **Experience:** What is the connection between feelings of behavior, self-reflection, the behaviors that they produce, and what they see and hear? What is the link with their lives? What travel experience can make your work or life better?
4. **Awakening:** The decision to move into better actions, including continuous reflections on the process of observation, reflection, hypothesis making, and action. It's also important relevant information to facilitate actions. At the same time, this will create a target commitment, which includes learning and practice goal setting, so as to continuously improve the personal and group improved actions and wisdom.

The tourism experience is not only aimed at relaxing, but more importantly, it advocates learning tourism. The purpose is to build a tourism experience learning model that promotes tourists to learn through travel, experience and reflect on behaviors, and adjust their actions when decision-making.

### **Travel Experience Learning Model**

Experiential learning is a continuous process of experiences and reflection (Spence, 1998).

Lu(2017) pointed out that the systematic learning model can continuously accumulate learning experiences, clarify the current situation, set goals, assess gaps, create new designs, participate in learning, review what's happening, reflect on behaviors, move to better behavior, adjust actions, learn what is required for self-development goals.

Therefore, the tourism experience learning model can be expressed by the equation "TELM=PL+AC+RB+CA", where PL stands for Participating Learning, AC stands for Awareness Course, and RB stands for Reflection Behavior. CA represents the Corrective

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action.

Participation when learning is based on people's own resource conditions, and the selection and planning of autonomous tourism initiatives. Process observation refers to the perception and awareness of the travel itinerary, that is self consciousness and behavioral evolution. Behavioral reflection refers to personal awareness that reflects changes in behaviors that examine the experience of the tourism process, and assess the learning outcomes. Moves to good behavior refers to the continuous adjustments and learning activities improvements from the reflective process of the travel experience to achieve a circular pattern of travel learning experience (Figure 1). From what's described above, the tourism experience learning model is what tourists start to learn from participating during tourism. The experience and observations during the journey. Discoveries and reflections, and self consciousness, which promotes the process of any actions and adjustments and improvements.

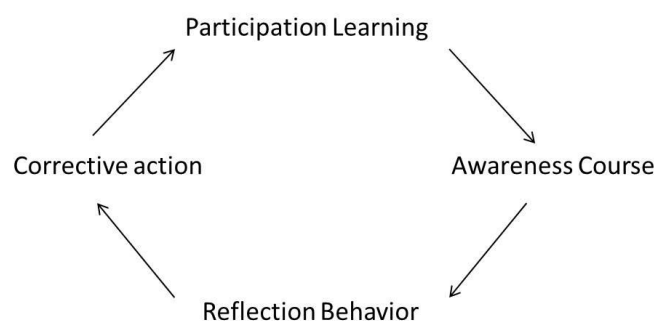


Figure 1: Travel Experience Learning Model

### Conclusion and Suggestions

The tourism experience learning model is used as a tourist learning framework which illustrates the possible advantages and challenges of the learning model in tourism process. This provides a references for tourists' experiences and to value the tourism experience. It also proposes research restrictions, that is, future follow-up research.

### The advantages of the tourism learning experience model

The travel experience helps people feel relaxed. Learning is a process of gaining confidence and empowerment. Setting learning goals and designing a flexible journey when traveling can help individuals take immediate action. Tourists interact with themselves, with others, and with nature. They reflect on personal experiences, rethink the problems they face, and then change their behaviors to face of life. The tourism experience learning mode can enhance individual abilities. When tourists are in the process of traveling they emphasize autonomy, take responsibility for the tourism process, and self-regulate. They also participate personally solve their own problems. For example, relax, communicate with others, explore their inner and outer life etc...

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### **The Challenge of Travel Experience Learning Model**

The York (2000) study pointed out that the tourism learning dilemma may make the participants face who is exposed first when learning is likely to lose their sense of direction and feel overwhelmed (Lin Lihui, 2011). For the first time tourists may use this pattern to experience the learning process. They may not be aware of their true needs and feel embarrassed. When the traveler experiences their plans, they cannot connect with the learning model. The reasons that the group does not support personal travel experiences is because different members have different values, and resist learning and the innovation of foreign ways. These challenges can be explored during the process aspects method, utility, and time:

1. Process: Emphasizing exposure to an unfamiliar environment at the same time being helpful to generate new discoveries. There are still uncertain risks i.e. local ordinances and local cultural taboos.
2. Methods: Emphasizing volunteering, spontaneity, and autonomy. Observing tourist attractions and communicating with others all lack a more systematic learning model. One-sided feelings disappear in an instant which reflects on how to promote personal growth when group learning through a common tourism experience learning model .
3. Effectiveness: The purpose is to experience and grow. Therefore, by reflecting upon any actions during the tourism process, through personal self-exploration and group dialogue and communication people can effectively exert the learning effect of tourism experience as an important issue for the continuation of tourism experience learning model.
4. Time: A modern society that pursues efficiency the tourism experiential learning requires resources i.e. time and money. Individuals can self-regulate and invest resources to generate personal satisfaction. However, it is difficult for group applications to balance the input and output of specific benefits for groups in a short period of time.

### **Research limitations and recommendations**

Faced with rigorous tourism trip problems, the high homogeneity of scenic spots and excessive man-made products in order to satisfy tourists' emotions and experience demands, the tourist trends will inevitably lead to high autonomy, flexible journeys, and intellectual and knowledgeable meaning and the creation of a sense of values.

The limitation of this study is the nature of academic research literature on this topic. The application learning theory application to explore the topic of the field of tourism experiential learning system has yet to be empirically studied to strengthen theoretical concepts and verify the utility. Future researchers can further explore the relevant literature on the elements of the tourism experience learning model.

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