



¹ **An exploratory study case of an inter-disciplinary and multicultural fieldwork project in collaboration with an external stakeholder in a developing tourism destination (Tulum, México).**

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Master in Global Tourism development

¹ Fig.1. Fieldwork workshop Tulum, México (Santana, 2019)

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ABSTRACT

Background/Purpose: Creative and innovative scholars at Danish universities are uniting forces for adapting cross-disciplinary experiential learning method, that enrich their pupils' learning process through fieldtrips. The participants in this study trips, could put their knowledge in practice by solving real cases outside of the classroom in collaboration with external stakeholders. As a result, the students have the opportunity to gain new knowledge, intercultural skills and competences throughout the inter-disciplinary fieldwork experience.

Methods: Qualitative research methods have been used to conduct this research in order to follow the participants throughout the project and collect a rich data collection that exposes the learning process and the dynamics in the field.

Findings: The results indicate that students use different learning styles, when they participate in fieldwork activities adapting their learning to the inter-disciplinary group dynamics that take place during the intents to solve a common task. The setting and the collaboration with external stakeholders are triggers that initially motivates the participants but could play an important role in the learning process. Especially, Inter-disciplinary & multicultural skills, competences and share of new knowledge, can be learn with similar collaborative experiences.

Originality: The combined factors of this case study is already innovative as many actors are involve in it; Academia from two disciplines architecture and tourism, the industry represented by the external stakeholder, and a group of researchers that conduct research to find new ways to facilitate deep learning of both; personal and professional skills and competences by taking participants outside of their comfort zone to a developing tourism destination as it is Tulum in México.

Keywords: Inter-disciplinary fieldwork, collaborative fieldwork, experiential learning, Kolb's experiential learning, learning styles, fieldwork, study trip, fieldtrip, contextual learning, multicultural skills & competences, Inter-disciplinary skills and competences, deep learning

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1. Introduction

This thesis aims to go into a deep understanding of the dynamics within the fieldwork, as a creative practice to create deep knowledge. Internationally, there is an increasing call for interdisciplinary research both on the part of funding bodies and on the part of universities and other higher education institutions and research departments (Barry & Born 2013), where alternative learning practices co-create knowledge in a different context and settings outside the classroom. Taking students outside of their comfort zone, which according to scholars, it is crucial for the learning experience (Andersson, V. & Balslev, H. 2018). Another factor that is relevant for the deep learning are the experiential practices, in the form of collaboration with external stakeholders from the school. In this case, the project consists of solving ‘real life’ tasks for Wonderful Copenhagen (WoCo) as will be explained below (Kolmos et.al. 2004; Chemi and Krogh 2017).

1.1. Empirical inspiration

I was invited to participate as assistant researcher to this across disciplines project in Tulum, México, organised by the Royal Danish School of Architecture (KADK) and the Aalborg University (AAU), in Spring 2019. This project was used as an initial research ground to find inspiration to write my Master’s thesis in Global Tourism Development at Aalborg University. I considered the interdisciplinary nature of tourism and its influence in research practices in /with other disciplines, due its ethnography and qualitative methods of research (Phillimor, J. et al., 2003) as one of the triggers for my research to obtain new knowledge within this field. The focus was initially to follow the students during the project, and see the development of their research, solving the task given by the external stakeholder back home, in Denmark and explore how the tourism destination influences the students contextual learning process. The research took place during a study-trip, where a group of 60 students from two Danish Universities joined to work together on the fieldwork. These were 42 Bachelor students from the school of Architecture design and conservation at the Royal Danish Academy of Fine Arts and 18 first year students from Master in Sustainable Tourism from the University of Aalborg. The initiative was launched by the coordinators of the career departments from both universities, who decided to join venture in order to confront their students with the experience of working with students from other disciplines through research in the fieldwork during a study-trip to Tulum, México. As tourism research is not

fixed to disciplinary boundaries with their associated methods, it is free to combine different approaches and research paradigms in order to have a more fluid approach to its research (Phillimor, J. et al., 2003), which meant a good opportunity to collaborate with the architecture students. As will be explained below, the students 5 days of fieldwork from 18th to 23rd of March 2019 consisted in solving a task, that has to be presented to a Destination Management organisation in Denmark (Wonderful Copenhagen) and potentially could be used in an international congress about sustainable tourism later in 2019. The participants should use the sustainable practices in Tulúm as an inspiration, for doing the documentary. The project aimed for students to explore Tulúm and discovered the complexity of both working together across disciplines and doing research of qualitative data through various methods, that included observations, interviews, photography, filming and recording audio among others.

1.2. Problem formulation

This thesis will analyse the cross disciplinary collaboration of these two Danish universities within the fieldwork of this project. Moreover, analyse the data collection with theories of experiential learning (Kolb 1984) and previous research done in other field trips by other researchers. These similar research experiences will be compared, with the cross disciplinary fieldwork, with the following claims:

1) Firstly, that fieldwork during field trips is a great tool that facilitates the creation of new knowledge or to put participants' theory-knowledge in practice outside of the classroom. This as a result of experiential learning practices (Kolb 1984), which is considered more attractive and dynamic for the participants, than the conventional learning methods used within the classrooms. In other words, the participants take the classroom to the real world (Smith et al., 2017). According to other researchers, fieldtrips by itself are not necessarily experiential learning, as it all depends on how well they are organised (Myers & Jones, 2004).

2) Second, claims from Bosman and Dredge which explore ideas such as encouraging students to travel and do field research, not only for the sake of the knowledge that can be produced through these experiential learning experiences and practices, but also because the acquisition of intercultural skills and other competences. Which according to them, could be relevant for their future employability. For example, by presenting students with 'real life' problems and confronting

them with the cross-disciplinary divisions, that could enhance their analytical skills and helping them to solve problems within different sectors (Bosman and Dredge, 2014).

3) Finally, it is necessary to consider another aspect, which is the fieldwork setting's context, which is an emerging tourism destination, and its influence on the contextual learning process by taking the students outside of their comfort zone (Andersson, V. and Balslev, H. 2018).

1.3. Research questions

The three claims above mentioned, together with the case study, will be used as departure point for exploring and analysing the deep learning through experiential (fieldwork) learning practices during the field trip, where these two cross-disciplinary groups travelled outside of their comfort zone to Tulum, México.

R.Q.1: How does the fieldwork setting influence the process of deep learning outside the classroom?

R.Q.2: How can field trips contribute to a participant's deep learning?

R.Q.3 How could Inter-disciplinary and multicultural skills and competences be used and learned within the cross-disciplinary experiences in the fieldwork?

The three research questions were shaped deductively, before the fieldtrip to Tulum, México, questioning the ontologies above mentioned, which are related to the suggestion of fieldtrips being practices of experiential learning, which according to the scholars aforementioned, produce deep learning. As will be seen in the Method Chapter, I used a mix of qualitative methodologies, where I observed and interviewed the participants. This mixed method data collection approach helped me to obtain enough empirical evidence in order to critically analyse and evaluate respondent's skills and competences after their fieldwork carried in Tulum (Denzin and Lincoln, 1998; Longino, 1990; Dalmiya and Alcoff, 1993).

In order to give the reader more background of the case study and to understand the dynamics of the research, it's useful to describe the role of the external stakeholder's task, the group division and also the workshops conducted both in Copenhagen and in Tulum.

1.4. Case study: AAU-KADK inter-disciplinary collaboration

The field trip was part of a joint venture where students from both universities; AAU and KADK, were asked to make short films with generic inspiration of sustainable practices from Tulum, which could be implemented in Copenhagen or even on a global scale. These films should reflect the cross-cultural inspiration from Tulum México (Sander, 2019) At the same time, the task required that students collaborate in cross-disciplinary groups, embedding themselves in the field and discovering how Tulum was sustainable (Balslev, 2019). The task was given by an external stakeholder, Mr. Mikkel Sander, who is a Senior project manager for sustainable tourism development at Wonderful Copenhagen (WoCo), the Danish destination management organisation (DMO), which is a non profit organisation, working for the private sector in the Danish Industry and the population of Copenhagen. In order to inspire the students, Mr. Sander introduced WoCo's latest tourism strategy 'Localhood', which focuses on the interactions between temporary locals through 'localhood' by analysing how the tourism industry has a positive and negative impact on the three pillars of the organisation. WoCo, works with:

- 1.-The Social pillar, which focuses on the meetings between locals and tourists and the cultural understanding and knowledge of each other, but also the negative side of over tourism which he refers as visitor pressure.
- 2.-The Environmental pillar, relating to climate change and the impact from tourism and the carbon emissions.
- 3.-The Economic pillar that analyses the future urban traveller which will be discussed during the C40 Copenhagen edition, where cities will find out how they could be more sustainable.

Mr. Sander, claims that out of 46 indicators of sustainability, 26 are present in Copenhagen (Sander, 2019, Appendix 2). As we will see in the groups' division below, these three pillars were later an inspiration to divide the students in 9 groups according to their interest, during the fieldwork in Tulum, México.

1.4.1. Participants' description

The following participants' description its merely to approach both disciplines and how their perspectives will influence the fieldwork. It must not be forgotten that no one is more right than

other, it is just about “getting it right” and observing how each group focuses on their individual interest to collect data and conduct research, while still building collaborative moments during the cross disciplinary experience and while I as a researcher, collected data (Hastrup, 2004). The participants in the project were from two disciplines; architecture and tourism. The architecture students usually use their perspectives on space, in which spatial dimensions are essential to understand their field, contrary to tourism students, who use research methods in the field based on relational theory and basic ethnographic methods, in which space is related but not dimensional. During the workshops, the participants exchanged ideas and ontologies, influenced by their discipline’s perspectives. By identifying these cross-disciplinary perspectives’ differences, we could have an epistemology that allows us to analyse and discuss the influence of these ontologies in the co-creation of new knowledge within the field in Tulúm México. (Amin and Roberts, 2015; Pain et al., 2016).

1.4.2. Workshops

In order to prepare the students for the fieldwork experience and to solve the task in Tulúm, México, the students participated in several workshops. During these workshops, students were guided by scholars from both universities, KADK and AAU. The workshops aimed to give the students fieldwork advices about how to represent the object and observe it and how to open themselves to the cross-disciplinary experience of this study trip, in order to get to know each other before they went to Tulúm. Lastly, the workshops were also an opportunity to deliver practical information to the participants about the trip. From the research point of view, it is important to revise these workshops, in order to understand the knowledge delivered to the students before the study trip and during the fieldwork in Tulúm. It is also relevant to describe the perspectives A) from the Tourism students, and B) from the architecture students. These played an important role throughout the fieldwork experience. Especially, when working in the field cross-disciplinarily. As mentioned above, the workshops were conducted by professors from both universities. The first workshop was carried out by professors from the School of Architecture (KADK). The scholars discussed how students could represent their observations of the place and its dynamics in their documentary. Students were encouraged to find ‘those moments where things happen’ and to film them. The professors from Aalborg University explained some basic fieldwork techniques for research. For example, the importance for one to get immersed in the field by observing carefully, sense the place, and be surprised, most importantly, to make interviews through formal and

informal conversations, that followed a structure which could allow the students to gather important data for their own task, and by taking field notes. Without forgetting that field notes could also obstruct the conversations, so just a headnote could be a good practice. They explained that headnotes could not only be related to the activity of writing a field note of an interviewee's answer, but also used for paying attention and remembering an event, a surprising situation, and a challenge found during the fieldwork. According to the scholars conducting the workshop, this was relevant as sometimes the events experienced in the fieldwork are remembered in a very particular way, and this may change over the time as one reflects over them. It is useful to compare with the written headnote, and determine what it was that was actually experienced (Balslev, Appendix 2)

1.4.2.1. Cross-disciplinary workshops

The participants were slowly introduced to the cross-disciplinary experience that the coordinators aimed to create throughout this study trip. Collaborative moments and rethinking theory and fieldwork were other topics that were given to the students in order to understand that even in the deeper oceans the cross-disciplinary collaborations are important to understand the context as this is essentially embedded in the fieldwork, and therefore the importance of this joint-venture experience, where participants should immerse and engage in the field.

As mentioned above, the students discovered through the workshops the differences between the two groups. Even when the scholars involved in the organisation of the fieldwork claimed that common ground of reasoning existed between these two disciplines. The teaching methodologies at each university, the discipline's approaches and perspectives were some of the differences that students were confronted with during the first encounters. During the workshops, the participants had the opportunity to discuss how these differences should be not only maintained but also be defended. Most importantly students were encouraged to find an agreement for what to film, and what to focus on, after both disciplines have seen the fieldwork with their own lens, bodies and senses. So their analysis, should come later, when they did the cuts for film the documentary. According to the coordinators, this process, could be more complex than writing an essay, as they also need to see with their body, in order to deliver the task to the external stakeholder. A film that reflects sustainability, social, cultural and economic influences in the fieldwork.

1.4.2.2. Architects workshops and their conception of the fieldwork

During the workshops at KADK, it the architects' teaching methodology was exposed, which focused on the form without considering the context. According to professor Morten Meldgaard (KADK), architects create sentiments by drawing orientations through filming. The lack of interviews during filming was implicit, as professor Meldgaard claims that in the documentaries the focus is on the activity of people themselves and how life gets unfolded while giving a sense of place and a sense of situation. The documentaries could become a tool of narrative, that helps the film maker to identify with the situations filmed which they related with their own experiences, or the relationships with others. A qualitative tool for the architects is their sketchbook where they make drawings and diagrams and position themselves, by noting down the knowledge that they get from the field. Some technical tips about filming were given to the students in order to optimize and select the shooting in the fieldwork. Look at the picture twice, be selective, the light is better at down, focus, zoom out and focus again, use a standard EU 1080 x 1920 find a grip, something like black and white or the flashlight. One can have a focus when one goes out in the world and then observe, mind the editor, use a tripod or not. At last one should enjoy the moment and find the right moment, this last advice was continuously mentioned in the other workshops even during the fieldwork, together with how the aesthetic and the content work together, and how the film-makers should make the rules and also be able to bend them (Meldgaard, 2018, Appendix 2).

1.4.2.3. Tourism workshops and their methodology in the fieldwork

The professors of Aalborg university Helene Balslev (AAU) and Vibeke Andersson (AAU) conducted several workshops to give some guidelines about the fieldwork and some researcher's tips that included for example; how one should distance oneself as one created new relations and enter in a new context, these distances could offer the opportunity for one to take note and write them down in their notebooks while doing interviews. One should be aware that one could produce disruptions by asking questions, by being from the western world, or simply by being present. This could impact the environment and the relations with people from different levels, as one could never be part of a Mexican or a Mayan but one can only take a position, which will impact or create new ones, as one always bring its own gaze, own perceptions, its own analytical interest, its own baggage and its own position during the participation in the interviews, and use it when talking and asking people. Participation do not come by itself, one should expect people to think and silence is

good. “When one is in the field let the field open to you and be able to be open to what you hear. Conduct qualitative investigation and not quantitative because what they do not say could be very interesting” (Balslev, H., Appendix 2). However, one should remember the ethics of recording and filming with the people’s consent.

1.4.4. Groups division

The coordinators decided after Mr. Sanders’ presentation, that the students could choose a pillar in which Wonderful Copenhagen is based and work within this pillar in Tulum. The participants were divided accordingly in 9 groups. Each group was cross-disciplinary and had at least 2 students from AAU in each. The distribution of the groups was released, some days before their arrival to the fieldwork in México. The Distribution is available in Appendix 1.

2. Method chapter

The method chapter will introduce my position as a researcher during my participation in the field trip, and the methodology used to collect data through my interaction with the participants. The mixed qualitative research’s methods such as; observations with field notes and qualitative in-depth interviews through focus groups, that I have selected for doing this research, will be explained in this chapter together with the limitations and ethical considerations of this research.

2.1. Researcher positioning

The following chapter will take a point of departure in presenting the scientific paradigm under which the study at hand was carried. According to Holm (2013), the notion of a research paradigm can be defined as the researcher’s frame of understanding of the world that shapes the creation of new knowledge and sense making of his/hers scientific work (p.60). As the research at hand seeks to find resolution on issues within the field of social science and human behaviour, I have chosen to position my study under the social constructivist paradigm introduced as by Vygotsky back in 1978 (cited in McKinley 2015). As follows, the social constructivist ontology assumes that reality is socially constructed by the actors involved in the research and the researcher himself. Accordingly, the chosen scientific stance is conditioned by my own ability (as a researcher) to carry a study where concepts are not existing independently of one’s own understanding of them, but that they are influenced by my own perception of the world.

My epistemological standpoint position in this project was initially as student researcher, that use the ontologies of being a student, to conduct this research and interpret the participant's responses for being able to analyse the epistemologies of how knowledge it is acquired during the cross disciplinary fieldwork within a tourism destination and even before. By taking this position, it allowed to build trust with the participants for allowing me to conduct my nonparticipatory observations later during the fieldwork in Tulúm (Feng Liu & Sally Maitlis, 2010). In first instance, I attended and took notes of the scholars' presentations during the workshops, and interacted with the participants to collect data as they identified with me as a student developing a thesis. I took this opportunity to conduct a focus group, where students were questioned about their expectations for the trip and the project during one of the workshops. But my position was more complex, as I was also invited by the coordinators of both universities, to participate actively in the different faces of this project which lead me to obtain other angles and perspectives of the project and enrich my data collection. In the early stage of the project, I helped the AAU students, crowd-fund extra money for the trip to México, by selling cake and coffee during the workshops, which positioned me in front of the AAU students, as a senior tourism student. In the other hand, my participation in this project was not only as a student for the students at KADK, as I also was hired to help them to organise the logistics and excursions for their stay in México City. I travelled with this group and I participated in all their activities during their intensive week, where they spend one week looking at the Mexican architecture, before they went to Tulúm to meet the Aalborg University's students. This made me closer to them, and they identified me as a tour leader and organiser for their trip in México City, which later could be interpreted as "going native" which happens when the researcher over identifies with the object he is researching, (Feng Liu & Sally Maitlis, 2010).

Once we arrived in Tulúm, my role changed, as I was conducting research for my own thesis, during their fieldwork, and I was only conducting nonparticipant observations. The students were aware that I was working on this thesis and collecting data during the study trip in Tulúm, which represented a limitation of interaction with them, due my performance as student researcher during the fieldwork, which only offered them, scoring, and observe, without contributing to their discussions (Sasson and Austin, 2005). I was also staying at the same hostel where the students from KADK were staying. The previous experience in México City helped me as researcher in first instance to have an easier approach to them during their free time and have informal conversations with them about their day and the experience in Tulúm, but also made it very difficult to distance myself as a researcher and be subjective about the information I could share with them. By doing

only nonparticipant observations during the fieldwork represented a challenge for me, as in previous fieldworks, I had worked with the active interviewer method, which build up histories while interviewing, constructing conversations and histories together with the interviewees (Holstein, and Gubrium, 1995). I could experience what Olson and Austin (2001) claims that; participants produce small to moderate improvements in their performance when they were unaware of being observed by someone else. However, when they are aware of that a supervisor was also observing them, they demonstrated greater performance improvements (Olson and Austin 2001). I noticed that these observations increased the participants' performance in their groups, but also their performance became a sign of to me as a tour leader from their previous tour not as a researcher. Which during the second day, The KADK students changed their behaviour towards me, and they started to see me as a researcher writing about them. They started to choose their answers carefully and were more restricted in which information they wanted to release to answer my questions, aligned to the observer's effect mentioned above, when observers, in this case, students in the fieldwork, get aware of someone is observing, their performance and how they are trying to solve a task, creating a reactivity in the participants (Feng, L. and Maitlis, S. 2010). The students felt they were monitored or evaluated by me, due the bluer role which I performed from being a tour guide and then becoming one of them. I was now a student in research but with the authority to follow them, to observe and to collect their performance, which was not longer the role I wanted to approach as I wanted to be more as explained above conduct this research with a more interpretative epistemology. Therefore, I considered that this reactivity might played an important role in the results of the research as some students felt observed and evaluated interfering with the cross-purposed interest that each has while conducting research within the same fieldwork, where all should have the opportunity to collaborate and focus in their own individual research (Hastrup, 2018). Therefore, I stopped following them and instead decided to approach them after the fieldwork in Tulúm, when they went back to Denmark. Back in Denmark I approached some students from Aalborg University, and conducted some individual interviews, and then I conducted another set of interviews with the KADK students where they were seating in a group. Both groups of students were more receptive and they were able to do a narrative of their experience in Tulúm, recalling experiences in the field, which was more the epistemological approach I wanted for my research.

2.2. Data collection

The data collection includes mainly qualitative data, gathered during the workshops, the student's fieldwork and my research. The qualitative data reflects my own understanding and experiential reflections of the actions and problems. Especially, of those processes, events and behaviours that took place throughout the project. I was not forming categories that divided them into architecture or tourism students but due their responses or my observations and giving space to the participants to share their experiential reflections too through the interviews and focus groups. So, the strategy to collect qualitative data, was selected due my interest in understanding social life, from the participants' descriptions, interactions and interpretations of the world (Bryman, et al., 2001:206) and not only from my own observations, and researcher standpoint, as I consider this could lead to be bias, even when we are students, I could have another perspective, due my values, ethnicity, age, gender, age or background (Jamal and Hollinshead, 2001:67). The quantitative methodology was not selected, as it only aimed to produce a hypothesis that should be tested, and then verifying the hypothesis based on the research findings (Robson, 1993). Instead I used qualitative research methods that helped to the research questions to emerge after the fieldwork was done, and gave the research an interpretivist enquire paradigm, where I, as a researcher constructed together with the participants; knowledge, regarding the fieldwork experience (Schwandt, 1998) and by sharing the field; how knowledge emerges among each other's discipline (Hastrup, 2018:331).

2.2.1. Primary data

The primary data collected for this research is based on notes collected throughout a series of workshops both before and during the field trip. This data collection approach includes both formal and informal interviews before, during and after the fieldwork in Tulum, as well as non-participant observations and head notes collected during the fieldwork and workshops in Tulum.

2.2.1.1. Headnotes and field notes

Headnotes, and field notes were taken during the workshops in Copenhagen and in the fieldwork in Tulum: These headnotes, helped me to keep track of all the observations and experiences that I, as a researcher had in the different stages of the project. In addition, to document my data collection as many of the interviews or comments from the respondents' perspectives were also collected and documented as headnotes. This later helped me to build the structure of the case study. Especially,

in the introduction chapter where I describe the students, their disciplines and the tools given to them to perform the task in Tulúm. The data was collected from the headnotes written down during the workshops in Copenhagen (Appendix 2). During the interview of the focus group, before departure headnotes were also taken, the head notes helped me, to keep track of the participants' answers and then recall their answers, while writing this research analysis (Appendix 4). At the fieldwork, notes were taken during the observations, I conducted the first day following the students, this helped me to make the students feel less observed and to show that I was interested about what they were saying or doing (Appendix 6). A Coordinator from Aalborg University said: "When you take notes you have your head notes, but you take notes of what is happening, silences, what is not happening, it is not only what is present but also what is not present" (Balslev. H., Appendix 2). This definitely helped me to reshape my research method and focus on those moments and write them down. During the workshops that conducted the coordinators after each day in the field, I took also field notes, they are presented in the (Appendix 5). The following appendices, present the headnotes and field notes taken during the project and which were used to build and validate this case study as important part of the qualitative data collection.

Appendix 2. Headnotes from workshops in Copenhagen

Appendix 3. Headnotes of Interviews with Fieldwork Coordinators

Appendix 4. Headnotes from interview participants' focus group

Appendix 5. Headnotes from workshops in Tulúm, México

Appendix 6. Headnotes from observations in the Fieldwork research

Appendix 7. Headnotes from small conversations with participants

2.2.1.2. Nonparticipant observations

My overt nonparticipant observation as methodology, to collect data during the fieldwork in Tulúm, was selected primarily to focus on my research. The participants were informed, that I was in Tulúm to conduct nonparticipant observations of events, activities and interactions, that took place during the project. This in order to obtain my own understanding of the context and to conduct research for my thesis. Even when I was present in the organizational activities that took place in

Copenhagen, it was clear, that I did not have a role as organizational member of the research in Tulum. As mentioned, in my positioning as researcher, I decided not to interact with the students in order not to influence their fieldwork experience, and either being considered an asset for their fieldwork. This helped the students, to discover by themselves the field context. During the first day, I selected randomly one group and followed them to see how they started to get to know each other and discuss how to solve the task. By following this group, the whole day, I was able to conduct observations of their fieldwork and take notes and pictures. One of the benefits of only doing observations of researchers in the fieldwork, is that one could improve my performance in my own task by observing the others performing and trying to solve their task. By observing and evaluating others, which is considered the observer effect (King, A. et al., 2018; Alvero and Austin, 2004), to obtain unique sensitive context insights from the participants, that they were not telling to the coordinators or to the members of the fieldwork setting, or the dynamics among them. It must not be forgotten, that the groups were from two different disciplines and they had reflections about each other and also about the environment that surrounded them, which placed them out of their comfort zone (Feng, L and Maitlis, S. 2010). The observations are presented in Appendix 6.

2.2.1.3. Interviews, participants small-conversations

I decided to start approaching some students that I found randomly in Tulum or at the hostel where the KADK students were staying, as many of the groups used this as a base for their meetings after the fieldwork. Therefore, the selection of the participants in the interviews was mainly by convenience sampling, which is a type of non-probabilistic method, as the samples are chosen due its availability or because they are easy to reach as it was in this case (Saunders, et al., 2012). In addition, the interviews were very short and without a script as students felt that they were being evaluated by me which lead me to question my researcher positioning and re-structure my methodology to conduct interviews after the fieldwork in Tulum instead (Appendix 7).

2.2.1.3.1. Interview in focus group

The first Interview was done during a workshop at Aalborg University, in a format of focus group with 8 participants; the students were selected randomly but making sure that 2 students from from KADK from the first and 2 students from the second year and 4 students from AAU participated. Even when the samples selected for this focus group was due I got help by the scholars to ask who was easy to interview, which could be considered as convenience sampling, which is a type of non-

probabilistic method, as the respondents are chosen from the group of people that are easy to reach (Saunders, et al., 2012), I also used a more purposive approach which is used when identifying and selecting respondents who can provide richer information, by equal the number of students from each university and also the number of boys and girls, first grade and second grade from KADK in order to obtain diverse opinions that included from both disciplines (Patton, 2002). Due the qualitative nature of the interview all questions were open ended, and aimed to collect rich and contextual data, regarding their experiences and interpretations of the fieldwork to be taking place in Tulum later that spring. The answers were noted down as headnotes as I did not want the students to interrupt the conversations and group dynamic during the conversation and they are presented in the Appendix 4. These headnotes were later included in the analysis, by being considered in the triangulation of the different categories and subcategories that emerged when coding comments and observations gathered during the fieldwork in Tulum.

2.2.1.3.2. Follow-up interviews

The data collected post fieldwork, once the students were back in Copenhagen, happened in the end of April, where I elaborated a set of questions presented in the (Appendix 8). I asked some questions regarding the participants experience in Tulum. These follow up interview questions were attached to a file, and I sent them to the students via email or via Facebook, Messenger. This method was chosen due time limitations with regards to transcribing the audio recordings, and in order to ensure the student's confidentiality. The method also helped as a third 'triangulation measure' to further validate the empirical data collected in the form of headnotes and non-participant observations to incentivised the narrative of the respondents by being able to share their stories as they experienced during the fieldwork (Oppermann, 2000). As the set of interviews was carried after the field trip to Tulum the students were able to give more feedback after their experience in the field. The selection of participants was not purposely, as in this case the students from both universities were all asked if they would like to participate. First by making a post in Facebook at AAU's students group called 'trip to Tulum 2019' where random students responded that they were interested in participating and we made an appointment for meeting and having a follow up interview or to send the interview questions via email. A total of 6 students from AAU send their answers. Additionally, by contacting the students from KADK via email or Facebook and requesting their participation also in the end of April and with the same method as the AAU students. A total of 5 responses were collected from the KADK students.

2.3. Deductive coding, method & data triangulation

The responses obtained through the two sets of interviews, observations, were handled and considered as anonymous, in order to give the respondents space to express openly their experiences in the fieldwork working inter-disciplinarily in the field. Once all the data was collected, both head notes and follow-up interview responses, I printed all the files. First, each respondent was given a number: from 1 to 9 according to the group they belonged to (Appendix 1). Secondly each respondent was also given a letter; 'T' if they were from tourism and 'A' for those from Architecture. In this way the reader can identify the discipline they come from and relate it to the inter-disciplinary experience of this research. After coding of the the respondents, I started reading the questionnaire's answers and noting their responses and comparing them with the answers of other respondents. Initially to obtain a first triangulation of the data collection, that lead me to inductive coding classifications, according to the respondents' answers. I used this later to analyse the multi-perspective qualitative commentaries made by the respondents, recalling their experiences during the project (Dex et al., 2000; Christians, et al.,1989). The first classification gave me categories: 1. Participation in the workshops, 2. Task, 3. Workshops, 4. Fieldwork's setting, 5. Working cross-disciplinarily, 6. Fieldwork, 7. Challenges, 8. Skills used during the fieldwork, 9. Skills gained through the fieldwork, 10. Multicultural and cross disciplinary previous experiences, 11. Students perceptions of cross-disciplinarily and multicultural experiences, 12. Fieldwork as creative learning, 13. Limitations which was subdivided in 13.1. Time, 13.2. Other tasks, 13.3. Illness, 13.4. Other distractions, 13.5 Mentoring/Academic research. Once the above mentioned categories were created, the other data collections were merged, including the headnotes from small conversations and non-participant observations that were collected during the fieldwork in Tulum. These other qualitative data sources contributed it to triangulating the data reflected in the categories mentioned above. One of the key advantages in using data triangulation is that cross-referencing data sets from two or more sources, will significantly improve the validity and reliability of the conclusive findings of my research. (Blaikie, 1991; Denzin, 1978)

2.4. Validity and subjectivity

The Data collection mentioned above was collected through qualitative methods, which from a positivist research stance are not capable of reaching and verifying facts. Therefore, I decided to use the open reflexive interpretation which could validate the research, regardless if the data collection

is qualitative or quantitative (Holland and Ramazanoglu, 1994). On the other hand, my research positioning under the social constructivist paradigm, is indicative of my intent to produce rich and contextual new knowledge, rather than generalizable conclusions. Although, conclusions drawn based on solely qualitative research methods, are known for being subjective in nature (Silverman, 1993; Galani-Moutafi, V., 2000; Cotterill and Letherby, 1993), this research shortcoming was addressed with the chosen mixed method data collection approach. Accordingly, by competing and contrasting data with the same ontology and epistemology from multiple sources, I was able to significantly increase the validity and reliability of my research findings (Blaikie, 1991)

2.5. Ethics & limitations

The ethics used during this research were mainly regarding my position as a researcher. As explained above, I distanced myself from the group and I observed in the field their behaviours, respecting their research and giving space for them to gather their own findings regarding the field setting. Therefore, by only observing students and the context without interfering, I was able to obtain rich contextual findings, which is the primary aim of this research. Which according to my social constructivist paradigm that implies that, the reality is seen through the lens of its social actors (the students) and me as a researcher (Vygotsky cited in McKinley 2015).

The narratives collected from the respondents, were an important part of the qualitative data collection. I used my interpretative ethics to give voice to their claims and experiences within the field, without revealing their names as they were kept anonymous. A limitation of this research was that I was a part of a bigger research project, where the coordinators have their own agency, and they coordinated the format of the research, so even when I was able to interact with the participants, I was not 100% able to conduct my research. An example of this is that I could only follow the students, but not be an asset, which developed this image of evaluator in the students, and conditioned their answers when conducting research in Tulum. Another limitation was the lack of capacity to follow all the groups during the fieldwork and register or collected more data from the fieldwork. This due the own organisation that each group had, where they made appointments and met in places that were not of my acknowledgement, so difficult to keep track, or being invited to those meetings during the fieldwork. When the participants were back in Copenhagen, only a few of them accepted to be interviewed and consent to be part of this research, when I reached them to

follow up their experience in Tulum, México and how they were developing the short films in Copenhagen, to deliver the final projects.

3. Theory chapter

The following theories have been selected due the relevance with the study case on hand. Kolb's experiential learning cycle, and the 4 learning styles are learning theories that will be compared with the participants' experiences in the fieldwork in Tulum, México and they will be used as tools to understand how experiential knowledge is being produced through cross-disciplinary experiences as this one. The nature of the project asks for deeper knowledge of similar research, in order to position this research on comparison with what has been done. Other researcher's claims about similar topics; fieldtrips, study trips, fieldwork research, collaborations with external stakeholders and context learning, are literature that will help to the understanding of the research on hand.

3.1. Experiential learning

According to Falk (1983), experiential learning happens, when taking the students outside of their comfort zone to a less structured environment where they can bring their theory into real-world settings. Or where they have the sensation of novelty for example; due the excitement of knowing another culture (Wright and Hind, 2011) or when involving an external stakeholder, where it brings a balance between the theory and the practice, and merges the industry with the academia, giving a more adapted desired collaboration, fulfilling the needs of participants from the generation Y and millennial learners (King, B. & Zhang, H. Q. 2017). Other scientist claim that this experiential learning takes place, when a participant 'cognitively, affectively & behaviourally processes knowledge, skills, &/or attitudes in a learning situation characterized by a high level of active involvement' (Hoover and Whitehead, 1975). Easterly & Myers (2004; 2009) have based their research on the increase of the factual knowledge and conceptual understanding of the students after their participation in well-planned field trips (Myers & Jones, 2004). According to them, these field trips together with experiential learning (fieldwork) offer the opportunity for the students to apply what they have learned in the classroom, and to experience in the field these theories (Easterly & Myers, 2009) and contribute to their deep learning (King, B. & Zhang, H. Q. 2017). Even when there are many ways of experiential learning, this case study will focus on the fieldwork experiences, that took place during the fieldwork in Tulum México. As the experiential learning could be also tool, that provides insights of how participants learn while travelling. According to Dewey (1938) the skills and knowledge acquired by the participants during this practical

experiences, could be an asset for understanding and reacting to future life experiences (Stone and Petrick, 2013). Therefore, I considered that the theory of Learning Cycle and the Learning Styles by Kolb (1984), could be relevant to reflect over the learning process of the participants in this project.

3.1.1. Kolb's (1984) reflective learning circle

This thesis, aims to compare these experiences in the fieldwork by aligning Kolb's (1984) Cycle theory of experiential knowledge, in order to see how the learning is produced within this cross-disciplinary fieldwork project in Tulum México. Kolb's theories, claim that knowledge is produced after the exposure to experiences that are not being taught in the classroom (Kolb, 1984). Especially, when the circle is used by teams, in which there is created a space for reflection, where they can discuss, the collective learning experience within this space (Kolb and Kolb 2009:52) and in this way produce knowledge.

'Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand' (Confucius).

This notion from kolb (1984) of 'learning by doing' assimilate to what was argued by Dale (1954) who claimed that 75 percent of the new knowledge is retained through 'practice by doing' and 90 per cent was retained through 'teaching others' (Dale, 1954) which according to King & Qui Zhang (2017) supports the idea that experiential learning, should be incorporated in the tourism studies curricula (King, B. & Zhang, H. Q. 2017) as discussed above. Kolb's approach integrates and combining holistically the processes of experience, perception, cognition, and behaviour with the processes of performance, learning and development which he believed were fundamentally operating on different time-scales (Kolb, 1984). According to Kolb (1984) the cycle is a continuous process, where the participants learn from each of the steps that gives the participants the following learning experiences:

- 1) Concrete experience (CE), when experiencing something
- 2) Reflective observation (RO), observing or reflecting on something experienced
- 3) Abstract conceptualization (AC), thinking about something or assimilating it
- 4) Active experimentation (AE), acting to test, what was experienced or adapting it

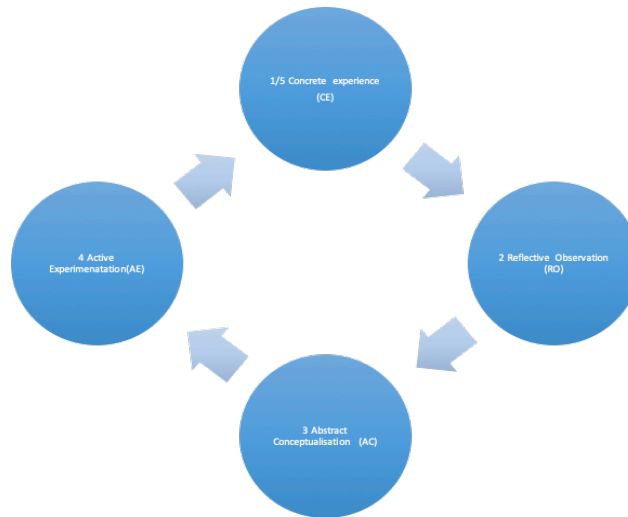


Fig.2. Kolb's experiential learning cycle (1984).

Kolb's cycle as seen in Fig.2, creates new experiences as the cycle repeats itself, becoming a spiral, that pass holistically through all bases transforming the experiences into knowledge and skills, attitudes and values (Chunfang, Z. et al., 2007). In this way, Kolb's Circle model works on a four learning style model that could be used to compare and try to understand the experiences that the participants in this case study will have in the field. But also one should consider as seen in Fig. 3, that this experiences suffer the tensions from the environment in which they are experiences, how we grasp them by feeling versus thinking and by watching versus doing or vice versa (Kolb, 1984). Which aligns with the first research question regarding the fieldwork setting and its influence in the learning process of this study case.

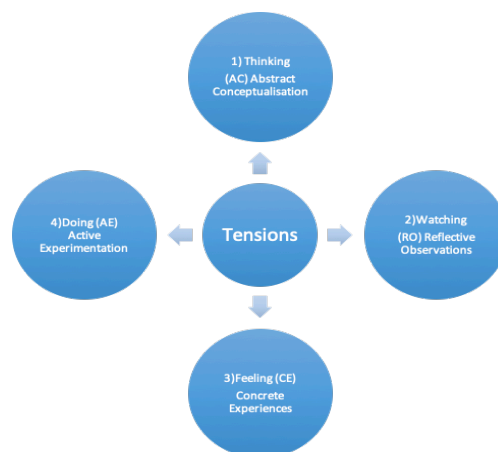


Fig. 3. Kolb's (1984) learning cycle (Tensions)

3.1.2. Kolb's experiential learning styles

According to Kolb (1984), learning is the process whereby knowledge is created through the transformation of experience. Kolb's reflection cycle, could also be used to study four styles of learning, which are relevant for the interdisciplinary project in Tulum as this thesis aims to analyse how students 'learn by doing' within the fieldwork and which skills they acquire during this experimental creative learning practice. Kolb (1984) claims, that each individual experience according to the environment in which we are, and depending of this experiences then the individual learns, as shown above. Also other factors as the culture and the personality among others, influence in the way people learn. Therefore, he categorizes these individuals in four learning styles: Accommodating, Diverging, Converging, and Assimilating (Kolb, 1984).

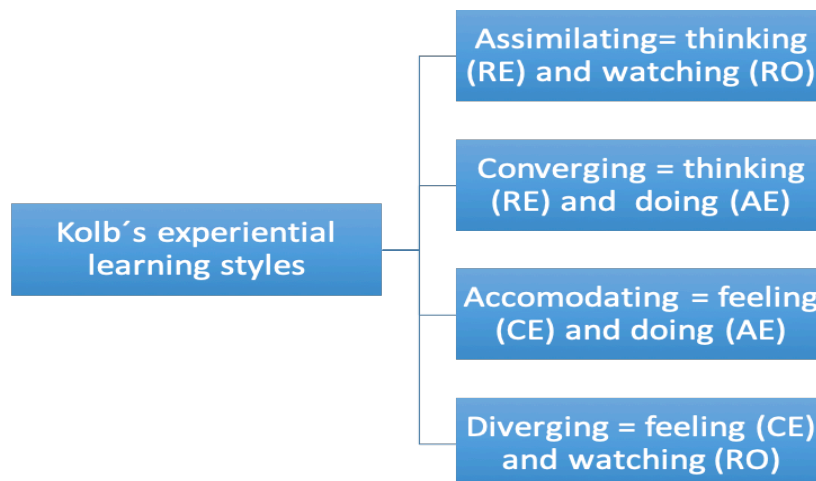


Fig. 4. Kolb's experiential learning styles (Kolb,1984)

Kolb's theories of experiential learning includes, four experiential learning styles, Fig 4. Which will be analysed together with the data collection from the inter-disciplinary fieldwork project in Tulum, México. This in order to understand how new knowledge, interdisciplinary skills and competences are acquired through creative experiential learning within the fieldwork.

1) The Assimilating style is when one watches and then one tries to find more information, perhaps read about that specific problem. Considered the Theorist, as they need Assimilating (Think & Watch) and more inductive research and reasoning, by asking *What is there to know?* They like to work independently. They can analyse large amounts of data, and order it in logical order. The logic

overrides the practice values. They can be found in science oriented activities, working on projects and activities, that require abstract thinking, reading and being concise.

2) The Converging style is when one thinks about doing something and actually one does it. Considered the pragmatic, they decide after a deductive reasoning asking *How?* They are more practical and good at solving technical problems, most of the time, without using a theory frames. They prefer technical tasks rather than interaction with people. They are found in technology, engineering and business oriented activities.

3) The Accommodating style is when one does a task and how one feels about doing that. Considered as the activist, this style of learning is more hands-on, a learning style for those who enjoy working in teams and to experiment with challenges, when doing a task. They are more doers than thinkers, they prefer to follow their intuition rather than the logical sense by asking *What if?* They rely on people when gathering information, usually they are found in Marketing and business oriented activities.

4) The Diverging style is when one watch people tackling a problem, or one reflects about how one feels about having a specific experience. Considered also as reflectors this learning style is considered as the group that is sensitive, they like to explore and analyse over their reflections which are produced by watching things rather than by doing something. Especially, when they observe from different perspectives and ask themselves *Why?* They enjoy learning in groups as they are good at brainstorming due their capacity to generate ideas by gathering information. They are open to concrete and personal feedback and mostly they are found in arts oriented activities.

Source: Kolb's learning styles (1984).

Even when the theories of Kolb are well known by academics and as reference for experiential learning, still the process in which learning is produced with experiences as inter-disciplinary fieldwork collaborations, and contextual learning outside of the participants comfort zone, are still not so investigated by scholars and therefore the relevance to use Kolb's theories regarding this field in order to understand more about the triggers that develop the participants deep learning through these experiences.

3.2. Fieldwork

Portegies et al., (2015) describes the fieldwork as the space that gives students a place for developing their skills by doing observations, explorations and obtaining their own discoveries (Portegies et al., 2015). Through fieldwork experiences, participants in a field trip gain self-knowledge which they share and incorporate in the learning processes and its outcomes, which will become an important skill for their professional life (Portegies et al., 2015. P. 354) as participants are trained to explain, learn and research in an international context, through an interaction with oneself and with the other, which teach who we are and who we could be, a very important exercise of awareness necessary to avoid biases that drive them to pre-established conclusions (Ricoeur, P. 1990). According to Portegies et al., (2015) post disciplinary field work, contribute to tell us more about the reflections of the learning process and its contribution to create new cycles of research and education (Portegies et al., 2015). According to other scholars, peer learning and shared learning it is a co-creative knowledge process, that is not individual but collective, in collaboration with their peers (Andersson, V. & Balslev, H. 2018). Norman Long (1989) argues in his interface theory that, in order to be able to analyse, a self-reflection can only take place in relation to contrast and oppositions to one's self and the encounters with like and unlike boundaries that define their identities (Long, 1989). In the other hand, Novelli (2010) discusses the interaction with the locals, which according to her research offers benefits for both the 'host and guest' (Novelli & Burns 2010) Dredge and Jenkins (2011) explain that these post-disciplinary type of fieldwork instruction, is a research practice, a form of learning practice, that is considered a way in which practitioners and academics could learn from each other, through peer to peer joint research (Dredge & Jenkins, 2011). Not only the students and researchers experience with fieldwork in order to obtain knowledge and skills. Human capacity has to be built before a project start (Simpson et al., 2003). Abdul Rasid and Abdul Razzaq et al., (2013) explains how in their research with rural communities, building human capacity was a needed, in order to develop a community based tourism (CBT) for a homestay programme, and how through experiential learning and by taking the participants to another homestay- CBT project located in another city, they were able to inspire and make the participants understand the needs and dislikes of a tourist, and other aspects of the management and the operations (Pearce, 1996). Or building human capacity in collaboration with external stakeholders (Lewis, 2006). As this case study, that combine both factors by taking the students to a fieldwork in Tulum Mexico which is a developing tourism destination, where the participants will do a task for an external stakeholder from the academia. The inter-disciplinary project as mentioned

above, aims to create reflections in the students about real-world problems, in the developing tourism destination, where sustainability is the topic. By reaching in this topic students might build capacity by acquiring new knowledge in collaboration with their peers and therefore the theories above mentioned are relevant for this study case. The fieldwork is also the place where practitioners expose their realities by sharing their successes and failures and discuss and exchange opinions with the participants about their livelihoods practices, their potential market development and the unknown.

“Fieldwork is a conceptual space where people who work in and around tourism meet those who think and learn about tourism” (Portegies et al., 2015).

According to Portegies et al., these professional and entrepreneurs play a pragmatic role of ‘learning in the spot’, but they are always aware of the uncertainties and the limits of knowledge, even when they cooperate with students and professors through the experience (Portegies et al., 2015). As mentioned above, the relevance of the fieldwork experiences within tourism studies curriculum hardly need justification, as many academics have written about their experiences conducting field research from the ‘Grand tour’, which was considered the departure point for travel for education. Especially, for those experiences, that include interactive components that help to short come the traditional methods of education (Goh, 2011) to Montaigne’s famous citation that says that students need of ‘some direct adventuring with the world, a steady and lively interplay with common folk, supplemented and fortified with trips abroad’ (Brodsky-Porges, 1981). Which will be discussed in the analysis aiming to answer the research questions of how the students research methodologies help them to create knowledge, and skills and how the tourism destination context influences their experiential learning through fieldwork. And therefore, the relevance of going deep in theories that are related to these topics and lead us to know more about the fieldwork theories other experiences (no necessarily cross-disciplinarily ones), which author’s working with these practices had, when they tried to create knowledge within a fieldtrip. Another aspect that is very relevant to study and important to consider due the study case on hand, are the aforementioned claims, about fieldwork in collaboration with stakeholders from outside academia, which could represent a trigger for students’ participation ion these experiences, due the opportunity to ‘learn in the spot’ (Portegies et al., 2015).

3.3. Contextual learning

Departing from the point aforementioned of the need to moving away from what Winter (2009) calls ‘institutionally and intellectually ill-equipped’ learning processes happening currently within the tourism studies. A need of less ‘core-periphery dynamics’ should be replaced by more cultural and political pluralism. This should happen through contextual learning practices which could increase the students’ professional skills and self-reflections (Winter, 2009). As we will see below, several researchers suggest that through a more active rather than passive education and a more participatory system (Freire, 1970). Which is essential for a progressive way of creating developed citizens (Dewey, 1938) for example through field trips and fieldwork, (Goh, 2011) where participants experience a cultural and social ‘contextual engagement’ that would not happen otherwise inside of their framed academic curriculum (Hondagneu-Sotelo and Raskoff, 1994). Where they could be led to new ‘realities’, that could help them to contest their own social environment, and see it from different perspectives. Especially, to become more critical with the context that surrounds them (Shor, 1992; Jakubowski, 2003). A more contextual approach needs to be adopted by educational institutions, so students could unveil the dynamics and transformations (Plantekamp, 2006; portegies et al., 2009) happening within the destinations. Destinations should be seen as dynamic and constantly changing and transforming influenced by its visitors and inhabitants, more than a ‘Sum of empirical facts’ associated to tourism (Portegies et al., 2015. P.349) and most importantly, as a complex network-society, which is the start of the Contextual education approaches (Appadurai, 1996; Castells, 2000, Hannerz, 1993). By doing so students could be leaded to contextual practices, where they will leave their insights (explicit knowledge) on a subject as ‘secondary knowledge’. And where they will focus on ‘more relevant’ insights as the everyday and what is happening within the destination (Portegies et al., 2009; Polanyi, 1966) and ‘what matters’ to which is related to the people they choose to interview. Or those people which their professors choose to introduce to them in order to awake their insights (tacit knowledge) about the fieldwork space (Portegies et al., 2015, P.351). Even when it is implied that some of these field trips are taking place in different locations and sometimes these are Tourism destinations, this case study taking place in the tourism destination of Tulúm, México, will be analysed from the lens of the contextual learning and as the research question mentioned. ‘Knowing what matters’ should emerge from a combination of pragmatic and phenomenological learning, that enables the student to understand the interdisciplinary vested situations framed by academics and practitioners who aim to produce knowledge that is ‘universally valid’ and independent of any context. Knowledge

production is carried out by fieldwork in the destination or research in a context of application (Portegies et al., 2015:352).

3.4. Intercultural fieldwork

Many universities claim that Intercultural skills as outcomes from the field trips, could represent a 'passport' for mobility capital and therefore a higher possibility for employability (Holdsworth, 2009). Therefore, suggested even as a marketing tool to position universities in a better scale than others due the opportunities they offer regarding field trips to their students, in order to distinguish themselves from other higher education institutions (Wright and Hind, 2011). But there is still missing further research that validates and identify the value of academic experiential learning practices as are the field trips are performed within higher education in tourism. Especially, research that goes deep from the students' perception, regarding how they apply the theory to the practice during these field trip experiences (Xie, P.F. 2004). Nowadays students are one of the most mobile groups in our society (Duke Williams, 2009) as these experiences could enrich them and help them to be more attractive for future employers (Hannam & Gureno- Omil, 2015 P: 143). Researchers point out that these experiences develop skills where the so called 'Euromanagers' or 'Globalpreneurs' are able to work within teams with people from different culture backgrounds. They are capable to solve problems within this contemporary context (Kramer, 1999; Hilb, 2009; Rothlauf, 2012) due to internationalization in workplaces and companies that are adapting to a more intercultural working cultures, where new skill-sets are demanded in order to help their cross-border corporations (Casmir and Asuncion-Lande, 1989; Scherle, 2004; Browaeys and Price, 2011). According to academic research these set of skills are relevant for tourism students (Jordan, 2008; Egron-Polak and Hudson, 2010; 2014; Sulkowski and Deakin, 2010). Portegies et al., (2015) claim that international groups of students could represent an increase of the context learning practice, as each participant bring their own context and background to the experience. It is a valuable learning resource for the group and for the teachers as they commonly use their background within new contexts, and in this way they will produce a self reflexive perspective, but having the ability to engage culturally with others, does not mean that one knows one's own culture and its insights (Portegies et al., 2015). It helps one to be able to step back and be able to re-evaluate the context without being bias (Byram, 1997; Stüdlein, 1997; Byram et al., 2001). One can achieve self-reflection by looking at oneself and recognizing one's own subjectivisms and those of others (Portegies et al., 2015). This helps participants to be open to new situations and the development of

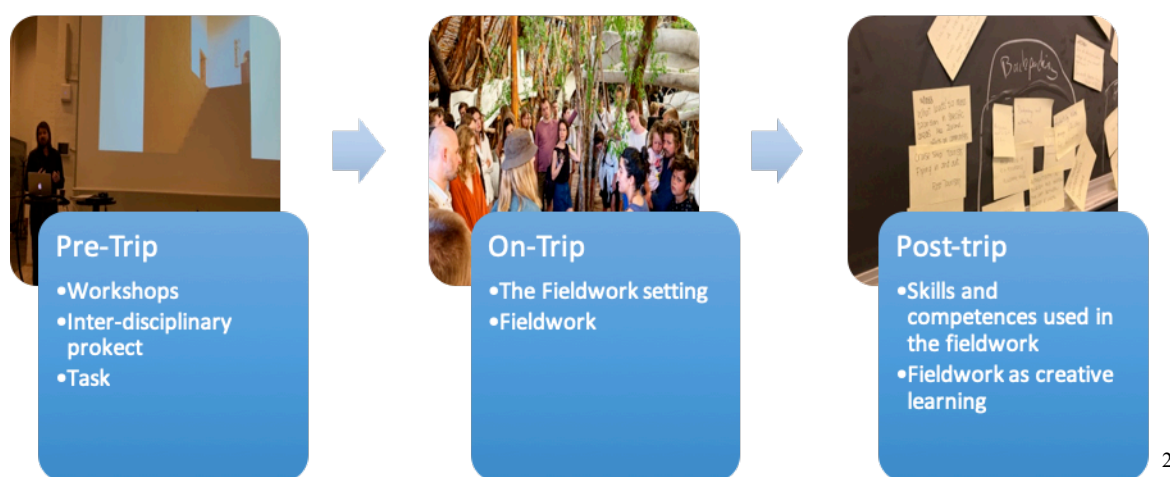
new insights (Ricoeur, 1990). In this case study there are two groups of participants, which set the study case. Firstly, and inter-cultural context as the architecture students who are mainly Danish, and speak Danish to communicate among themselves, and the tourism students which is an international group of students who have English as common language. And secondly in the cross-disciplinary context as they have different backgrounds and methodologies. Sometimes these cross-disciplinary approaches which combine the different disciplines as it is done in the post-disciplinary learning, it is done by the students (Jafari & Ritchie, 1981). Especially, during the field trips, and fieldwork as the problem/issue is exposed creating knowledge of the theories and disciplines that could help the process of problem solving which aims to give a solution or resolution to the issue or problematic exposed (Jafari and Ritchie 1981:24). It is important to give place for students' interaction with their peers, professors, other stakeholders and with the practitioners', in order to obtain their knowledge, to absorb the popular culture, its narratives and the arts, as it will give high value to the experiential sources of knowledge. By doing so, this, will help to the goal achievement of this educational concept (Portegies et al., 2015).

4. Analysis

The analysis chapter will focus on revising, discussing and contesting the answers from the respondents and the rest of the data collection with the claims of several authors on the acquisition of new knowledge through fieldwork practices (Easterly & Myers, 2009; Simpson et al., 2002). The fieldtrip experience is a three-stage learning process consisting of the pre-trip, the on-trip and the post-trip stages (Porth, 1997) and therefore, the analysis chapter will be divided in three parts accordingly due the nature of the project. The research questions will be placed natural in order to create chronological narratives all throughout the analysis, by revising the events, that took place during the project. Both in Copenhagen, Denmark and Tulúm, México.

Several researchers, have done similar research about study trips and fieldwork, where the intercultural factor or collaborations with stakeholders plays a role in the learning processes within the field (Falk, 1983; Wright and Hind 2011; Hoover and Whitehead, 1975; Easterly & Myers (2004; 2009). According to scholars, the success of a fieldwork experience is not only as a result of what happens within the field but also due the factual knowledge and conceptual understanding of the students after their participation in well planned field trips (Myers & Jones, 2004). Therefore, this section will revise, the three phases; *Pre-trip*, *On-trip* and *Post-trip* where the students'

perceptions regarding the multicultural/ inter-disciplinary aspects of the project are reflected by them. In order to analyse the learning process in an inter-disciplinary and multicultural fieldwork project, in collaboration with an external stakeholder compared to Kolb's experiential learning cycle, when participants are taken out of their comfort zone to a less structured environment, where they could bring their theory into the real-world by collaborating with an external stakeholder.



The *pre trip* section could be compared with the third phase from Kolb's experiential learning cycle Abstract conceptualisation (Kolb, 1984). In this step, participants are given information; practical and abstract concepts regarding the fieldwork and Tulum from AAU and KADK professors. It is relevant to analyse the students' conceptions about the task, their participation in the workshops and what knowledge they got in this step of the project as this will play a role in how they plan to approach the fieldwork during their research; conducting interviews, shooting and gathering data in the destination (Kolb, 1984) and work in inter-disciplinary groups.

The *on-trip* section, which in this case is the step where the students actually work in the field, in Tulum. The participants entered the field and started to experience the destination. They conducted observations, interviews, recordings or audio in order to collect data, moving themselves in the experiential learning cycle (Kolb, 1984) by reflecting on their findings and their experiences, and here emerges the first research sub-question **R.Q.1 How does the fieldwork setting influence the process of deep learning outside the classroom?** As presented below, the participants will

² Fig. 5. Photography from a pre-trip workshop at KADK. Source: (Santana, 2019).

Fig. 6. Photography from on-trip fieldwork in Tulum. Source: (Santana, 2019).

Fig. 7. Photography from post-trip group work in Copenhagen. Source: (Santana, 2019).

undergo several learning processes, which will be analysed and contested by comparing these processes with Kolb's four learning styles: 1) The Assimilating style, 2) The Converging style, 3) The accommodating style, and 4) The Diverging style (Kolb, 1984).

The *post-trip* section, will be the last part of the analysis. The participants, once they got back home to Denmark, started reflecting over the project and their experiences within the field, analysing their own participation, which allowed them to make claims and conclusions about the project. The data collected during this follow-up research, will allow this analysis to be from an interpretivist approach as the respondents' voices will be used to give the reader narratives of their experiences and claims, aiding to answer our two last research sub-questions: **R.Q 2: How can field trips contribute to a participant's deep learning? R.Q.3 How could Inter-disciplinary and multicultural skills and competences be used and learned within the cross-disciplinary experiences in the fieldwork?**

As seen above, the three research questions will be placed due to the nature of the research, merged in the narratives of the analysis.

4.1 The pre-trip



Fig. 5. Source: (Santana, 2019)

In this section, the reader will have a look inside the participant's perceptions of the task, the fieldwork and the project itself, in order to understand the dynamics that took place during the fieldwork. It is relevant to expose as much insights of how the participants saw the concepts and information that was given to them through the several workshops where the task, the interdisciplinary project, and about the fieldwork were unveiled by the professors from both

universities; AAU and KADK and the external stakeholder from Wonderful Copenhagen, Mr. Mikkel Sanders.

4.1.1. Pre-trip activities, learning in the classroom

Departing from the claims of Easterly & Myers (2009) that field trips together with experiential learning (fieldwork) offers students the opportunity to apply what they have learned in the classroom and experience it at the field, (Easterly & Myers, 2009). As aforementioned in the introduction, the participants from the KADK-AAU inter-disciplinary project, were taught through workshops before they went to Tulum with basic anthropology techniques, about how to conduct research in field. The workshops also gave the participants the opportunity to brainstorm about how to solve the task given by Wonderful Copenhagen and get to know each other (Balslev, H., Appendix 3). The professors from KADK, provided advises about film-making and editing (Respondent 8T, Appendix 9). The student's attendance to the pre-trip workshops, even when it was never pointed as mandatory was relevant, due the information provided in them. From the analysis perspective, it is relevant to revise this factor, in order to understand if the participants understood the factual and conceptual knowledge that was delivered through these workshops before arriving to the field. According to scholars, these type of pre-trip activities, also help to built human capacity before the project start, therefore, they are relevant (Simpson et al., 2002). Even when the field-trip inter-disciplinary project in Tulum was not considered mandatory for any of the two universities curricula, the KADK participants discussed during a focus group interview, that they felt it was; *"it was implied that it was kind of"*, as all the class were coming to the trip. (Respondents 3 & 4, Appendix 4). In the other hand an AAU participant mentioned during her interview that:

"I was under the impression that the workshops were mandatory to participate in, but a lot of students from both studies did not show up which might have had an effect on participation in the workshops in Tulum where some students did not show up" (Respondent 8T, Appendix 9)

When questioning the students about their participation several answers emerged. Not all the participants attended all the workshops, some attended one or two, others can not recall the number of workshops offered, only one student out of 11 respondents, recalls that she has participated in all the workshops offered both in México and in Denmark (Appendix 9). Therefore, it was relevant to ask the participants if they knew the aim of the workshops as this could have influenced their

participation in the project. When asking the respondents about their participation in the workshops organized both in Copenhagen and in Tulum, diverse answers emerged from the respondents.

“Learning about what field work is. Learning about the different perspectives of Architects and Tourism students. Getting introduced to the other field – Architecture vs Tourism. Getting to know the field work task set by WOCO. A little bit of getting to know each other” (Respondent 7T, Appendix 9).

“I think the lectures held in the beginning were really good and my favourite part was chatting and getting to know the other students I didn’t know, that’s why I feel like we didn’t have enough of those and I wish we could have had more workshops where we got to develop our ideas and plan together” (Respondent 7A, Appendix 9).

4.1.2. Inter-disciplinary project

The above responses show, that students were aware about the aim of the workshops, regarding the fieldwork, the task give by Wonderful Copenhagen (WoCo) and facilitating that the participants get to know each other in order to introduce the inter-disciplinary aspect of this project which the coordinators wanted to plant before the departure to the field.

“I initially thought that the workshops aimed to introduce the architects and anthropologist to the two different fields of work – and to each other; in some way they did, but the focus was more on the obstacles and interactions between the two groups rather than on the work itself “(Respondent 2A, Appendix 9)

“We get know the know the architechture group and we did alot of tasks with them. That helped alot to know each other before we go on a field trip. And also it helped us to understand our task what we are going to do” (Respondent 1T, Appendix 9).

“Primarily to loosen up the relations between the two fractions of the students. And also to learn about the basics of the focus of the two groups of students” (Respondent 3A, Appendix 9)

Making students aware about each other’s discipline, by displaying inter-disciplinary workshops beforehand in the classroom, making students aware about the obstacles and tensions that might exist when working together within the field. Especially, when the participants are divided in

random groups and asked to collaborate in the field, with participants they did not know so well before hand, from another discipline than their own. And in some cases with other cultural background. These aspects were pointed by the coordinators during the workshops as important factors for the intercultural learning process.

“To give us an insight into the “worlds” of the other discipline. That is the world view of the architects through the video workshops, and the world view of tourism students through the fieldwork workshops. The workshops in México seemed more about the local culture” (Respondent 4T, Appendix 9).

Participants were confronted with the other’s discipline world, when they could experience the way information was delivered to the participants from the opposite discipline by their professors and reflect over the different ways of teaching at their own universities.

4.1.3. Inter-disciplinary and multicultural project

As mentioned in the introduction the participants had to deliver a task consigned by an external stakeholder, in which the participants should work in inter-disciplinary groups and use their skills and competences to solve the task in an innovative fashion. Participants in the project, were divided in 9 groups and mixed cross-disciplines and according with their interest in working with the pillars given by Mikkel Sander (WoCo), and which Wonderful Copenhagen, works with; social, economic, environmental. By doing so, there were created groups that mixed these pillars to develop their tasks; Focus on Environmental (social) Sustainability, Focus on Social (environmental) Sustainability, Focus on Social (alternative) Sustainability, Focus on Social (cultural) Sustainability, Focus on Alternative, Social (e.g. gender) Sustainability, Focus on Economic (social, environmental) Sustainability and Focus on Social (cultural, alternative) Sustainability. Due to the discrepancy in numbers of the large amount of students from KADK and students from AAU, which were considerably less, the coordinators divided the groups accordingly, ensuring that at least each group had two students of AAU. The final groups’ division, was given a few days before the students’ arrival to Tulum, so even when the students have seen each other at the workshops, they did not know each other very well. The project was not only inter-disciplinary, but also multicultural due the different nationalities of the participants. Even though, students were not divided accordingly to this aspect, the data shows how relevant it was to include this aspect to the analysis, due some language barrier episodes that took place during the fieldwork.

"We were not very international group as I thought because I was with the people who used to speak Danish and Swedish. And I was only one international student" (Respondent 1T, Appendix 9)

"But sometimes, they used to only talk in Danish until and unless I remind them that they should talk in english. That was the only pitfall of the group" (Respondent 1T, Appendix 9)

"The members and majority of it were architecture students only two tourism students per group. I was the only international in my group and everyone else speaks Danish but I don't see it as an issue although sometimes I felt like I'm more comfortable in speaking English before I want to have a say in the group" (Respondent 9T, Appendix 9).

It was relevant to ask to the participants in this project, about their previous experiences working in multicultural/inter-disciplinary projects, in order to analyze if these previous inter-disciplinary and multicultural experiences, influenced their participation or their behavior in the field. The tourism students from AAU, were used to work with international students, as their courses are taught in English and they have international students in their classes. On the other hand, students from KADK were mainly Scandinavian and are taught in Danish, but some of the respondents claimed below, that they had previous relevant experiences working multi-culturally, but never cross-disciplinarily.

"Well, my education in Tourism is an international class, so in that way the daily environment in school is multicultural. But I have not worked on a cross-disciplinary project before" (Respondent 2T, Appendix 9).

"Yees, many times. I went to an international high school so that's one and I've also been a part of the European Youth Parliament for example where you work with people in big groups from all around Europe" (Respondent 7A, Appendix 9).

"I have worked in a multi-cultural environment but not with the cross-disciplinary project" (Respondent 1T, Appendix 9).

The multicultural topic was not discussed further with the students regarding if their experiences above exposed, were with other cultures from the western world, or also included the global south

cultures. The data shows that only one out of 11 respondents interviewed, had experience working cross disciplinarily and he was from the global south. The other respondents had no experience working inter-disciplinarily.

“I had some experience working cross-disciplinary project from my previous school, and I find it very remarkable because of the fact that in a short period of time you learn individuals’ working capabilities, understand them and make new friends. It is a bit intimating at first encounter but will disappear once you engage in the field and work for it” (Respondent 9T, Appendix 9).

The participants claimed that inter-disciplinary/multicultural projects represent both challenges and benefits. First Beneficial, due its multicultural factor within the fieldwork, a positive influence for the learning process, as participants, see it as a plus for their experience in the field and contribution to develop the task.

“I feel like people are more willing to get to know each other in a multicultural environment and thoughts and ideas become more diverse” (Respondent 7A, Appendix 9).

“Different perspectives and viewpoints. Altså cultural differences and knowledge of the target group is interesting. We can always learn from people that are different from us – in one way or another. And I think it’s healthy to have your world view rocked a bit from time to time” (Respondent 4T, Appendix 9).

“I have always seen it as a huge privilege to have the opportunity to work in a intercultural environment. It gives new perspectives to see how people do a type of work based on their cultural background. Sometimes it enlightens opportunities that would be relevant to integrate in your own culture, and sometimes it gives you an understanding of why it is actually a good idea not to do something in a specific way” (Respondent 3T, Appendix 9)

However, as mentioned above, some participants recognized this factor, was a challenge for their collaboration, as participants were confronted by the others, which made themselves think differently:

“The more different the people, the more different the perspectives, and therefore broader conception of the work. I see no disadvantages of a multicultural and or/cross disciplinary environment, except it might be more challenging” (Respondent 2A, Appendix 9)

“That you got to know the things from other disciplinary’s perspective. The way of thinking was different so I got to know that people think the way they are build up and sometimes working with the poeple opposite or not similar to you helps you to think differently” (Respondent 1T, Appendix 9).

This shows, how students had their own opinion, and how this opinion has been contested. After the interdisciplinary experience, they know how to respect each other’s disciplines and recognize the skills that they could bring to the project. Norman Long (1989), argues in his interface theory that, in order to be able to analyse, a self reflection can only take place in relation to contrast and oppositions to one’s self and the encounters with like and unlike boundaries that define their identities (Long, 1989). The following quotes from the respondents show their reflections about their skills and competences by recognising their own by looking to the others:

“It helped create a better discussion, because we could support and learn from each other” (Respondent 4A, Appendix 9)

“Also working witht the international group and disciplinary group made us grow not only professionally but also personally. The way I think is different now before I went to Tulum. I think differently and respect people’s opinion that it could be different from mine” (Respondent 1T, Appendix 9)

“You have different perspectives and different backgrounds and that adds value to the group. The architects looked at sustainability from a different perspective, in the sense that they looked at buildings, constructions and materials, which we tourist students did not” (Respondent 8T, Appendix 9).

According to Portegies. et al., (2015) through fieldwork experiences, participants in a field trip gain self-knowledge which they share and incorporate in the learning processes and its outcomes, which

will become an important skill for their professional life (Portegies et al., 2015. P. 354). The negotiations and dynamics in which each group is also an interesting factor for this research, as each individual choose its own way of conducting research or to approach the fieldwork. One of our respondents explains the dynamics of their group:

“They (architects) focused on which sustainable materials were used to do construction work on i.e. luxury hotels, whereas we were focusing on how many locals were working at these places with construction, running the hotels etc., to see if there were any gain to collect from the locals’ point of view (Respondent 2T, Appendix 9)

Portegies et al., (2015) claim that international groups of students could represent an increase of the context learning practice within the fieldwork, as each participant bring their own context and background to the experience, which it is a valuable learning resource for the group and for the teachers as they commonly use their background within new contexts, and in this way they will produce a self reflexive perspective, but in the same time having the ability to engage culturally with others. It does not mean that one knows one's own culture and its insights (Portegies et al., 2015). The data above shows how students recognise that they are open to work multicultural and inter-disciplinarily, and the benefits and challenges that implied in the processes to develop a task in this type of projects. As discussed by Portegies et al., (2015), the students reflect over the other cultures, without being aware about their own culture and without thinking that they in some cases, were forming close clusters by only speaking Danish or a Scandinavian language within their groups, while working in a multicultural context which included also international students that did not spoke those Scandinavian languages. This ‘closed clusters’ aspect was also in some of the cases from the disciplinary perspective, as the data also shows how each discipline is used to work, and organise themselves in clusters, when they were placed in random inter-disciplinary or multicultural groups, in some of the cases the participants divided the task in order to solve it.

4.2. The on-trip

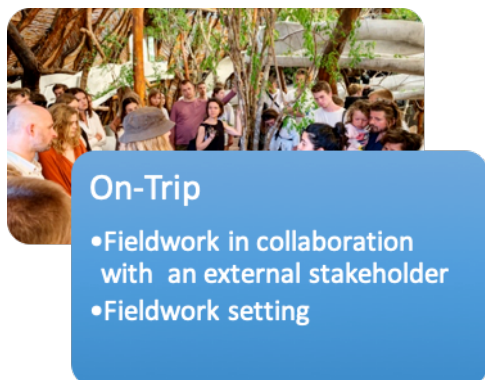


Fig. 6. Source: (Santana, 2019)

F4.2.1. Fieldwork in collaboration with an external stakeholder

According to scholars, fieldwork is where academia and industry meet within a conceptual space, and therefore is relevant for the students to understand the task given by an external stakeholder, Mikkel Sanders from WoCo (Portegies et al., 2015). Dredge and Jenkins (2011) explain that these post-disciplinary type of field work instruction, is a research practice, a form of learning practice that is considered a way in which practitioners and academics could learn from each other, through peer to peer joint research (Dredge & Jenkins, 2011). In this cross disciplinary project where the collaboration with the external stakeholder, aimed to build a bridge between the academia and the industry, the students claimed that it played an important role for the deep learning due it initially awaked the students' motivation.

“I see it as a great opportunity for us to be in the real-life setting and apply the school base theories learned in school for us not to be isolated in just school learning” (Respondent 9T, Appendix 9).

This makes the fieldwork more interesting, and could be considered as a more adapted task, to the desired collaboration with the industry, that fulfil the needs of participants from the ‘generation Y’ and ‘millennial’ learners. (King, B. & Zhang, H. Q. 2017). When asking students about their expectations of the destination, in order to get to know their expectations about the fieldwork, through a focus group interview before the departure the respondents answered:

“I never expected that much beforehand because the school coordinator already gave us the

background and idea of what we need to do in Tulum. On the other hand, I would like to explore more and acquire knowledge of how Tulum applied sustainability in the tourism sector in México” (Respondent 9T, Appendix 9).

“In Sweden people is very aware about it (sustainability) and not so much in Denmark. That’s why it will be interesting to see how Tulum sees sustainability” (Respondent 1A, Appendix 4, Headnotes from interview participants focus group - pre departure)

The fieldwork is also the place where practitioners expose their realities by sharing their successes and failures by discussing and exchanging opinions with the participants about their livelihoods practices, their potential market development and the unknown (Portegies et al., 2015). Mikkel Sanders gave the students an inspiration to work in their fieldwork in Tulum, without knowing himself the destination, but by explaining; how Wonderful Copenhagen works with sustainable pillars and how they are applied within the Danish context.

“The task set by WOCO I initially thought of as a good way to learn more and it was great that we got a task from a company like WOCO and this seemed like something very useful because it was a task we could maybe get in a future job situation. So my first thought was very positive and I was looking forward even though the task was a bit “fluffy” and not specific – but I accepted that” (Respondent 7T, appendix 9).

According to Portegies et al., (2015) professionals and entrepreneurs play a pragmatic role of ‘learning in the spot’, as they are always aware about the uncertainties and the limits of knowledge, even when they cooperate with students and professors through the experience (Portegies et al., 2015). By inviting students to make a film, Sander set up the inter-disciplinary experience, as the approaches of how each participant see ‘the object’ in this project, was already being contested. Due the difference in the research methods that each discipline or even each person might select for solving the task. In one side, the tourism students, were introduced to the challenge of making a film, that doesn’t use their research methods, and where they should not collect data through interviews, as this method was not considered as a ‘valid’ source. As the film-shooting, should capture the moment when the action happens. On the other side, the architecture students, did not see the premises for the fieldwork as one of the challenges for their methodology approach, in which they just looked at the aesthetics and not the validation of their claims.

4.2.2. The fieldwork setting

In this section, will be analysed the participants' dynamics within the fieldwork. The reader will have the opportunity to get a broader understanding of how Kolb's experiential learning cycle (1984) is used as a theory tool to analyse **How does the fieldwork setting influence the process of deep learning outside the classroom?** Due to the claims that each individual does experience in different way, according to the environment in which they are, and depending of these experiences, then the individual learns (Kolb, 1984).

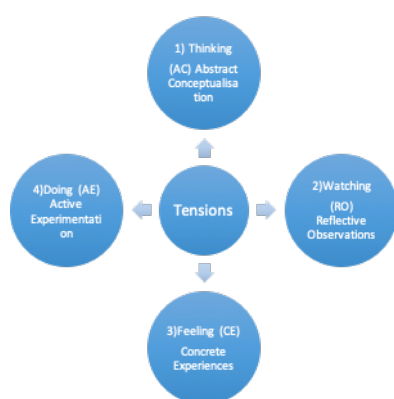


Fig.8. Adaptation inspired in Kolb's Experiential Learning Styles (1984)

In this section the aforementioned first research question will be discussed, as some scholars claim, that a more contextual approach needs to be adopted by educational institutions. Therefore, students could unveil the implications and transformations. Especially, those happening in the real-world, during the field in Tulúm México (Plantekamp, 2006; portegies et al., 2009). Once the students arrived to the fieldwork, it was important to give them place for interaction with their peers, professors, other stakeholders and with the practitioners within the tourism destination of Tulúm. That in order to obtain their own knowledge, to absorb the popular culture, its narratives and the arts, as scholars claim, by doing so, it will give, high value to the experiential sources of knowledge, and it could help the participants to solving the task (Portegies et al., 2015). As aforementioned, the participants were given a sustainable pillar which aimed to be a tool to delimitate their projects. This pillar played also a relevant role as it influenced in how the participants saw the destination and their task. Once in Tulúm the participants immediately, started to explore the tourism destination and discover the field with their own senses having observations

and discussions about how sustainability was practiced in Tulum, México. The data shows that each group had its own opinion about their task and the project, which created not only confusion, but also interactions and interesting discussions among themselves about the task and how to solve it.

“During the trip there were a lot of confusion among the different groups, in terms of how to approach the project. In my opinion, the aim for the project was not to come up with a great solution for WOCO, but instead, the aim was how to work on a fieldtrip” (Respondent 3T, Appendix 9).

“In the beginning we were not sure about what we should focus into the environmental but when we go there then it became clear that being in the environment we should focus on social” Respondent 1T, Appendix 9).

Finding innovative triggers for solving the task according to the pillars given, and not only focusing on the sustainable issues within the tourism destination, was one of the biggest challenges faced by many groups. Even though, the workshops explained clearly, what the participants should do for the external stakeholder. Both groups of students, after their arrival to the field, started questioning if the fieldwork location was a well adapted or selected as a setting for this task.

“The task was not set in the right place or under the right circumstances, sustainability was nowhere to be found in Tulum” (Respondent 2A, Appendix 9)

“BUT I think the location could have been another – given the fact that they aren’t really doing well in terms of sustainability” (Respondent 6A, Appendix 9).

Some of the participants questioned if the pillars given by the external stakeholder; Wonderful Copenhagen (WoCo) to each group, was as a realistic tool for delimitate their fieldwork research.

“We used social sustainability, and i thought that it was very helpful to start off and create a constructive discussion” (Respondent 4A, Appendix 9)

“We only focused on economics and to find something that could inspire WOCO and be implemented in CPH, but it was very hard. So, by only focusing on our pillar, it may have limited our ideas and research” (Respondent 8T, Appendix 9).

These confusions led to that some students decided not to continue solving the task, or in other cases to move in a different direction than the one given through the task. Applying their own perspectives and motivations in order to produce and solve their task.

“In our group we were two tourism students and 5 architects, but I only met 3 of the architects; the others didn’t participate in this project” (Respondent 2T, Appendix 9),

“Since we couldn’t find any inspiration as such” (Respondent 2T, Appendix 9).

“The task set by WoCo was very superficial. They wanted us to highlight some of the great aspects of Tulum in terms of sustainability. However it was obvious the city did not “meet” the standards we expected (in terms of sustainability)” (Respondent 6A, Appendix 9)

“I thought we will get to see how Tulum has become the sustainable place and we will learn a lot from it” (Respondent 1T, Appendix 9).

The respondents’ claims, show the lack of realism, due the participant’s own expectations, and being in an unknown place. But still, these claims are considered a small result of deep learning as the student reflected after being some days in Tulum, and as described by Kolb (1984) that each individual do experience, according to the environment in which they are, and depending of these experiences, then the individual learns (Kolb, 1984). Even when the participant’s level of reflection was very low at that point, the participants realized that some contextual aspects of Tulum and the task given, were not as they expected. Then they started being critical especially, about the destination and the task itself. Which created deep learning, as they already started to reflect over a fact that the tourism destination has some complex issues. Participants start unveiling the field by doing their own research, and reflecting over their own experiences in the field.

“WoCo wanted good examples of sustainability. We tried to find it in Tulum, but what we found during our fieldwork was pretty much the opposite, although we did find local initiatives that tried to combat it” (Respondent 4T, Appendix 9).

According to scholars, ‘Knowing what matters’ should emerge from a combination of pragmatic and phenomenological learning, that enables the student to understand the interdisciplinary vested situations framed by academics and practitioners, who aim to produce knowledge that is

‘universally valid’ and independent of any context, knowledge production is carried out by fieldwork in the destination or research in a context of application (Portegies et al., 2015:352). Students were contested by a task within a destination that is framed as a sustainable tourism destination, and part of their learning process was to do research to find sustainable inspiration from that setting.

“It was my opinion, that WOCO wanted to paint a positive picture of the effects of tourism - and gather knowledge about tourism contrary to the tourism in Copenhagen. But having been in Tulum in a few days, it was clear that Tulum was not at all a Sustainable city. So i thought that the task was difficult because of the positive light, that we had to show” (Respondent 4A, Appendix 9).

“Tulum being sustainable was just in few areas where the big hotels were located not so much into the city. But they were trying and wanted to become sustainable” (Respondent 1T, Appendix 9).

Destinations should be seen as dynamic and constantly changing and transforming influenced by its visitors and inhabitants, more than a ‘Sum of empirical facts’ associated to tourism (Portegies et al., 2015. P.349) and most importantly, as a complex network-society, which is the start of the contextual education approaches (Appadurai, 1996; Castells, 2000, Hannerz, 1993).

“The task was quite open, so the group discussed a lot about which topic would fit the task. In the end we went with the idea we liked the most, without thinking too much about if it was sustainable or not” (Respondent 5T, Appendix 9).

“It was very interesting to go to another environment than what you are used to. It was exciting to experience a certified sustainable destination and “discover it” both in regard to the positive and negative aspects. It was great to experience this destination and learn about the issues in relation to policies, destination development, sustainability and so on” (Respondent 7T, Appendix 9).

The above answers show how the participants’ reflections, are the initial step for the experiential deep learning as claimed by Kolb’s theories, which argues that knowledge is produced after the exposure to experiences that are not being taught in the classroom (Kolb, 1984). Especially, when the cycle is used by teams, in which it is created a space for reflection, where they can discuss and have a collective learning experience within this space (Kolb and Kolb 2009:52) and in this way

produce knowledge. The data shows that the students' expectations and conceptions about the destination, were challenged at the field setting, by discussing if the setting was sustainable or not and if the task was adapted to the fieldwork project or not. These signs of early reflections that emerged through the fieldwork experiences could be signs of experiential learning. On the other hand, there were students who thought that the task and the location was not an issue and saw the project as a challenging task and they move forward and continued doing research and solving the task.

"I thought it suited our destination well. I think it was quite a free task so we got to do a little whatever we wanted. I think most of us really wanted to do our own thing with the task given and I think that worked" (Respondent 7A, Appendix 9).

"Instead we examined how us as tourism students saw sustainability and how the architects saw it, and tried to link the observations together" (Respondent 2T, Appendix 9).

Students moved forward by creating new methods, which were innovative and which were not given during the classes. They developed their own ideas influenced by their own disciplines, and in this way created deep learning. By doing so, students were leaded to contextual practices, where they left their insights (explicit knowledge) on a subject as 'secondary knowledge'. They focused on 'more relevant' insights, as the everyday and what was happening within the destination (Portegies et al., 2009; Polanyi, 1966). They focused in 'what matters' to which is related to the people they choose to interview or those people that their professors choose to introduce to them in order to awake their insights (tacit knowledge) about the fieldwork space (Portegies et al., 2015, P.351).

"We had a brainstorm and tried to find out how to approach our topic, which we were passionate about, but we didn't come up with a way for us to research and present this topic in a short film. We felt that it was very limiting that we couldn't speak Spanish since this meant we could not go and talk to people – especially women. We felt very stuck with this topic and chose another topic – local food culture. This topic we saw as a better fit for the sustainability objective as well. This was easier for us since we could focus on shooting the local food products such as vegetables and we found a message for our short film, where we didn't need to have as much focus on the locals, which also meant we didn't have to speak with them as much. We could do more desktop research and focus on what would look good in a film" (Respondent 7T, Appendix 9).

“The group were divided into three: the bicycle, the seaside and the invaders. I was assigned with 2 girls from the architecture students in the invaders' community. We went around the community, observe and had some interviews with the local Mayan who settle in that location. We had a problem communicating with the people due to the fact that they only speak a little English and they prefer talking in their native language. Only 2 from our members that can speak Spanish. So for us, it was the challenge and a little bit unsure of how to approach the community to participate” (Respondent 9T, Appendix 9).

“For them as what we saw, they were a little bit intrigued by what we were doing in that territory knowing that it is not a touristic spot to visit. We tried many and convince to participate but we only had 3-4 Mayan participants that were interviewed” (Respondent 9T, Appendix 9).

According to Novelli (2010), discussions and interaction with the locals, offers benefits for both the ‘host and guest’ (Novelli & Burns 2010), when students try to interview the locals and to gather information from them. This shows that some of the learners moved forward in the learning process and in their research in Tulúm and as explained above, changed directions, within their research and approach to the task, re-shaping it the task introducing their own findings and their personal experiences and perspectives of the subject they were observing within the field.

4.2.3. Experiential learning styles in the fieldwork

Based in the above answers and claims from the respondents, regarding their approaches and learning styles it is important to revise how participants learn when they are at the field. This section aims to revise the participant’s learning processes during their fieldwork in Tulúm México, by comparing them with kolb’s four learning styles:

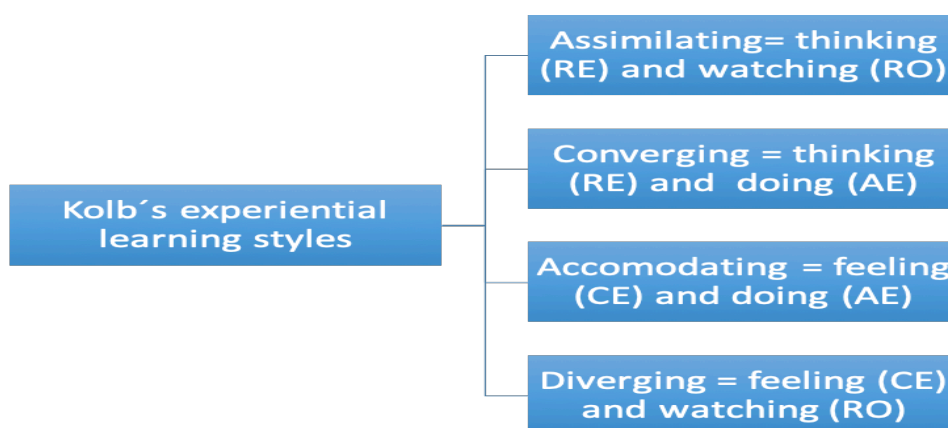


Fig. 4. Kolb's experiential learning styles circle (Kolb,1984).

The aforementioned Kolb's (1984) experiential learning styles, will be compared in order to understand the deep learning processes in the field. The data shows that some participants accepted very well the fieldwork challenge as an experiential learning practice. Others did not, as they adopted a more traditional way of learning, where their expectations and approaches towards the experience was similar to what Kolb's learning styles (1984) define as learners from the 'Assimilating learning style'. Those participants are considered more theory oriented, as they need to assimilate before acting and putting in practice their knowledge, skills and competences, by doing some research and reasoning before taking action. They enjoy working independently and for them, the logic rules the practice (Kolb, 1984).

"I felt a lack of competencies within making a short documentary film. The courses before the trip had not prepared me at all for this. None of us had the equipment and because of that it all seemed a bit like a joke that we would create a short film that should be shown at a big conference. Third, it became clear that none of us really knew what we were supposed to learn from each other. This should have been clearer in the courses before the trip. It had been initiated maybe but not really outspoken. We felt confused on how to start the process and how to work together. We didn't feel like we had time for a matching of expectations because our time was too limited and also we didn't know how to really understand the situation in Tulum when we didn't speak Spanish" (Respondent 7T, appendix 9).

"Before the trip I didn't know what to expect based on the limited information about the project, which I believe was on purpose to not give us too much of a gaze about our expectations. The only thing I expected to learn, was how to deal with working on a project that we were just thrown into" (Respondent 3T, Appendix 9).

These reactions were expected, as the participants, were not given too many details in order to avoid the bias and not to contaminate their research, which meant that some participants were still wondering about what the experience in Tulum would be like. This process shows some similarities with García-Rosell's claims regarding the Problem based learning being a method that offer the participants the possibilities for experience themselves the field and reflect over their own findings, in order support their critical reflective practice, which might help them to question the practices in the industry and the theories claimed by academics (see García- Rosell, 2012,2013). As claimed by

Ricoeur (1990), participants are trained to explain, learn and research in an international context, through an interaction with one self and with the other. It shows, who they are and who they could be. According to this scholar, this is a very important exercise of awareness which is necessary to avoid biases that drive the participants to pre-established conclusions (Ricoeur, P. 1990).

“Introduction about filming, and the fieldwork, was not clear, as the teachers didn’t want to plant ideas in their heads and they should figure out things for themselves” (Respondent 2T, Appendix 9)

“I believe that it worked as a stepping stone for or projects to reach a higher level of relevance” (Respondent 3T, Appendix 9).

The participants had diverse levels of understanding of the conceptual knowledge delivered through the workshops. For some students, it was easy to assimilate the concepts and for others, the information was more abstract, especially regarding the filmmaking and shooting, which shows participant’s different backgrounds and approaches.

“Second, was the film making workshop. To be honest, we were a bit lost when we attended the said event. I know that it was significant for us to know this background and all of the knowledge we could have learned before leaving for México. To actually understand the context and the research we were about to immerse” (Respondent 9T, Appendix 9).

As mentioned above, some other respondents accepted the challenge of the fieldwork by adopting another learning style. According to Kolb’s (1984) classification, ‘the accommodating learning style, learners are those participants who are more hands-on oriented, enjoy working in teams and experience challenges when doing a task, as the respondent above from architecture and the others respondents below. These type of participants, are more ‘doers’ than ‘thinkers’. They prefer to follow their intuition rather than the logical sense. They rely on people when gathering information (Kolb, 1984). The responses show, how even when the claims of students that architects learn from a more conceptual style, which only look at the aesthetics, and the tourism students learn from a more deductive and hands on, (Meldgaard, Appendix 2). The data shows that this was not applied in all the cases, as even when some students, were more used to learn through a more ‘conceptual learning’ way, the way they chosen to learn during the fieldwork was different, by using perhaps other learning styles suggested by Kolb (1984). The respondent above certainly, has claimed that the Architecture students learn in an ‘accommodating style’, when he assures that they are more

‘doers’. The differences in the participants’ behaviors and attitudes towards the task and the experiential project, was not due to the students being from two different disciplines, but due to the different ways they learn and acquire new knowledge, or even the way that they use the existing one. In this part of the analysis Kolb’s experiential learning styles (1984), are compared with participants’ answers from the second part of the fieldwork, creating narratives about how the participants question themselves about each other’s behaviors and the different perspectives, approaches and how they conducted research in order to solve their task.

“We were two tourism students and four architect students at the beginning ...One of them was very engaged, however, and his way of looking at things was interesting. I don’t know if that was his education or general personality that made him so, however” (Respondent 4T, Appendix 9).

“We started brainstorming asking each other questions and just to visualize how we can integrate the concept of filming in the pillar that was given to us. We decided to look for current tabloid or newspaper to see what are the current news and what’s going around México as an overview. To narrow our research, we focused more on Tulum in order for us to gather relevant data that we could have used in the given task. After that, we had a small meeting to discuss what we could have done to easily collect information and be more critical in dividing the task” (Respondent 9T, Appendix 9).

Here can be identified a mix of learning styles within the same group. First the students started by brainstorming and asking each other’s opinions, which according to Kolb’s (1984) is a ‘Diverging learning style’ where learners are more focus on observations and then they have reflections, about how to tackle a problem. According to Kolb’s (1984) these type of learners, reflect about how they feel about having a specific experience before taking action. They enjoy learning in groups, as they are good at brainstorming due to their capacity to generate ideas by gathering information, that enriches their knowledge and increases their deep learning during the experiential fieldwork (Kolb, 1984). When the participants decide to read newspapers to learn more about the destination, they introduce another learning style in the groups dynamics, the ‘Assimilating learning style’ which according with Kolb’s (1984) learning styles, is when learners, observe and then try to find more information, by reading about that specific problem. Kolb (1984) claims that these participants are considered ‘the Theorist’, as they need assimilating in a more inductive way by conducting research and reasoning. They can analyse large amounts of data, and order it in logical order, the logic over

rules the practice values, which means that participants within the fieldwork still need some abstract and conceptual learning during the fieldwork, some logical or some sources they can trust in order to move on and prove their findings (Kolb 1984). The negotiations existing within one group and the decisions taken in order to solve the task are according peer learning, which is a shared learning where participants undergo in a co-creative knowledge process. That it is not individual but collective process, in collaboration with their peers (Andersson, V. & Balslev, H. 2018; Novelli & Burns 2010), as in my case, when I was questioned about the “land distribution issues in the Yucatan area” by the students (Santana, Appendix 7. Or with their mentors, as they always went back and placed questions and double check with them their finding, during the workshops in Tulum.

“We had meetings, workshops, interview with the people during the field work, etc. That was the best part that we were there into the field with the guidance of our tutor” (Respondent 1T, Appendix 9)

According with the response, organising meetings and discussions helped them to collect data in order to be more critical and divide the task was giving them a more holistic learning fashion. Thus, when the experiential learning cycle is used by teams, there is created a space for reflection, where they can discuss the collective learning experience within this space (Kolb and Kolb 2009:52), and in this way produce even more knowledge. The data also exposed the different learning styles adopted by each participant and the way they negotiated their positions and agencies with the peers in their groups. Participants recognised the skills they had and also the ones their peers had in order to achieve their goals. These dynamics within each group created tensions in the learning process as participants initiated to have their own reflections and negotiations about how to solve the task on hand and the skills that were required. According to Kolb (1984) the previous knowledge participants bring with them to the field, which was not necessarily acquired within the classroom, could influence their experiential learning process (Kolb, 1984). In some groups, as seen above, where the Assimilating learning style’ learners, initially only saw the fieldwork, as not framed and not according to what has been taught in the classroom, placing the task ‘outside of their conceptual’ or ‘abstract frameworks’. This represented a difficulty for their own learning outcome during the fieldwork, as they were expecting logical explanations to their confusions and their findings. These participants were de-motivated and some of them dropped the project just a few days after they arrived to Tulum,

“I felt lost more lost than I did in the classes, but I know that this creates independency and forces you to act” (Respondent 7T, Appendix 9).

As seen in this second part of the analysis those students that continued and engaged in their groups and continued even when they were from the assimilating learning style, they brought there way of learning to their groups and helped to back up their research and findings. As exposed above, the different learning styles; accommodating, diverging, converging and assimilating learning styles, were well adapted to the experiential learning within the fieldwork due their natural characteristics to conduct research, analyze, reflect and question their findings and take a pro-active solution that reflected the negotiations between their peers. According to the data, it is important to point out, that the disciplines, where the students come from, and the way they are taught, did not influenced the participant’s learning style choices. Students adopted not only one but different learning processes/styles during the process of experiential learning in the fieldwork as they exchanged their knowledge and practices with their peers. They were able in very short time to map some of the issues in the tourism destination and arrived to an early conclusion about Tulúm being not as sustainable as they were expecting. That de-motivated some of the students to keep finding more about the destination, but still it is considered an early stage of their learning as they had reflections. Other students continued working on their projects and went even further in their research and those participants were exposed in this section of the analysis.

4.3. The post-trip

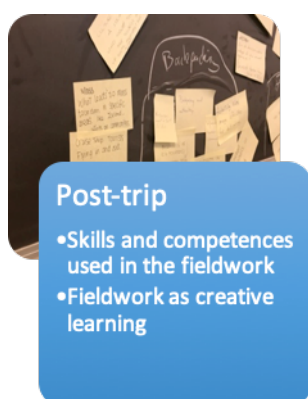


Fig. 7. Source: (Santana, 2019)

4.3.1. Fieldwork as creative learning

This section of the analysis shows the participant's reflections, regarding how the fieldwork in Tulum, México, was for them a practice that helped them acquiring deep learning. This claims will be discussed together with theories from Kolb's experiential learning Cycle (1984), which explains how new knowledge is produced through experiential learning and after being exposed to experiences that are not being taught in the classroom (Kolb, 1984). Fieldwork's participants, were questioned about their learning processes, both within the classroom (*Pre-trip*) and in the fieldwork (*On-trip*) and also after they came back home to Denmark (*Post- trip*). Departing from the point aforementioned of the need to moving away from what Winter (2007, 2009) calls 'institutionally and intellectually ill-equipped' learning processes. Which currently are adopted in many higher education systems, where a need of less 'core-periphery dynamics' should be replaced by a more cultural and political pluralism, through contextual learning practices (Winter, 2007, 2009) but **How can field trips contribute to a participant's deep learning?** Especially in projects that aim of taking the classroom to the field.

As seen above there was not one style that was better than other, as students learn in different ways and bring this knowledge to the the field. The data shows, the participants agree, with Kolb's (1984) claims that learning outside of the classroom is easier and more exiting, as there are skills and competences, which are put better in practice during the fieldwork:

"This is more 'hands on'... The work you do on fieldwork also seems more "important" and educational rather than only sitting in a classroom, discussing some issues or subjects, that we haven't experienced ourselves" (Respondent 2T, Appendix 9).

"And as a tourism student studying the destination cannot be 100% reliable if it's just ins school using the books and desk research. Being in the field is something more memorable and will give a broader understanding on how tourism works and adopt on trends for the customer's satisfaction and profit wise" (Respondent 9T, Appendix 9).

However, the respondents explain that, previous knowledge delivered in the classroom, it is also relevant and needed in order to perform within the fieldwork and acquire new knowledge, skills and competences.

"But also it helped alot with the learning from the classroom (Respondent 1T, Appendix 9)

“School base theories learned in school is definitely helpful in the field of action, for example, mapping the stakeholders, who and what are the factors that can affect the envisioned project or research (Respondent 9T, Appendix9)

“In the classroom we learn the different theories, e.g. community-based tourism and how to conduct fieldwork. However, when we learned it in the classroom, I had no clue what challenges might face us during the fieldwork. For our group specifically, we had a hard time approaching people. HOW do we approach them and what do we say – how do we ask them if we can film them? (7A, Appendix 9).

For some of them, a combination of both teaching or learning methods is necessary. As participants also use their previous knowledge, skills and competences acquired not necessarily within the classroom, but in other personal, professional or academic experiences, aiding the experiential deep learning as described by Kolb’s (1984) experiential learning cycle, in the stage of ‘concrete experience’. Which is when the participants analyse what they are doing and recall knowledge from previous experiences to enrich the current experimentation.

“In the classroom we learn the different theories ...So, I learned a lot by being out in the field” (Respondent 8T, Appendix 9)

“I think a combination of the two is a great way to learn and they can supplement each other to create even more knowledge” (Respondents 2A; 9T, Appendix 9).

“I have experienced both from a very literally and problem-base focused high school to this liberal architectural one and I would say both are equally as good for me. It really depends on you as a person and how you work best and how you utilise your own strengths and talents” (Respondent 7A, Appendix 9).

The data shows that students, who actively participated in the project, support the claims from other researchers, about the need to have a more active, rather than passive education (Freire, 1970) and more participatory education. Which is essential for a progressive way of creating developed citizens (Dewey, 1938) and to create skills in students that help them to be problem-solvers “Power

now belongs to the problem solvers” (Katz, B & Nowak, J, 2017). This could be achieved through field trips and fieldwork, where participants experience a cultural and social ‘contextual engagement’ that would not happen otherwise inside of their framed academic curriculum (Hondagneu-Sotelo and Raskoff, 1994).

“So, I learned a lot by being out in the field, I learned that I wasn’t as prepared as I thought I was. And you need the theoretical part as well as the learning experience in the field – they are equally important” (Respondent 8T, Appendix 9).

As discussed by King & Qui Zhang (2017), who supports the idea that experiential learning should be incorporated in tourism studies curricula (King, B. & Zhang, H. Q. 2017). A student from KADK claimed that this cross-disciplinary fieldwork experiences, should be incorporated in the Architecture University:

“I do believe in cross disciplinary learning. I am also very sad about the fact that we at the Royal Academy can’t seem to work cross disciplinary when clearly the field of work we do range as much as it does. I would benefit greatly from a fashion designer or visual designer. Same way I would learn from any other field. However, the frame/setting must be correct. I think it is naive to think it will work without thing pre-planned” (Respondent 6A, Appendix 9).

This type of respondent could be categorized, as ‘Accommodating learning style’ learner, which enjoys more learning by the challenges and the practical theories than with the abstract traditional way of learning through the classroom where conceptual and abstract knowledge is delivered as this AAU tourism student

“I think it depends on who you are. Learning by doing has always worked better for me, than reading a book about how to do something” (Respondent 3T, Appendix 9).

The analysis of the data shows, that students see benefits in learning through fieldwork and also bring the knowledge taught in the classroom and learn through other personal and professional experiences. As mentioned above these experiences are not better or worse than the ones applied in the classroom, but complementary to the traditional ways of teaching, which gives the participants the opportunity to put their theory knowledge in practice and to share it with their peers. In order to support this claims an analysis of the skills, competences and knowledge used and learned through

the fieldwork experience it is necessary to understand the benefits of this type of experiential learning.

4.3.2. Interdisciplinary and multicultural skills used and learned in the fieldwork

Skills and competences were used and learned within the inter-disciplinary experience, in Tulum, México. Through the analysis of the fieldwork, the second research sub-question **How could interdisciplinary and multicultural skills and competences be used and learned within the cross-disciplinary experiences in the fieldwork?** will be discussed. Departing from the claims that nowadays students are one of the most mobile groups on our society (Duke Williams, 2009) and they are required to have experiences that could enrich them and help them to be more attractive for future employers (Hannam & Gureno- Omil, 2015 P: 143). Scherle, N., & Reiser, D. (2017) pointed out, that fieldtrips experiences could provide participants with intercultural experiential learning outside the classroom, developing competences, and soft skills as team building and conflict resolution. Relevant skills and competences due to internationalization in workplaces and companies who are adapting themselves to a more intercultural working cultures, where new skill-sets are demanded in order to help their cross-border corporations (Casmir and Asuncion-Lande, 1989; Scherle, 2004; Browaeys and Price, 2011). According to scholars, the so-called ‘Euromanagers’ or ‘Globalpreneurs’ (Kramer, 1999; Hilb, 2009; Rothlauf, 2012) are those, able to work within teams, where are people from different culture- backgrounds and they are capable to solve problems within this contemporary context (Scherle, N., & Reiser, D., 2017). These Multicultural and inter-disciplinary set of skills are relevant for tourism students (Jordan, 2008; Egron-Polak and Hudson, 2010; 2014; Sulkowski and Deakin, 2010).

“Most of my team members were expressive of their thoughts and at the same time, I do think they were good at communicating (skills) with people. In my opinion, half of my team were extrovert and that distinctive characteristic helps us through to dig deeper into the collecting data through asking and interviews” (Respondent 9T, Appendix 9).

As it will be seen in this section, these claims are not limited only to tourism students, as it can be extended also to students from other disciplines, which could collaborate with tourism disciplines, through inter-disciplinary learning projects in the fieldwork, as this one in Tulum, México. Portegiest et al., (2015) describes the fieldwork as the space that gives students a place for developing their skills by doing observations, explorations and obtaining their own discoveries

(Portegies et al., 2015). The data collected regarding the skills and competences used during the fieldwork in Tulúm by the respondents, shows that in this project the participants used their skills, competences, and even material resources from their own disciplines like mobile telephones and photo cameras first to collect data and to solve their task. The fieldwork and its process is not an easy path as exposed above the participants faced challenges in the inter-disciplinary collaboration. But also due to other challenges related to the field, principally due to the lack of knowledge of the local language, which represented a great challenge for some. The participants, used their peers' skills as resources as explained by this respondent:

“My fellow tourism student spoke Spanish almost fluently, which helped our research a lot when talking to locals, that couldn't speak English” (Respondent 2T, Appendix 9).

“2 in the group spoke Spanish, which were very helpful” (Respondent 5T, Appendix 9).

Jafari & Ritchie (1981) claim that students move one step forward in the inter-disciplinary co-creative space, where they learn by themselves, by combining different disciplines and their skills (Jafari & Ritchie, 1981) and by giving the space for team-work or collaboration. This happens especially during the field trips and fieldwork as the problems/issues are exposed creating knowledge of the theories and disciplines, that could help the process of problem-solving, which aims to give a solution or resolution to the issue or problematic exposed (Jafari and Ritchie 1981:24). The data shows, that even when the students haven't been divided in groups before they started to work together within the field. The participants brought with them skills, competences and knowledge which they had learned beforehand. Example of these skills and competences as exposed below, include: leadership or group coordination, how to conduct interviews, or film shooting knowledge, which were used during the fieldwork in Tulúm, México, which according to the respondents contributed to solve the group's common task.

“The different strengths of the group helped create an assignment, that had a broader approach. It helped create focus on different aspects” (Respondent 4A, Appendix 9)

“Working in the group was one of the interesting because we haven't really met them personally and having different backgrounds can establish wide collective learning in the academic context and social learning (respondent 9T, Appendix 9).

“It was of high relevance that we had a lot of experience (also from our bachelor in communications) in conducting interviews. The KADK students had a broader understanding in how to film a documentary” (Respondent 3T, Appendix 9).

“Potential leadership skills. Something that is present in the group but never spoken. We act like everyone else is in the boat to the project research. Everyone else is very interactive and willing to contribute to the tasks (respondent 9T, Appendix 9).

The participants used the existing skills from their peers especially those regarding to film shooting and photography. However, small contributions regarding the field data collection was also important as one of the students from AAU mentions below, regarding the information processes:

“Talking about competencies, the architecture group were more focus upon the looks and the structure of what they see ... They were good at filming and coordinating between the groups (Respondent 1T, Appendix 9)

“One of the architects had a good eye for filming and taking pictures, so the work tasks in our group were formed very obvious, which turned out to be very functional” (Respondent 2T, Appendix 9).

“The process was a little bit time consuming because after each interview we need to highlight and write down the information gathered” (Respondent 9T, Appendix 9)

That practice gave the opportunity to the participants, to use their own skills and use the skills their peers possessed, to achieve their goal, and to solve the task by co-creating their own filming project. Post disciplinary field work, contributes to tell us more about the reflections of the learning process and its contribution to create new cycles of research and education (Portegies et al., 2015) and the skills that students use in field, together with the dynamics that took place during fieldwork. But also as aforementioned, the material resources that played an important role when contributing to the project, many students mentioned that having filming material was important. Having these material sources for conducting their shootings, seems like it played a special role in the participation and leadership within some of the teams as this group, where the respondent explains the dynamics of those who choose to participate.

“One of our group members, X, had a good camera which we could use to film with. But 5/6 people in our group owned a smartphone and one can record good audio and images on that “ (Respondent 8T, Appendix 9).

“3 people had cameras and were very interested in the project, 2 went to the beach every day(they didn’t care much for the task), 1 was sick most of the time, and 1 was interested but mostly followed the 3 with cameras, their ideas and perspectives” (Respondent 5T, Appendix 9).

The above claims, reflects the lack of responsibility in taking the task as common project and that the everyone is responsible for, not only of their own participation but also for the sake of the group. The group that participated, they did not question why the others did not participate and create a dialogue to solve the problems, they allowed the others to go to the beach, or simply decided not do motivate them or to ask and discuss. Not even all of those that participated in the project, were proactive in the process to develop the task, some decided to be passive and not to use either their skills or competences, and remind as merely observers. Some students show their regret about the lack of active participation in the fieldwork and the project itself during in Tulum, now when they came back to Denmark. They reflected about the experience. The opportunity was there, but they did not identify it, especially the opportunity to collaborate and learn in collaboration with the other discipline:

“I personally know how to edit, and I have Final Cut Pro X, which is an editing program (but I didn’t use my ‘skill’). No one in our group spoke Spanish well, so we did not have any advantages in the language department” (Respondent 8T, Appendix 9).

“I expected to learn more about how the architects looked at video filming and perspectives. Their angles and how they would frame the scene(s). We never really got that far” (Respondent 4T, Appendix 9)

Those that decided not to actively participate claim that they do not regret about the experience. Respondents, analyze their own learning outcome and identify the benefits of the fieldwork even when during the experience, the participant’s attitude towards the project was negative and not proactive.

“By no means do I regret Tulum - it was still an interesting week with a lot of things to bring home (both in terms of field of architecture, but also group work and dynamics)” (Respondent 6A, Appendix 9),

“I learned about different ways of working” (respondent 7T, -Appendix 9)

“We didn’t get to “show of” our skills due to the fact that the assignment didn’t have enough substance to challenge our somehow different ways of learning” (Respondent 2A, Appendix 9)

Some of groups achieved their goal to produce a task and to learn through the project. Their reflections show, how the field actually helped to the acquisition of new knowledge and deep learning

“I was hoping to learn from the approach of the other students. and i think that i had achieved a lot of knowledge about the behavior of people in general” (Respondent 4A, Appendix 9).

“Being close to what we’re studying and not just reading about it in a book or watching it on a video helped a lot to understand it in a broader spectrum without the filter of a camera lens or perspective of the writer, Patience” (Respondent 4T, Appendix 9)

For some participants the reflection process, about the new knowledge and deep learning acquired during the fieldwork is still an on-going process. Some of the respondents, claims that they are still working on their projects, as the data collected in the field in Tulum, México, has to be cut and edit by the students, once they were back in Denmark. For some of the respondents the benefits of the project are still developing into something, that they will incorporate in their future lives and professional careers.

“The way I see it, it is a bit like traveling to a foreign country. You realize the things you take for granted and starts asking questions to your own process – as to whether or not it is the right way forward. However, as with travels, it takes time to reflect and realize what you have discovered. I think this process is impossible to force through any faster” (Respondent 6A, Appendix 9).

“After the trip I can see clearly what I have learned and gained from the trip. It’s have become even more clear after I started writing my semester project and analyzed all my data from the trip,

which includes observations and informal conversations with people I had encountered during our project with KADK students (Respondent 8T, Appendix 9)

“In my group we worked with street food, in terms of getting an understanding of how it could add value to localhood, which is part of the WOCO 2020 plan. After we got back to Copenhagen, we have done some filming on “Reffen”, to show how the Mexican’s approach to street food and localhood can add value to how they do it in Copenhagen. It differed quite a bit from the sustainability goal, but we still found it relevant to do this project for WOCO” (Respondent 3T, Appendix 9)

Some participants claimed, that, by doing inter-disciplinary fieldwork, they have increased their knowledge especially by collaborating with their peers. Other respondents explain how through cross disciplinary fieldwork, they had acquired inter-disciplinary skills, competences and new knowledge:

“Being close to what we’re studying and not just reading about it in a book or watching it on a video helped a lot to understand it in a broader spectrum without the filter of a camera lens or perspective of the writer” (Respondent 4T, Appendix 9).

“After the trip I can see clearly what I have learned and gained from the trip. It’s have become even more clear after I started writing my semester project and analyzed all my data from the trip, which includes observations and informal conversations with people I had encountered during our project with KADK students (Respondent 8T, Appendix 9)

The analysis in this section has shown how students use their own skills and competences and the ones their peers had in order to tackle a task and develop it. Some of the participants showed their skills and shared them with their peers, making this process a peer to peer learning experience, (Novelli & Burns 2010), But it has also an inter-disciplinary and multicultural experience as they learn from each aspect from their peers, giving the skills that scholars claims are so relevant in a more global working and social environment (Winter, 2007, 2009).

5. Discussion and conclusion

This section aims to go in deeper discussion of the experiential learning process and learning styles used within this case study. In order to compare the existing experiential learning model created by Kolb (1984) and an adapted prototype of experiential learning experiences in the fieldwork when

these are taken place in collaboration with external stakeholders, with multicultural participants and in an inter-disciplinary project.

5.1. Discussion

This thesis has exposed **Kolb's experiential learning cycle** adapted to the learning process developed by the professors from KADK and AAU, which was divided in a three-phased process; pre-trip, on-trip and post-trip, (Porth, 1997), The students went during the process through experiential learning activities that can be compared to Kolb's learning cycle (1984) in order to understand the learning process that the students experienced in Denmark as well in the field in Tulum, México.

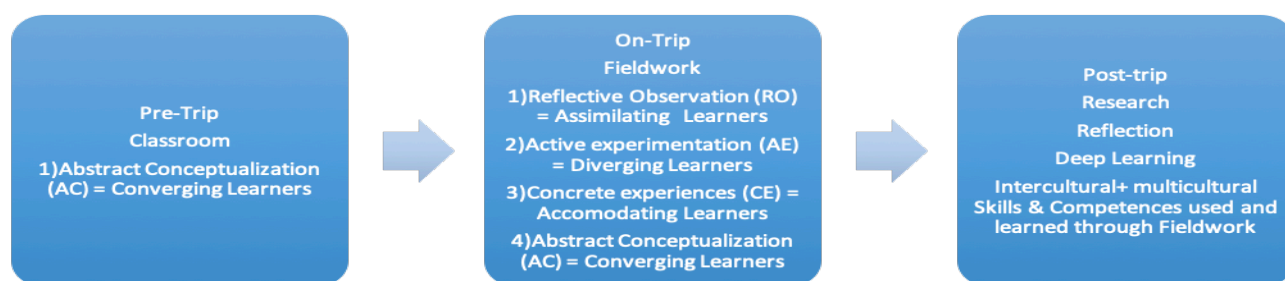


Fig.10 Adaptation of Kolb's Experiential Cycle to the fieldwork KADK-AAU inter-disciplinary

Students from KADK and AAU that have participated in this project. The data showed coherence with the experiential learning cycle theory, as some of the students learned through the different phases that are claimed by Kolb (1984). For example, by going into the field and doing research, reflecting over their findings, and recalling theories that they have learned inside the classroom and applying these to the task they were trying to solve. However, the data also shows that Kolb's model could be contested by external factors as could be the contexts and the task, giving different results. As also claimed by Kolb's (1984), there are external tensions in the environment that might influence the experiential learning process. The data collection shows how some students changed directions or dropped their participation when they found out that the fieldwork setting in a tourism destination and the task given by the external stakeholder were for some of them, not adapted to their expectations. This represented for some participants an obstacle or a challenge for solving the task.

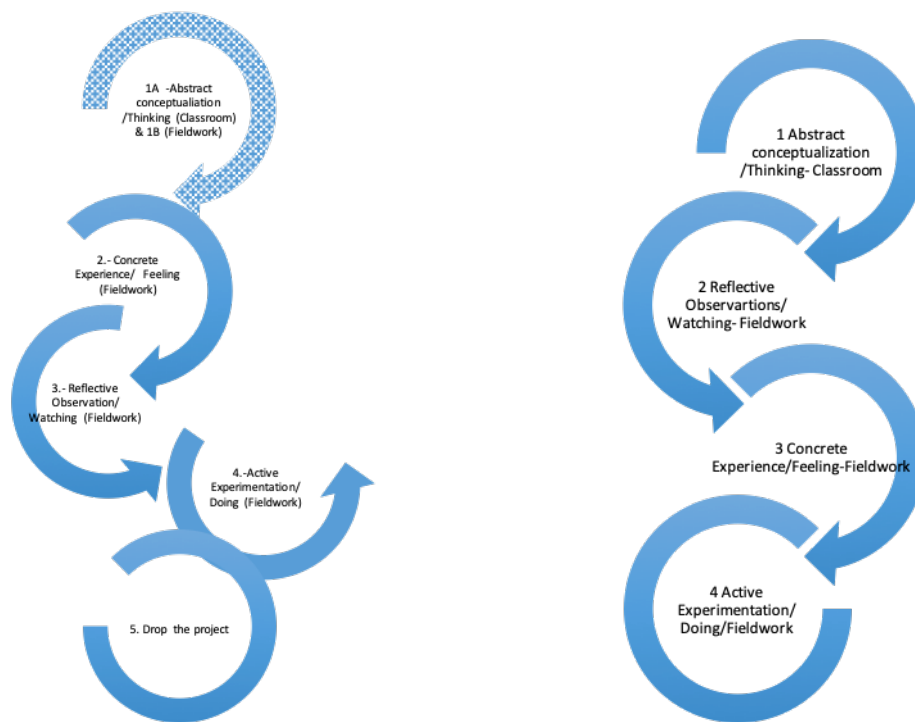


Fig.11. Adaptation of Kolb's (1984) Experiential Learning Cycle to the Fieldwork experience of KADK /AAU students

Fig.12. Kolb's Experiential Learning Cycle (1984)

As seen above in Fig. 11 and Fig 12. Kolb's (1984) experiential learning four stages cycle was compared and adapted to the experiences of this fieldwork case study. The result is a swift in the order and distribution of the experiential cycle designed by Kolb (1984). The adaptation of Kolb's cycle, Fig.11, could be explained in the following process. According with Kolb's learning cycle (Kolb, 1984) and the data collected in this study case, when the students went into the field, they experienced the tourism destination while conducting research that led them to produce their task. The data shows through the analysis, the students' perspective about if Tulúm was sustainable or not, if the task was appointed accordingly with the tourism destination, was discussed. Some students questioned the field setting, which was not how they expected, and this influenced the outcome of their task, as they had to adapted it to their findings after conducting different types of research. This can be considered as deep learning, even when the students reflected about this after they came back home, they had their own conclusion which is also valid as new knowledge. According to Kolb's cycle deep learning is produced when one experiences the whole cycle and

reflect on how to do it again. Which input and feedback you will take with you after you have experienced and reflected over a previous experience and when the cycle starts again, being continuous (Kolb, 1984)

By applying Kolb's experiential learning styles as a tool to understand the students learning process and the ways they learn, it was possible to understand the difference between the students' learning needs, as Kolb's learning styles theories worked as coherent scale to identify the learning styles that the participants were adopting during their participation in the field. An interesting finding was that students do not only use one way of learning but several styles, due the influence of their peers, the group dynamics and negotiations that took place during the fieldwork, in order to solve the task. Students that generally require a more conceptual support and abstract knowledge were the ones that had more difficulties to understand the fieldwork as it does not provide as many guidelines as in the classroom which represented a challenge for them. On the other hand students that enjoy challenges and working in teams, found creative ways of solving the problem according to their own triggers and personal motivations, and the destination lack of sustainability did not influenced their learning process.

The inter-disciplinary and multicultural fieldwork collaboration between these two disciplines played a special role in this experience as students were motivated to work with each other and they were aware that even when the collaboration brought some challenges as they needed time to adjust, get to know each other and understand the way they conceive the field. They also saw benefits about the learning, skills and competences exchange that was implied in the experience. The students brought their material resources as cameras and recording devices to the field but also their skills and competences, which were not necessarily learned within the classroom and during the workshops organised in Copenhagen or Tulum. As Portegies et al., (2015) claim, international groups of students could represent an increase of the context learning practice, as each participant bring their own context and background to the experience. It is a valuable learning resource for the group and for the teachers as they commonly use their background within new contexts, and in this way they will produce a self reflexive perspective (Portegies et al., 2015). Which aligns with the data, which shows how students bring their backgrounds with them to the field, and this can influence their learning. The respondents, who actively participated in the project, claim that they used three factors to undergo in their deep learning process, by using or acquiring interdisciplinary and multicultural skills and competences, to solve the task:

- 1) The classroom knowledge
- 2) The Fieldwork experiential learning
- 3) The previous knowledge, skills and competences (Previous experiences)

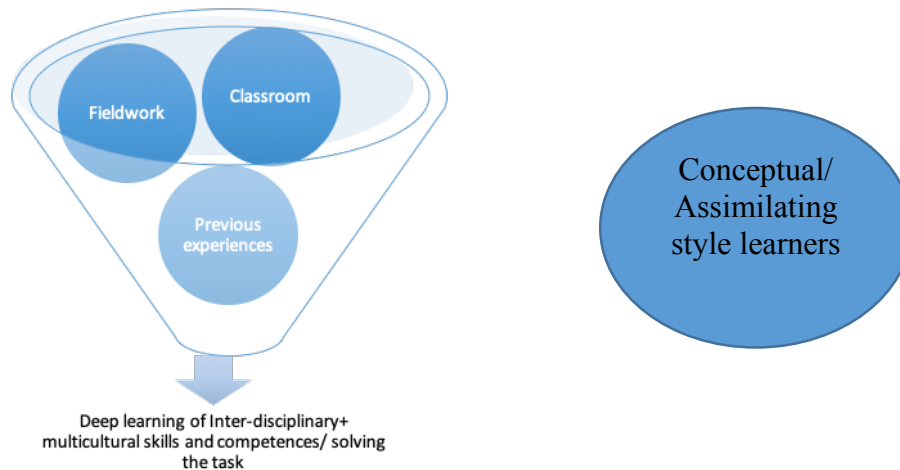


Fig.13. Deep Learning process KADK-AAU

The figure above shows a circle up to the right, which is located outside of the vessel. This circle, represents some of the assimilating style learners, who according to Kolb (1984) theories, need more conceptual and abstract learning in order to back up their findings and therefore those students according to the findings are students that find the fieldwork as a more difficult practice than the ones given in the classroom. As the data showed above, not all the students digested the fieldwork, as a motivating and inspiring practice of deep learning. Participants that are ‘conceptual learners’, which look after a more logical and abstract experiences, felt that these type of activities were not optimal for them, even though they recognized at some point after they come back to Denmark, that they have learned through the process. However, not all of the assimilating students dropped the project some continued their participation and contributed actively with the development of their projects. The data shows that actually students from both disciplines claimed the need of logical and structured experiences in order to assimilate and learn. In Fig.13, the students that actively participated in the project, compared what they have learned inside the classroom and in the fieldwork, and they also claim why it is important to have a mix of both teaching methods. Which could lead to new ‘realities’, and help them to contest their own social environment, and see it from different perspectives and be more critical with the context that surrounds them (Shor, 1992; Jakubowski, 2003).

5.2. Conclusion

Departing from the point that social constructivism ontology which assumes that reality is socially constructed by the actors that are involved in the research and the researcher himself. The following conclusions are presented to answer the questions from my problem formulation:

R.Q.1: How does the fieldwork setting influence the process of deep learning outside the classroom? Even though, the workshops explained clearly, what the participants should do for the external stakeholder. Both groups of students, after their arrival to the field, started questioning if the fieldwork location was a well adapted or selected as a setting for this task. The data shows that the students' expectations and conceptions about the destination were challenged at the field setting, by discussing if the setting was sustainable or not and if the task was adapted to the fieldwork project or not. These signs of early reflections that emerged through the fieldwork experiences could be signs of experiential learning. On the other hand, there were students who thought that the task and the location was not an issue and saw the project as a challenging task and they move forward and continued doing research and solving the task. Students moved forward by creating new methods, which were innovative and which were not given during the classes. They developed their own ideas influenced by their own disciplines, and in this way created deep learning. By doing so, students were leaded to contextual practices, where they left their insights (explicit knowledge) on a subject as 'secondary knowledge'.

R.Q 2: How can field trips contribute to a participant's deep learning?

The participants had diverse levels of understanding conceptual and abstract knowledge delivered through lectures. For some students, it is easier to assimilate these type of concepts than for others. The data shows that the participants agreed with Kolb's (1984) claims that learning outside the classroom is easier and more exiting, as there are skills and competences, which are put better in practice during the fieldwork. Students in higher education are able to solve complex contextual research cases as the one presented in Tulúm, México. However, the respondents claim that, previous knowledge delivered in the classroom is also relevant and needed in order to perform within the fieldwork and acquire new knowledge, skills and competences. So, these experiences are not better or worse than the ones applied in the classroom, but complementary to the traditional ways of teaching, which gives the participants the opportunity to put their theory knowledge in practice and to share it with their peers.

For some participants, the reflection process about the new knowledge and deep learning acquired during the fieldwork is still an on-going process. Some of the respondents claim that they are still working on their projects, as the data collected in the field in Tulum, México, had to be cut and edited by the students, once they were back in Denmark. For some of the respondents the benefits of the project are still developing into something they will incorporate in their future lives and professional careers. This is a departing point of how these experiential learning practices impact the students that undergo them.

R.Q.3 How could Inter-disciplinary and multicultural skills and competences be used and learned within the cross-disciplinary experiences in the fieldwork?

The fieldwork is where the students open themselves to their peers, to the locals and to their mentors by going out of their comfort zones and putting their theory knowledge in practice, is where they try their skills and competences. The data shows that some of participants used the following skills during the project: language, leadership or group coordination, how to conduct interviews, or film shooting knowledge among others. Which according to the respondents contributed to solve the group's common task. According to Scholars these multicultural and inter-disciplinary skills and competences acquired through similar experiences as this case study represents an asset for the so-called 'Euromanagers' or 'Globalpreneurs' (Kramer, 1999; Hilb, 2009; Rothlauf, 2012) which are those capables to resolve real-life problems in our contemporary context (Scherle, N., & Reiser, D., 2017).

Mentoring during the learning process in the fieldwork is important as finding innovative triggers for solving the task according to the pillars given, and not only focusing on the sustainable issues within the tourism destination, was one of the biggest challenges faced by many groups that participated in this project.

So, in short words this last quote, reminds us, that we should not forget that the learning process is an on-going process that does not end in the field as students will use these experiences later in their future especially when they learn inter-disciplinary and multicultural skills and competences that according to scholars, could be an asset for understanding and reacting to future life experiences (Dewey (1938; Stone and Petrick, 2013).

“As I understood the task given by WOCO, we were asked to come up with sustainable solutions in Copenhagen, inspired from our fieldwork in Tulum. In my group we worked with street food, in terms of getting an understanding of how it could add value to localhood, which is part of the WOCO 2020 plan. After we got back to Copenhagen, we have done some filming on “Reffen”, to show how the Mexican’s approach to street food and localhood can add value to how they do it in Copenhagen. It differed quite a bit from the sustainability goal, but we still found it relevant to do this project for WOCO” Respondent 3T, Appendix 9).

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Appendix 1. Group division Participants

Documentary: AAU and KADK students (19th -23rd of March, 2019) Tulum, México

Number of Participants: 60

Number of Groups: 9

Group 1 – Focus on Environmental (social) Sustainability

- 1.-Sanketika Upreti (AAU)
- 2.-Barbara lidarenda (AAU)
- 3.-Linnea Christophersen (KADK)
- 4.-Aida Bjørn Cappai (KADK)
- 5.-Charlotte Gjørtler Jensen(KADK)
- 6.-Marcus Løkke Borg (KADK)
- 7.-Jacob Damskau (KADK)

Group 2 – Focus on Environmental (social) Sustainability

- 8.-Annika Lisberg (AAU)
- 9.-Anne Lorentsen (AAU)
- 10.-Louis Mølgaard Nerup (KADK)
- 11.-Jana Frederikke Kessler (KADK)
- 12.-Rebekka K. T. Nielsen (KADK)
- 13.-Karoline Bach Nielsen (KADK)
- 14.-Frode Hertzberg Heldaas (KADK)

Group 3 – Focus on Social (environmental) Sustainability

- 15.-Pil Solhard (AAU)
- 16.-Lasse Mogensen(AAU)
- 17.-Lea Ingemann (KADK)
- 18.-Philip Widme (KADK)
- 19.-Lucia R Thorup Harder (KADK)
- 20.-Gabriella Udesen (KADK)
- 21.-Victor Andreas Ketil (KADK)

Group 4 – Focus on Social, Environmental Sustainability

- 22.-Denice Brun (AAU)
- 23.-Thi Lan (AAU)

- 24.-Victoria B Marcussen (KADK)
- 25.-Katrine Lenau Klint (KADK)
- 26.-Mikkel Harboe Wolff (KADK)
- 27.-Anders Eugen Lund (KADK)

Group 5 – Focus on Social (alternativ) Sustainability

- 28.-Cerasela Dinu (AAU)
- 29.-Rose Jereminsen (AAU)
- 30.-Victor Carlsen (KADK)
- 31.-Marinus Høgh (KADK)
- 32.-Flora Moestrup (KADK)
- 33.-Frida Anthony (KADK)
- 34.-Agnethe Christensen (KADK)

Group 6 – Focus on Social (cultural) Sustainability

- 35.-Katarina Svokanova (AAU)
- 36.-Nikola Babjakova (AAU)
- 37.-Eskil Sætre (KADK)
- 38.-Jens Varming (KADK)
- 39.-Victoria Marcussen (KADK)
- 40.-Michael Lange (KADK)

Group 7 – Focus on Alternative, Social (e.g. gender) Sustainability

- 41.-Ida Melander (AAU)
- 42.-Mia Nielsen (AAU)
- 43.-Astrid M Strandbygaard (KADK)
- 44.-Daniela Kietz (KADK)
- 45.-Victor Buch Rasmussen (KADK)
- 46.-Frederikke Ellehauge (KADK)
- 47.-Benjamin I Meulengracht (KADK)

Group 8 – Focus on Economic (social, environmental) Sustainability

- 48.-Asta Pol (AAU)
- 49.-Qi Fu (AAU)
- 50.-Abdiel Reigh B Osias (KADK)
- 51.-Clara Mandrup-Poulsen (KADK)
- 52.-Emil Bernild (KADK)
- 53.-Ceasar Samolov (KADK)

Group 9 – Focus on Social (cultural, alternative) Sustainability

- 54.-Sofie Untersee (AAU)
- 55.-Bryan Pedro (AAU)
- 56.-Magnus Baadsgaard Høst (KADK)
- 57.-Astrid M Strandbygaard (KADK)

58.-Björt Karlsdóttir (KADK)
 59.-Laura Larsson (KADK)
 60.-Lise Gammelgaard (KADK)

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Headnotes from workshops in Copenhagen, Denmark

KADK AAU CPH FELTARBEJDE I TULUM TIDSPLAN

	UGE 6 Diagram 04-08/2:	UGE 7 Repræsentation 11-15/2:	UGE 8 Bæredygtighed og brief 18-22/2:	UGE 9 Feltarbejde 25/2-1/3:	UGE 10 dokumentarisk metode 4/3-8/3:	UGE 12 På feltarbejde i Tulum 18-22/3:
mandag	04	11	18	25	04	18 9.00-21.00 Fælles udflugt til Chichen Itza
tirsdag	05	12	19	26	05	20 Feltarbejde
onsdag	06 16.00-18.00 Morten Meldgaard: Om diagrammet som tilblivelsesform Arkitektskolen Holmen	13	20 16.00-19.00 Opgave brief hos WOCO Mikkel Sander og C40 Simon Wonderful CPHs Lokaler	27 16.00-19.00 Helene Balslev: Feltarbejde 1 AAU, A C Meyersvænge 15	06 16.00-18.00 prof. Deane Simpson Om diagrammet som argumentations form med udgangspunkt i Atlases of the Copenhagen. Arkitektskolen, Holmen	21 Feltarbejde 16.30-18.00 workshop med helene
torsdag	07 16.00-18.00 Nicoline Dyrup Carlsen Diagrammet som organisationsform	14 16.00-18.00 Morten Meldgaard: Dokumentar film metode	21 16.00-18.00 Gruppearbejde omkring de studerendes læring og bidrag. Arkitektskolen	28 16.00-19.00 Helene Balslev og Michael Ulfstjerne: Feltarbejde 2 AAU, A C Meyersvænge 15	07 Feltarbejde	22 Feltarbejde
fredag	08	15	22	01	08	23 Feltarbejde
weekend						

Workshop # 1

First Part- Short films

Morten Meldgaard

Professor at KADK

Date: 18.02.2019

Place: KADK University

Morten is a film making teacher at KADK he shows some short films; these films are divided in 8

weeks and 8 small groups, showing, morning, day, and night observations and themes and different ways of doing documentaries. Where the camera could slice, as it was in a surgery as the camera moves around the space. Students watch the first film which shows the nature and the sounds at the same time the movements happening around and the special light, Morten explains that the architects think and care only about the form without considering the context. The second video focus on drawing orientation regarding creating sentiment. It's morning and it's the metro and how contemporary people lives their life, there is a setting, so it is easier. But what about something that doesn't exist? Something, that is an atmosphere or a form versus content?

In the third film, the colours have been taken away so, there is specific ways to use the music the camera was fix. The balance of aesthetic forms of use the camera. There are not so much interviews, as in documentaries, he explains; you manage the interviews and this if more focus on the activity of people themselves and life unfolding as it is. With this specific method with a fix method as a dogma. The third film is 7min. long. It shows a sense of place, the sense of situation. Here is more a narrative. He explains that; everybody that once was 16, will feel identify with the activity, and everybody knows that is more related to finding a boyfriend, etc. He suggested that let the camera movements to be free. And example is the fourth film he explains; a situation more than a ritual, that we will recognise about our life, the actors need flashlights in order to film themselves by filming in the dark. This last one instead, it is related to, being 16 years old and smoking and talking about the opposite sex. Point of view of describing relationship.

Morten gives some basic advises to film making:

- Take a look at your pictures twice
- Be selective
- The light is better at down
- Focus un sum and then focus again
- Enjoy the moment and find the right moment
- Shoot in eu standard 1080 x 1920
- Find a grip something like black and white or the flashlight
- You can have that focus when you go out in the world and then observe.
- Mind the editor
- He will send some tutorials
- Use a tripod or not it's your own choice
- You can make your rules or bend them

- How aesthetic and content work together

Next step is:

He explains that filming; It's not illegal. How you describe rituals? the space and the forms

How you allow the audience to enjoy the situations? the relations, the behaviours.

Second part- Diagrams for organising

Professor: Nikoline dyrup

Teacher at KADK and Co founder of Spacon &X

Date: 18.02.2019

Place: KADK University

Nikoline is a teacher in KADK explains, about how relevant are the diagrams and the visual drawings that the architects do, to collect data, that is relevant for the fieldwork. She explains, that through these diagrams and visual mapping, she has achieved a new way of working cross-disciplinarily, when doing construction and planning projects. In a recent project, she has designed several ways of re-distributing family apartments according to their needs, due the architects building standard apartments, without thinking who are they building for and their needs. The example was very relevant for the fieldwork. She also gave another example of working together closely with several stakeholders, in order to consider every end of the project. From the municipality, developers to big investors.

Workshop # 2

Tourism for good

Mikkel Sander

Senior project manager

Sustainable tourism development

Date: 19.02.2019

Place: Aalborg University

The second workshop took place at AAU-CPH on the 19th February 2019. Both groups participated.

This time the students from DADK went to AAU-CPH, where they attended a workshop, with

Mikkel Sanders, Senior project manager for Sustainable Tourism Development at Wonderful Copenhagen. The students have organised a fundraising activity, where the students from AAU-CPH sold cake and coffee in order to fundraise for the trip to México. The attendees were informed that the revenues were to support the expenses for the trip to Mexico.

has explained.... The students invited the attendees to visit the webpage www.slido.com where there they could ask questions to Mikkel Sanders, and he would answer them after his presentation.

Agenda

Wonderful Copenhagen

DMO Non profit foundation, founding comes from the private sector, mainly from the municipality and DI and the local population of Copenhagen.

4 Departments

Convention, development communication and cruise.

1 events with more than 10,000 participants

3 people in the cruises department

communication How they target groups and the Cph card

Development department, it is the destination development, analysis department for research, sustainability and the inhabitants of Copenhagen.

The end of tourist as we know it, the strategy, he explained that the experiences with locals where interaction of temporary locals through local hood. Tourism being a positive and negative impact for the three pillars.

- Social.- the positive the meetings between local and tourist,

Cultural understanding and knowledge

Negative.-

Over-tourism or visitor pressure...

- Environmental. - Climate change, and the impact from tourism, regarding to carbon emissions
- Economic

Tomorrow urban travel, C40 edition. How they can be more sustainable? European indicators for sustainability 46 indicators look at them 26 are adapted to Copenhagen.

Experiment and research project two groups from different disciplines

You need to collaborate to be sustainable. Cross cultural international. Huge opportunity to pull each other strengths and weaknesses

The Task from Mikkel Sander to the students is a case for the trip... He mentions that if the films, they are good, they will be use them, at tomorrow urban travel conference in October 2019. So this is a task for a stakeholder. students need to solve the task and embedded themselves in the field. Tulum could be different than you expect and could be many different sustainable facts that could be interesting. The students will have workshops before departure and during the fieldwork in Tulum. Students want to know how they are working in Tulum? It depends a lot in the groups decision, if they want to work together, you need to rely on each other. Morten suggest to make groups and also that students could bring cameras and also to organise in better way. Proposal of what could be applied to Copenhagen context, do not search for a solution. Find something that could be a solution but leave tourist to find the solution. The inspiration should be generic.

You will know each other before hand during the next workshops. Helene will talk the practicalities and the fieldwork during the next session. Guest lecture with methodology tools from AAU. Students from AAU will develop another task for the municipality of Tulum.

“We need to be alert in the field to identify the right moment, be open for receiving it and film it, but without framing it” (**Morten, KADK, Workshop 1; Workshop 22.03.2019**).

“Architects look at the aesthetic of things only” (**Helene, Interview: Coordinator, AAU, 2019**).

“We should learn from the anthropologist, as we don’t improvise so much in our teaching” **Morten (Workshop 1)**.

Workshop # 3

I joined the end of the workshop. When I arrived Morten was explaining about, authenticity and how compromising your life situation. He explains that Christianhavn (A harbour in Copenhagen), where there are old houses and in the other side social housing of the 30.s, its why according to

him, what keeps the authenticity, is the people that live there. The variety of people living there talking about paradox. Which one will be the authentic?

Construction can be honest due the aesthetics and the materials, most of the buildings are mix materials, so what's honesty and authentic. Sustainable in architecture are regarding the life cycle of the buildings and how long they can last, and if it is pretty honest due the materials or because the calculations of the life of the building and the span of the materials and energy. You should build things that it can stand, so it can be reused.

Helene explain that students should distance themselves as one creates new relations as one enter in a new context, where one can provoke disruptions. This distance provides you possibilities to take notes in their notebooks. This helps when you do interviews.

By being there you disrupt the place and asking questions and being western which your presence could impact the environment. Just by being western and this can have an effect when you interview people. Disruptions in relation with people from different levels. Participation you will never be a part, a Mexican or Mayan, you can position your self and you will impact or create new ones. You can create disruptions for asking. You can bring your own perceptions your luggage and you bring them in when you talk and ask people. Participation don't come and expect people to think and silence is good. When you are in the field let the field open to you and be able to open what you hear. Qualitative investigation not quantitative what they didn't said could be very interesting.

The student are asked to answer the following questions, in mixed groups KADK-AAU.

What are your expectations for the fieldwork in Tulum?

What are your expectations and challenges working interdisciplinary?

The students explain their discussions within their groups to the others in the room.

Group 1

Some of the expectations are different. How people interact in the city, how people works with sustainable tourism. How architects define sustainable in architecture. Benefits of working together

Group 2

A lot of more similarities landscaping and urbanism and incorporate these things to reach sustainability. How do we plan and span the city. Supporting each other

Group 3

Focus on sustainability and dynamics between different types of people layers in the society and

segments

Group 4

Open versus close spaces and how interferes in people's perception. Using your experience being open to new experiences. We all bring our values and perceptions, and own agenda put it aside

The coordinators say that, the next session, they will focus on what they understand on sustainability. So they can interview each other. Planning some workshops where they can get feedback and reflect on their fieldwork.

Workshop # 4

Fieldwork

Professor: Helene Balslev (AAU)

Date:

Place: Aalborg University

Position himself as a biologist to understand his field, but he has to engage with the field

Collaborative moments see and viewing the place, it could be an inter-epistemological knowledge emerges. All the ideas and knowledge put them in discussion and be aware that you need to defend your point of view but negotiate to be agree. You have interview you have ethos

You use different data by observe etc. But you also reflect and this notes are the ones you write down. I feel uncomfortable I don't like this. You revisit this notes when you come back.

You go out of your comfort zone you have your own commonalities but you need to deliver take breaks and deliver a product to WoCo MSC you need to agree.

Both disciplines, have also, not only see with your eyes, but with your body and your senses, the analysis comes later when you write or film in the documentary, is more complex than just see and write, you need to see with your body too. There is not right or wrong you need to deliver a sustainability, social, cultural, economical. How you see it and how you can focus this in your film.

When you take notes you have your head notes but you take notes of what is happening, silences, what is not happening, it is not only what is present but also what is not present. For example; remembering a formula, understanding the context for example if she doesn't show up. You will experience that you make an appointment in Tulum and then don't show up, and you waste all the time. Be open. You are not delivering anything to them so that's why is difficult

Probably.

The formal, in the fieldwork.

Head notes were the primary way of collecting data as perhaps you won't have time.

Many things may change when you come back.

Coming back to the informality of the appointments, this might be interfering with the conversations and the data collection. Be polite

He ethics of collecting data and respect for recording and the interviewing without authorisation

The experiment is more than just the experiential learning it is also the new realities and new ideas, how we perceive the world and the dynamics and challenge your self and the other

The most important take away it is that the fieldwork is more than observing but take part and participate take head notes and analyse then when you revisit.

The way they learn the locals this will be seen deeper in Tulum during the workshops

How can we really understand the data without also understanding the world and the way in which this knowledge is transmitted? How can we unfold sustainability depending of our approach for example the building and how they are sustainable by building them with bricks? Comments and expectations for doing fieldwork? Surprises language barrier. How you will be in contact with people when you speak English. Body language, people that speak English, take it as it goes,

The information might be different...The architects, how this will be different?

We don't have a schedule and he hasn't thought about it. So, he knows the city, he has been twice. So, he doesn't expect as he knows. The task he has to do, are different than the last trip so it might shape the experience. What about fieldwork? It's different, and when they do fieldwork they only observe a building and space and they don't talk to people this will be fun to learn about for the people living in different areas and not only observing. How they use the fieldwork because of their discipline? This is a short way to do.

Use more your head notes and not so much your data, and the fragments that you headnotes in order to analyse instead of back and forward. As you will never see the whole picture only some fragments. What is the purity of your method? and seems I am someone in the world then I am also part of it, and can observe. When I do sketches I have the field notes and the sketch notes

For architects an assignment they see how this was solved? and how that person solved? this will be for yourself and then stay as some idea for further problems solution.

How it works with your notebook and the data that is relevant due the owner the NGO he will be

overwhelmed and understand the transversal of the field. They work with form in a different way
He will express his desire of form. And the archaeologist of read and being read.

Where the architects position themselves regarding a notebook? With digital revolution architects
used to produce with sketch and no anymore nowadays and how they work with the field they do it
through diagrams. And how those hold knowledge and construct knowledge and forms.

Modernist architects will do sketches. The way they gather data or archive it. Note book / sketch
book.

The brief from WoCo. Do students have an assignment with Tulum? Besides the one architects.
They will get that with the major in Tulum, a new strategy for policy in sustainability.

Morten Vibeke and Morten were thinking that the three pillars, what is your interest within
sustainability, Environmental social o economical

How to generate grown and now discuss with your peers? so they can divide the group in 9 Groups.
How you describe the pillars. Sustainable development goals (SDG) Tulum, as a place to think out
of the box and think out of the normative. Social science not be normative or challenge the existing
norms. Position ourselves regarding the SDG and at least consider them
Alternative sustainability.

Interviews with Fieldwork Coordinators

Interview #1

Fieldtrip Coordinator Professor. Helene Balslev

Aalborg University

Date: 22.02.2019

Place: Aalborg University

Interviewer: Can you suggest some students to interview?

Respondent: Sure, Mia, Lase, Rose and Alina (the last one, did not join the trip).

Interviewer: Can you explain more about the aim of the Workshops?

Respondent: to explain more the basic topics and issues in Tourism.

She remarks that would be interesting to know more about how students reacted about the films and
how they felt. What they think about the trip and to get to know their approach, about the trip and

about doing a film. That the workshops should help them to work in teams. She remarks that could be interesting to talk about their comfort zone. That's why they did the first workshop regarding film making, to see their reactions. She remarks that the KADK do not have fieldwork, and interact its part of their education. To be out of their comfort zone, is easier, as Master students (AAU students). Interviewing the students about their presentation of Mikkel Sanders and the workshops. If there is any reflexion at this point? How they did it, what did they talk about during the workshop, and why they did not do more things together?

Interviewer: What is the experiment of the creative Lab?

It is done to open the students, their knowledge and their ideas about the world. They will be able to see other possibilities to see the world in another way, more practical and abstract, and how they could use different tools, not only regarding tourism. Even when you work with different stakeholders, without never entering in their universe.

Aims to work together, outside of their comfort zone, to make a project together. That's what I called work interdisciplinary. Where they participate and elaborate all the process together. In Tourism, one enter only when its of one's interest. Here you need to find each others knowledge, discuss it and defend it.

For example; WoCo, if they would talk to architects then their project would be different.

Knowledge outside from your comfort zone, to talk with other departments that are included throughout the process. Not only talk to the ones from the water, talk with others too. The decisions that you take must be sustainable.

How is the PBL influencing the project?

PBL is ok, but you need to have other resources than PBL, for example that the fieldwork included all the social actors and materials.

In this session Morten (KADK) and Helene (AAU) realize that they have more in common regarding their methodologies. Even when she insists that the KADK do not have a methodology as Aalborg university has PBL. The aesthetics, the qualitative via, which help to arrive to a point where you find an idea in abstract level. The research for the visible and not visible, which is the aesthetic.

Interviewer: Field trip Vs field work?

Respondent: they are outside, 24 hours from their homes, they do not know anyone, they have teachers with them 24 hours in supervision during some weeks, and not only anthropologically, but also the context. They have access to focus their reflections everyday. They have their peers to exchange ideas.

Interviewer: Which is the difference between contextual learning and PBL?

Respondent: what is missing is the P2P, the context does not influence, but only to those that are from that context. The ones there, only reinforce the image of we know it all. Building capacity through the other.

The PBL is not only the knowledge, but the way that one experience it, and the way you see it, it's a process about seeing is more than just observing, that are not verbalizations, but also practices. For example, how do you pay to a street salesman is not the same here, as it is there.

Interviewer: Which are the limitations of the project?

Respondent: That not everybody speaks the language (Spanish).

That this perhaps do not have the focus of their individual interest, what they want to do in the future (Working area). That is voluntary participation, perhaps due the experience that offers the trip. It is a limitation that we do not know the motivation level and other unknown factors of their motivations.

Interview # 2

Fieldtrip Coordinator Professor. Morten Meelgard

Aalborg University

Date: 30.05.2019

Place: KADK

Appendix, 4. Headnotes from interview participants' focus group - pre departure

Date: 26.02.2019

Participants:

Respondent 1A

Respondent 2A

Respondent 3A

Respondent 4A

Respondent 1T

Respondent 2A

Respondent 3A

Respondent 4A

The focus group started by asking the respondents which is their motivation to participate in the field trip?

Respondent 1A mentioned, that this is not a mandatory part of their courses, but the experience will be relevant for getting to know another culture. Respondent 2A agrees, she has the same motivations to participate in the field trip. Respondent 4A and Respondent 3A considered the experience, as part of getting new knowledge, but they were not sure, if this will help them to anything in the future. Respondent 3A and Respondent 4A from KADK 1st course, differed from Respondent 1A's opinion about, if the study trip was mandatory or not. Respondent 3A, said that "it was implied that it was kind of" as all his class were coming to the trip. In the other hand only 8 students from second year were participating. Respondent 4A said, that it's true, even when he never saw it in that way, then when Respondent 3A mentioned, then he thinks about it, in that way too.

When asking the AAU students from tourism about their motivations to participate in the trip, they all were interested in participating as they saw the trip as an opportunity to immerse themselves in the thinking field and to gather data in México for their 8th semester projects. I asked if they were thinking about writing with someone that was also in the fieldtrip to Mexico?

Respondent 2A said that even when they still did not decide, with who they will work with, they expected that during the trip they were going to get to know each other, so they can then decide who they could write with. Respondent 3A mentioned that she already had a group and that they would like to interview some women in México, and also some community projects.

When asking the students opinion about the first workshop, where they saw the difference among some short films approaches.

Respondent 2A a AAU student explained that she felt confused as she didn't find the connection with the films and the fieldwork. Respondent 3A another AAU student, said that: "I didn't know if they had to wake up early in the morning to catch the right light and why this was relevant?"

Respondent 4A a KADK student said, that he was expecting more technical knowledge to be given, about How to film and how to make documentaries, which he claims, it was more relevant.

Regarding the students understanding of sustainability and how it works as a trigger for their fieldwork with the task for WOCO?

Respondent 1A answered that she sees sustainability from a different perspective, as in Sweden people is very aware about it and not so much in Denmark. That's why it will be interesting to see how Tulum sees sustainability. Respondent 2A agrees with that, and she thinks that is a very interesting topic, which makes the fieldwork interesting.

When asking the architects how they plan to collect data, in the fieldwork?

The Respondent 4A explains, that seating in a strategic place, where they could observe many people and how they use the space, it would be interesting, in order to see what it happens.

Which Respondent 1A does not agree as she believes that she would do it as Morten Meldgaard said; recalling what the teacher mentioned regarding the embodiments of the observant not only by observing but also by how she experiences the space.

The tourism students were asked how would they use these observations to collaborate with their peers as they are used to other kind of interactions in the fieldwork. They said that still is unknown how they will work but they believe that slowly it will become better.

Then they were questioned regarding, how was the experience during the second workshop? when they had the opportunity to work in teams.

The architects said that it was very positive and many agreed, which the tourism students agreed and said that it was nice. As that was a great ice breaker, unfortunately not all the participants in the focus group could comment as they didn't participate in that activity.

Respondent 1T said that not all is expected to be know and explained, that all will be unveiled little by little and that "This is also fine" but they are still expecting, more information regarding the

technical part of how to do a documentary and the group division.

Some quotes from the Focus group:

“The Swedish are more aware about sustainability than the Danes, we have better practices”

Respondent 1A, KADK, Appendix 4).

“I have been in Tulúm twice so it is easy for me to navigate here, but everything has been changing so fast since I was here last” **(Respondent 3A, Appendix 4).**

Appendix, 5. Headnotes from workshops in Tulúm, México

KADK AAU CPH FELTARBEJDE I TULUM TIDSPLAN

	UGE 6 Diagram 04-08/2	UGE 7 Repræsentation 11-15/2	UGE 8 Bæredygtighed og brief 18-22/2	UGE 9 Feltarbejde 25/2-1/3	UGE 10 dokumentarisk metode 4/3-8/3	UGE 12 På feltarbejde i Tulum 18-22/3
mandag						9.00-21.00 Fælles udfaldt til Chichen Itza
tirsdag						Feltarbejde
onsdag	16.00-18.00 Morten Meldgaard: Om diagrammet som Udlivelsesform Arkitektskolen, Holmen		16.00-19.00 Opgave brief hos WOCO Mikael Sander og C&S Simon Wonderful CPPh Lokaler	16.00-19.00 Helene Ballev: Feltarbejde 1 AAU, A C Meyersvænge 15	16.00-18.00 prof. Deane Simpson Om diagrammet som argumentations form med udgangspunkt i Aftales of the Copenhagen Arkitektskolen, Holmen	16.30-18.00 workshop med helene
torsdag						Feltarbejde
fredag	16.00-18.00 Nicoline Dyrup Carlsen Diagrammet som organisationsform	16.00-18.00 Morten Meldgaard: Dokumentar film metode	16.00-18.00 Gruppearbejde omkring de studerendes læring og bidrag, Arkitektskolen	16.00-19.00 Helene Ballev og Michael Ulltjørne: Feltarbejde 2 AAU, A C Meyersvænge 15		Feltarbejde
weekend						

Workshop # 1

Date: 18.03.2019.

Time: 9:00 Am

Place: Municipality park Tulum

Participants: Both AAU and KADK students and teachers

The students and teachers met in front of the municipality building in Tulúm, where there was also a park, and basketball court. At the arrival the two groups (AAU and KADK) were separated and it

was easy to see that still they didn't know each other, as there was so little interaction among the two different groups of students. The groups were distributed a few days before their arrival in Tulum so they were not aware who was who, and which people were in their groups. In the group were 3 students from Faeroe island, which immediately recognized each other and started talking together. One of the accompanying teachers from KADK, knew one of the students from AAU, as they studied together, which worked as a ice breaker and as a bridge for both groups to start talking. Helene explains Tulum a tourism destination, the Expats communities which many of them moved to Tulum from Playa del Carmen. She suggests that the students focus on the task WoCo, more than in the unsustainable practices as they should keep it positive to find something, some motivation, as it is easy to find the negative.

She explains that new airlines are starting to arrive from Asia and the Chinese tourism is approaching Tulum.

She encouraged the students to team up in groups and benefit from the others skills and competences, as they could discuss what could be interesting and also discuss with their groups and find something interesting, something out of the box. She invites them to ask questions, and to bring their observations to discuss about what happened during the day. They should not find suggestions but something existing already a practice.

Regarding my role in the study trip she remarks that students should not use me as an asset, as they should use the teachers as such. She explains that; Vibeke and herself were coming from an anthropology background while Morten was coming from another area of studies and also from another approach.

Morten explain the architecture seen in DF and Coba. He talked about the capitalism and the development of Tulum and its challenges. No to be naive by not looking at the good practices

Good solutions and something smarter, he says that they should challenge the idea of the global south, why should we go to the global south and take something out from there? It's political and how you can take position and takes this approach.

He explains that when an architect talks about a project they are working in, they say 'my project Project' even when this project it is made by a lot of people and by other's resources. He explains that this project in Tulum aims to open the horizons of the students by teaching them incorporating other actors and work with multidisciplinary.

The coordinators explain about the Agenda for the fieldwork:

Fieldwork 18th and 19th (First and second day to do research)

Fieldwork 20th and 21st

Filming advises on the 22nd

*The editing will be done at home

After the talk about the fieldwork in Tulum, Professor Mario talked about the concept of a 'house in Latin-America', Density and population. He explains that in México the house for the indigenous represents not only a place for living. They also work in the house. The house hold is a nuclear family as it also includes the grandparents, and other members of the family. He explains that Mexican families, try to keep the house for the whole life.

He claims that cities in México are chaotic, and the reason is because people would like to have everything in the same place (meaning all services). For Mexicans it's normal to have all within their area, as they live like this.

He talks about the Mayan village. That co-habit together with the richest people, coming as tourist. He says that in Tulum, there is also a market. Which he claims, that the market is dirty as this is a way to resist by the locals.

Finally, the students were divided in 9 groups, and were dismissed until 16:00 where they should go back to the park and talk more about their findings.

Helene says to the students, this project is a good practice, as when they finish with their projects, they will be able to work with companies, that will give them a task and they will need to use each other to solve the problem. Helene says that the workshops in the afternoon will help the students to guide them, as they are not all by their own. So, the idea is that they can experience to be in a collaboration with a company and to create a product and solve it within a deadline.

Morten explains how PBL groups of different people work together, when they are from a different background, and the importance of how they collaborate to work in groups.

Workshop # 2

Fieldwork

Date:20.03.2019

Time: 16:30

Place: Municipality park Tulum

Participants: Both AAU and KADK students and teachers

Data not available...

Workshop # 3

Date: 21.03.2019.

Time: 9:00 Am

Place: Municipality park Tulum

Participants: Both AAU and KADK students and teachers

The students were divided in two groups, one group when with Professor Morten Meldgaard (KADK) and Professor Rasmus Thue (KADK) to listen his presentation about film shooting. The other half were sub divided in two small groups, which were interviewed by Professor Helene Balslev (AAU) and Professor Vibeke Andersson (AAU) about the student's fieldwork.

First half: with Professor Morten Meldgaard (KADK) and Professor Rasmus Thue (KADK)

I attended the first session with Morten to hear more about the filming.

He explains that when doing films for example Lars Von tier of Johnny Deep, they do film 5 times and reformat many times. Morten Read a text in Danish that is related to a film. Then he translates the text into English so the international students present could understand it too.

"I just none around a couple of things, I pretend that something its possible, its not raining anymore", when you move the camera it will take a piece of reality.

"There are things in the camera that are not true or lie".

He says, that archaeologist, they see the world through the theories, that have been written by others. We need to claim that the world is open and that all its possible when you go out to the fieldwork, it's the same, as you need to be open, to all what could happen to me.

Then Rasmus another teacher from Architecture also read in Danish some text. The moment its there, be open about the moment, which its there and how much are we constructing! Open to the camera and be patient. There has to be space for each scene. Reality = world and it depends of where you place the camera. Find the magic moment, don't force it, pay attention. Coincidence= We wait for the moment happen for itself. Don't put the camera in a coincidental space but frame it. Select your images, your thoughts will happen.

Morten explain that Agriculture and fishing are different as the first one is plan and the second one is not they subjective as what is there. The same happens with the architects and the anthropologist

according to him.

He questioned the students, what is our framework? Are we planning our shootings? Or are we fishing for it to happens this is the strategy.

Practitioners =fishermen, the fun goes out of the game when all is frame it! The joy of our profession, this manifest what is, doing fieldwork.

Second half: with Professor Helene Balslev (AAU) as Interviewer

I didn't have the chance to join Vibeke as the other half of the group were having the interviews simultaneously, when I was with Helene and the students she was interviewing. Sif, Helene's daughter was recording the session and I was taking notes of what has been said during the interviews, it was difficult to follow and take notes. Helene mentioned that I could have the recordings, but unfortunately those were lost when they were downloading them.

Interview #1

Group 5 – Focus on Social (alternativ) Sustainability

The following notes are taken from the interviews done to two groups, one of them was interviewed previously (Flora).

Rose explains, that they come from different backgrounds and they had to do brainstorming and reformat the focus.

Interviewer: Can you see each other? Different people and ways of using their skills. Participation its different in each group.

Respondents: No all was part of the subject that we are filming says Flora. We feel like a team. Flora says that AAU students have another project at the same time, which makes that the time splits between the two projects. There is god energy, and they feel lucky to be together. We look at the same things due the fieldwork. Graffiti, art, Collective art, more time could make it easier to share talks and we end in the story of the Mayan family. The mix of the open space and also the private space. What kind of people there is in Tulum, who are the locals and who are the visitors? From very public to less public, interactions, the graffiti it's a larger research, that would take longer time. Time is enough for the co-existence.

Interviewer: Would be the same to do this in Copenhagen?

Respondents: 5 weeks of fieldwork as architects /and how this its done by them and by the anthropologist.

Interviewer: How you affect the environment by using your camera?

Could work in Denmark but people would leave for work or wont care about it?

Respondents: Perception of sustainability, what WoCo said and what is here? Sustainability isn't part of many combining things, the important is to see how it is combine here and try to understand it.

The students claim to be annoyed by being a subject of study.

Learning process, and communication from the beginning about the task.

Morten about the teaching/alumni.

You need to find your own or your thing.

You are not passive receiving the knowledge

When you go to the fieldwork, we need to do something and your challenges and then you need to be innovative.

The idea its how can we make the best practice? How can we learn more without the frame?

Students question.. Why has to be positive? The validation of their fieldwork, how is supposed to learn more?

Interview # 2

Group: **Group 8 – Focus on Economic (social, environmental) Sustainability**

The second group of was the group with Abdiel (Who was sick most of the trip in Tulúm and only attended the meeting with the teachers but didn't participated in any activity during the time in Tulum).

Interviewer: How do you think the group work, been until now?

Respondents: This is the first time we are all together

New Dynamics that I haven't experience before.

The group might be a reflection of it.

Interviewer: What about the interdisciplinary work? Exciting?

Respondents: all of the things except annoying.

Interviewer: What is the different with your projects?

Respondents: two different ways of working

Interviewer: finding the issue or creating something?

Respondents: Easy to find the problems, what can we bring to Cph? If we want to follow out interest then it is critical, if not it will be hard to deliver the task.

Interviewer: You need to take a decision; you need to argue why you changed.

Interviewer: Did you change your sustainability conception from the one given by WoCo?

Interviewer: Have you seen practices that are sustainable, and perhaps not labelled?

Respondents: use of open spaces in a different way.

Interviewer: you can take as an example when Nikoline talks about the architects building only for one type of standard family without thinking about the different options or types of family needs.

Interviewer: two disciplines, would that work there too?

Respondents: Common ground, all we have the same /almost base of understanding.

Harder to do it at home, you are familiar with your surroundings, harder to see it.

Interviewer: Suggest to it again?

Respondents: Maybe for a longer time, time it's limited as it is needed to prepare more information about the Maya culture before, from home, 4 days it was short.

Interviewer: Morten task PBL method and the idea its that students discover its part of the experiment how to improve the way they work, to use challenges, you need to reflect to get deep learning. Good Method free your mind empowers your own thinking and produce the more impact in the world. Fieldwork observe feel, interview if you cannot get that information, how can you get it? So you invent new methods, this is one of the goals to get information.

Appendix, 6. Headnotes from Observations of a Group Tulum

Day 1

Date: 18.03.2019

Method: Observations by following one of the groups

Group: Environmental and social

1.- Anne Lorentsen AAU 2.-Annika Lisberg AAU (Faeroe Island)3.- Louis Mølgaard KADK 4.- Rebekka 5.- Nielsen KADK 6.- Frode Hertzberg Heldaas KADK

They all understand Danish Norwegian and there is one girl from Faeroe island.

In the beginning, the students started by catching up about their accommodations in Tulum, they talked about their rooms and the prices in Tulúm, the facilities, etc. they started slowly to break the ice. Then, they also talked about their studies and how their university work with the different field of studies and they observe buildings, in order to obtain inspiration and make drawings, they make sketches in scale. The students from AAU ask to see their sketches.

The AAU students explain that they go on the field and interview people and from those findings they write about it and those projects are their exams.

Anne explains that she will stay until the end of May as she will write her semester project with other two people, Ida and Mia who are also in Tulúm. So, even when they haven't discussed the topic they have the opportunity to stay longer in México. Rebekka, asks to go somewhere in the shadow, and the students from AAU, suggest to go to a Café that they know beforehand, they are agreed that should be a place without music where they could talk. When they discuss about their pillar choice, the students from AAU mentioned that they only have one choice while the students from KADK where asked to send two choices.

The students start brainstorming about Tulúm and they already could identify the difficulty to find something positive as there are so many negative things than things that could inspire them.

First Rebeka, a student from KADK said that the buildings are not so inspiring as they are in other places. Then, Anne says that the garbage containers disappear, after you go away from the main streets in the city centre. She suggests to go to see the Mayan community, that lives in the back side of Tulúm (which was close to the Hostel where the KADK students were staying). As it will be interesting to explore how the Mayans see them (tourist) and how they use nature. She says that people seems educated enough to do something about the plastic.

It was interesting to notice that the architects were always taking notes, about what they talked. Then Anika(AAU) started to take notes too.

Louis a student from KADK suggest if they should we find a place from which they could look at (meaning the people, the city, the dynamics) and find inspiration about what to film. Then he asked what was interesting? Social environmental for example, life in the water, paradox tourism and how the locals seen it? They mention the diversity when you go around/ dynamics, common

perspectives.

Which problems were in Cph which are in common with Tulum?

The students start to complement each other thoughts through the brainstorming and mapping of ideas. Anikka thinks, that the Maya topic could be good, Anne agrees but she thinks that it needs to be inspiring to take it back home (to Denmark). The architects think that their experience in México city with the trees that give shadow it's a very good idea as it was very interesting. The AAU students explain the PBL and how they start with theory, then they look after, if that it's similar. They claim that If, one wants to research in tourism, then one should find out if what one thinks about something is like that or not. Then one goes and interview people. One should work empirically or through interviews and observations.

The students ask each other who speaks Spanish? And Which words they use the tourist to communicate? They recall the claims of the Professor Mario about The market that they don't want tourist, and they would like to go and explore it, and see why he said that. Anne explains a bit more about the new strategy of WoCo and she remarks the importance of focus on something that could be western for WoCo. Anika suggest to observe more that day, as the task needs to be innovative, otherwise needs to be changed. They question themselves about what Mikkel Sanders Wants from them, and what Copenhagen is missing? What it should be?

In the other hand the KADK students, talk about their observations regarding the ways of doing things... they focus on urban planning, green City, nature preservation. First circled

Anne suggest to ask tourist about it. Anika says that WoCo wants tourist to go out of the main areas, and experience "localhood". They also explain theories about over tourism to the KADK students.

Anne asks for a lemonade and she gets a plastic straw, then she remember she should always ask without a straw, and the KADK students asked her why, then they answer immediately themselves about it.

The KADK students think that is clean in the jungle. As they have visited an archaeological site and it was clean.

Rebekka suggest to draw parallel lines that build bridges between the things that Mikkel Sanders wants and what they want.

Frode and Louis suggest that perhaps could be something related to the access to the beach and the development in the beach area.

Anika talks about how in her country (Faeroe Islands) they don't like tourism which Rebekka

confirms as her father is from the same place. The Students look at the document of tourism strategy that Helene has sent to find inspiration, but they do not find anything relevant.

An old Mayan woman comes to ask for some money.

The students from tourism know many insights of Tulúm especially, how things work in Tulúm. The students from architecture know things that they have observed.

They suggest that perhaps could be interesting to look into, How the municipality works with the environmental issues, with the community? Then they consider that it could be, that they become disappointed, so they discard that idea. They come back to the focus of that they need to find something positive. Louis Suggest to wait until the next day to know more and then ask the local people.

Then they see a truck that has some water tanks and they are refilling the water containers in the restaurant hotel next door, Anikka and Anne go to ask questions to the employees of the water company, and they find out that the restaurant doesn't have enough water as there is not drainage so they need to buy water, so a company comes with this tanks and fill in their deposits for 400 pesos for 400,000liters. The restaurant says that this is only in case there is not water in the city. And that they only use it as water storage for those cases.

The students went for lunch and then they decided to take a Taxi to Papaya project after Anne did a research of key words like sustainability and sustainable projects in Tulum.

Appendix, 7. Headnotes from small conversations in Tulum

Day 1.

Date: 18.03.2019

Small Conversation # 1

Respondent: Asta

Group: **8 – Focus on Economic (social, environmental) Sustainability**

Student: Tourism, AAU

I found Asta walking alone in Tulum during the fieldwork and when I approached her today in her way to the hostel where the architects were staying she said that they had a meeting there after they have been walking around in Tulúm observing, and recording sounds and taking some pictures

about the issues in Tulum and inspiration. She said that she is from the Economic pillar, that she is Danish and that in her group they speak English as a common language as they have a Chinese student. When I asked which was the methodology to collect data she said that each was going out in the field by itself and Record a restaurant sound, people speaking, just sound, areas only for locals where they are seating and eating, and perhaps do drawings, because they don't like videos. Others were with cameras. When asking her about what's the agreement? She mentioned that they agreed to go to different sites of Tulum, and collect data of what you observe and what you see. Regarding their project about short film, and the pillars given, she said that they know they want to work with social and economic, but they will meet again this afternoon at 4:30, to collect what they found.

Small Conversation # 2

Respondent: Flora

Group: 5 – Focus on Social (alternativ) Sustainability

7 students in the group, where 2 were Aalborg university students. They agreed to try to get a understanding of the city of Tulum. So one group took a 'Colectivo' to the beach (the public one), in order to try to take the public transports, and to see also the tourist's area. The other part of the group, tried to stay in the city centre, to see the locals.

Some used a Map of Tulum to get oriented, another student (KADK) used his mobile phone's GPS to get oriented. Then they organized a meeting to talk about what they saw and they were explaining in the map where they were to have a visual of the destination.

It was easy to see in the group that Flora was leading the discussions in the group.

Small Conversation # 3

Respondent: Karoline (KADK)

Group: 2 – Focus on Environmental (social) Sustainability

The group were interested in the Laguna and beach, due their interest in research about the Tulum's sea life, and its sustainability, and its relation with the community. They would like to interview mainly scuba divers, so they did focus on the beach and sea life related places to conduct their fieldwork. To collect data regarding the circle of the seaweed issues and the jungle,

Where the plastic goes?

Small Conversation # 4

Respondent: Astrid

Group: 7 – **Focus on Alternative, Social (e.g. gender) Sustainability**

The students were divided in Three areas and they tried to interview the Mayan people, some of the students walked around Tulum, other have bikes so they went to other areas, they agreed to meet at 3:30 again to discuss about their findings. They want to identify the destination.

The group was focus on, Social cultural and alternative issues.

The group, did many interviews and observations. When they met in the afternoon, they did a brainstorming exercise where they did a map, with all their data. A main point was an interview with Julio Cesar a local resident in Tulum, who claimed that; “If tourism was not here it wouldn’t change his life” as Tourism spread the economy which the students understood it as a “The parallel samfund” (Society in Danish). The student girls from KADK, were the ones identifying the problems and talking about it. The AAU students from AAU where not actively participating in the discussions, Astrid from KADK was very proactive and discussing about the difficulties to identify a positive aspect of sustainability in Tulum, when she could only see the negative aspects that were emerging during her interviews and observations, they went asked me to join then during their fieldwork in the Mayan village (an area occupied illegally by local residents, where people is building illegally their houses, in hope that the government will give them in the future the land). The students were curious about a big area, where they were constructing, there were a lot of machines and they did not understand what was happening there and why they were allowed to construct, when that area was not recognised as a legal land. They interviewed some people working actually constructing by themselves their own house by digging stones from the ground to use for construction. They claim that the area across was sold by the government and that’s why they were allowed to construct, Astrid, asked them about where they were from? And also how long they have to wait until the land becomes theirs, they answered that they were from Ciudad del Carmen, and that they were there already some years but they need to wait some more years to be there and hopefully the government will give them the land. After placing some questions regarding the construction that was happening across the street, the students walked away from the area, with many questions.

“Land distribution issues in the Yucatan “Small Briefing

Date: 18.03.2019

Participants: approximately 20 students

During the afternoon meeting the students approached me to ask questions about the land distribution in the area, after consulting with the coordinators if I was allowed to talk to them about this topic, I had a talk with some students that were interested about this topic, where I explained the distribution of the land in the Yucatan peninsula, the ‘ejidos’ (farmers land) and the Mexican constitution regarding “land for the Mexicans” and “no land for foreigners” which in the practice its not respected as there are always ways of acquiring land for those transnationals. Topics as corruption and the way that the Mexican society were exposed and students were able to place questions.

Quotes from Small conversations

Day 1. 18.03.2019

“We should find a spot where we can observe the people and get inspiration about what to film”

(Louis, KADK, 18.03.2019).

“Lets find a place where we can seat and discuss in the shadow” **(Rebekka, KADK, 18.03.2019).**

“I think the task, it is Bias as they are asking us to film something positive about Tulum and we can see only negative things” **(Astrid, KADK, 18.03.2019).**

“It is very easy to see all the negative sides of Tulum, and difficult to find something positive, that is sustainable” **(Astrid, KADK, 18.03.2019).**

“We speak English and Danish in our group as we have also international students” **(Astrid, KADK, 18.03.2019).**

“It is difficult to identify who is Mayan and who is not” **(Astrid, KADK,18.03.2019)**

Day 2. 19.03.2019

The students were constantly meeting in the hostel where I and the KADK were staying and also in other locations that were difficult to track. But I took every opportunity to talk to them and ask them questions regarding what they think about Tulum and also about how was going their fieldwork, this gave me the opportunity to have some small conversations and also to collect some data in form of headnotes and quotes.

“Students from KADK are tired after their trip to Mexico City, and many of them are sick

(stomach-ache) so they are not showing up to our meetings” Another day, Asta, and another Chinese student from AAU, had a meeting at the KADK student’s Hostel, and when they arrived to the hostel, and the KADK students, were not there, they were at the beach, so they cancelled the meeting in the last minute, so the Chinese girl was very disappointed as she brought some croissants for the meeting **(Asta, AAU, 19.03.2019).**

“We are diplomatic with each other, so at this point all its working really well, we are getting to know each other and their perspectives” **(Frode, KADK 19.03.2019).**

“I think we all know something about social studies and sustainability, as we had these courses in our high school, so we are able to discuss with the other students (AAU) about this, so we are all at the same level and can do research” **(Frode, KADK, 19.03.2019).**

“There was not agreement about who does what, at this point we are trying to identify the problems, and solutions” **(Frode, KADK, 19.03.2019)**

“It hasn’t been said but we will do the filming and editing, but we have a more aesthetic view, and we are used to work with Adobe and even when we will use a new editing methods, it will be easier for us to learn them as we work often with new programs” **(Frode, KADK, 19.03.2019).**

“Some of the AAU students are staying longer in Mexico. So, we don’t know when we will edit, but could be nice to have their input when we edit the videos” **(Frode, KADK 19.03.2019).**

“We started with 4 architects and ended with 2 or 1 and a half-ish” **(Asta, AAU, 19.03.2019).**

“It was easy for us, we found a divers company, that gave us all the information related to the sustainability in Tulum, and we will work on that” **(Rose, AAU, 19.03.2019).**

Day 3. 20.03.2019

“The layers of that house its very interesting, because they use it (the house) for their business which is a cafeteria, and the family from Chiapas also live there, and then the mayan family that owns the house, live in the back of the house, in the end of the patio” **(Flora KADK, 20.03.2019).**

“It is difficult to identify who is Mayan and who is not” **(Flora, KADK, 20.03.2019).**

“Some of the AAU students are staying longer in Mexico. So, we don’t know when we will edit, but could be nice to have their input when we edit the videos” **(Flora, KADK, 20.03.2019).**

“It would be easier if we had more time” **(Flora, KADK, 20.03.2019).**

Day 4. 21.03.2019

“The information giving its wrong as the AAU students are not anthropologist and we are not architects we are only a first semester students we are not architects” **(Lea, KADK, 21.03.2019;**

Frode, KADK, 19.03.2019; Victor, Carlsen, KADK, 21.03.2019).

“There has been different ways of understating the task, some students have more information than others, as there have been different conversations, where not all have been included” **(Lea, KADK, 21.03.2019).**

“It is difficult to work with the AAU students, as we do not know their skills, it is easier to work with students from our own discipline, as you know their capacities and then divide the tasks becomes easier” **(Victor, Carlsens, KADK, 21.03.2019).**

“The time for solving the task its too short, and we are lacking energy, after Mexico City, I think the trip should start here in Tulum, when we are coming from Denmark with better health and energy than going first to Mexico City, the others (AAU) are just arriving and have more energy than us” **(Lea, KADK, 22.03.2019).**

“I have to find the right moment to ask my questions, I don’t want to ask questions related to the challenges, when he is talking about filming methodology” **(Lea, KADK, 21.03.2019).**

“Why in Denmark we have the food trucks only in one place? We should have it in the streets like in Mexico, it is more lively” **(Victor, Carlsen, KADK, 21.03.2019).**

“Its amazing how people use the open spaces in Mexico, for the food and also for organising events” **(Victor, Carlsen, KADK, 21.03.2019; Daniela, 21.03.2019).**

“I feel so safe in Mexico, people its very friendly” **(Daniela KADK, 21.03.2019).**

“Copenhagen doesn’t have the same problems as here, or at least we can not see them, I guess we never question it, as we do here” **(Asta, KADK, 21.03.2019).**

“Some students have been participating actively while others just seat and listen” **(Asta, AAU, 21.03.2019).**

“It is difficult to identify who is Mayan and who is not” **(Mia AAU & Rose AAU, 22.03.2019).**

“There is different ways of understand the task, we all have different understanding of what we have to film“(Frode, KADK; Rose AAU; Flora KADK; Victor Carlsen; Abdiel, KADK, 21.03.2019).

“Anne (AAU) was very helpful as she speaks very good Spanish and she was very good at interviewing the locals” **(Frode, KADK 21.03.2019)**

Day 5 23.03.2019

“The task was not given or cleared before we arrived to Tulum, so we didn’t know what to expect”
(Mia, AAU, 23.03.2019)

“I learn better by doing practical things, I tend to get distracted when I am in the classroom, but when I am in the fieldwork and I interview the locals and they tell me their stories, then the knowledge comes directly from them and it becomes more interesting, than when it comes from a book or from a teacher” **(Sofie, AAU, 23.03.2019).**

“It is easier to make interviews and appointments here than back home, you write to people on Facebook and the next day you have an answer and an appointment for interviewing them, they are so open” **Sofie, AAU (23.03.2019)**

“We all speak in Danish, as we are all Scandinavians in our group” **(Annika, AAU, 23.03.2019).**

Appendix 8. Questionarie for participants after fieldtrip to Tulum

1)Are you student from architecture or tourism?

2)How many workshops do you recall you attended

3)If you could describe the workshops, which was the aim of the workshops?

4)In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

5)Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your reserach?

6)Can you describe how your group was composed? Add if you have comments about skills and competences relevant for the project

7)Have you ever worked in a multicultural environment, with international peer, or in a cross disciplinary project?

8) According to you, which are the benefits of working together in a cross disciplinary and intercultural environment?

9) Do you think this type of fieldwork are better way of learning than the ones used within the classroom?

10) If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving to Tulum?

Appendix 9. Follow-up Interviews Answers

Respondent 1 T

1) Are you student from architecture or tourism?

- Tourism

2) How many workshops do you recall you attended

- 2 of them

3) If you could describe the workshops, which was the aim of the workshops?

- we get to know the architecture group and we did a lot of tasks with them. That helped a lot to know each other before we go on a field trip. And also it helped us to understand our task what we are going to do.

4) In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

- the task was about what was the sustainable things that are Tulum doing to become sustainable so that we could bring those ideas to Copenhagen and implement them. To do some research and went to a lot of places around Tulum such as the hotels near the beach, in the city center, etc.

5) Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your research?

- I choose environmental. And I got also environmental (social) sustainability.

Yes, it did. In the beginning we were not sure about what we should focus into the environmental but when we got there then it became clear that being in the environment we should focus on social.

6) Can you describe how your group was composed? Add if you have comments about skills and competences relevant for the project

- our group we formed of 6 members. 2 from tourism and 5 from KADK. We were not very international group as I thought because I was with the people who used to speak Danish and Swedish. And I was only one international student.

Talking about competencies, the architecture group were more focus upon the looks and the structure of what they see but from our tourism perspective we only used to see how it is sustainable. They were good at filming and coordinating between the groups. But sometimes, they used to only talk in Danish until and unless I remind them that they should talk in English. That was the only pitfall of the group.

7) Have you ever worked in a multicultural environment, with international peer, or in a cross disciplinary project?

- I have worked in an multicultural environment but not with the cross disciplinary project.

8) According to you, which are the benefits of working together in a cross disciplinary and intercultural environment?

- That you got to know the things from other disciplinary's perspective. The way of thinking was different so I got to know that people think the way they are build up and sometimes working with the people opposite or not similar to you helps you to think differently.

9) Do you think this type of fieldwork are better way of learning than the ones used within the classroom?

- Yes of course. It is way more better than what we used to learn into the classroom. But also it helped a lot with the learning from the classroom.

10) If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving to Tulum?

- Before- I thought we will get to see how Tulum has become the sustainable place and we will learn a lot from it. We will get to learn a lot from the real scenario case into the real field.

During- Tulum being sustainable was just in few areas where the big hotels were located not so much into the city. But they were trying and wanted to become sustainable. We had meetings, workshops, interview with the people during the field work, etc. That was the best part that we were there into the field with the guidance of our tutor.

After- I learned so many things regarding the real life of the city who is in the process of being sustainable. What does it takes to take such a big initiatives. How the way of living effects to do anything different. Also working witht the international group and disciplinary group made us grow not only professionally but also personally. The way I think is different now before I went to Tulum. I think differently and respect people's opinion that it could be different from mine. And also I was in love with the place and food. ☺

Respondent 2A

1)Are you student from architecture or tourism?

- Architecture

2)How many workshops do you recall you attended

- 5

3)If you could describe the workshops, which was the aim of the workshops?

- I initially thought that the workshops aimed to introduce the architects and anthropologist to the two different fields of work – and to each other; in some way they did, but the focus was more on the obstacles and interactions between the two groups rather than on the work itself. The workshops held in Copenhagen were more informative and somewhat direct and easy-to-understand, whereas the afternoons in Tulum had other goals. We [the architects as students on a study trip] had no idea, that our collaboration was a study in itself (I really need to stress that it is perfectly fine that we are subjects to a study – it is important to contribute to further empirical knowledge), and I was therefore sorry to learn that the goal introduced to us was not the one presented in Tulum.

4)In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

- I thought the intention was to positively document sustainability in Tulum in order to provide WOCO with possible initiatives applicable in Copenhagen. Unfortunately, I didn't see it used; the task, (at least in my opinion) was not set in the right place or under the right circumstances. Sustainability was nowhere to be found in Tulum, and that prevented us from really working together and getting deep into the field.

5)Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your research?

- Environmental – as mentioned above, the basis of the task was not at all strong enough, therefore the research ended up being very unsatisfying.

6) Can you describe how your group was composed? Add if you have comments about skills and competences relevant for the project

- Two tourism students and four architects – we didn't get to 'show off' our skills due to the fact that the assignment didn't have enough substance to challenge our somehow different ways of learning.

7) Have you ever worked in a multicultural environment, with international peer, or in a cross disciplinary project?

- No

8) According to you, which are the benefits of working together in a cross disciplinary and intercultural environment?

- The more different the people, the more different the perspectives and therefore broader conception of the work. I see no disadvantages of a multicultural and/or cross disciplinary environment, except it might be more challenging.

9) Do you think this type of fieldwork are better way of learning than the ones used within the classroom?

- I think the combination of the two is a great way to learn, and they can supplement each other to create even more knowledge.

10) If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving to Tulum?

- As my perception of the task was to document sustainability in Tulum, I was actually quite sad to learn that it wasn't possible. I also had no idea that the purpose of our work was (partially) to provide research information to professors and researchers – I have absolutely no problem with that, but I get the impression that the foci of the task changed radically, so that the sustainability was set aside by the hope of documenting our collaboration.

Respondent 2T

1. Student from the Master of Tourism 8th semester
2. Attended at all courses/lectures

3. Mostly an introduction of what to be aware of, when filming. The fieldwork and data collection was not very clear. I got the impression of, that the teachers would not tell us too much and 'plant' ideas in our heads; but more to figure it out ourselves. We were encouraged to bring a notebook instead of a computer, because it could seem intimidating or ignorant to bring a computer in front of the people we were interviewing – the rest was up to us to find out.
4. The task from WoCo was to have us gather inspiration from Tulum in coherence to the sustainability initiatives they have and see, if there was something that could be brought back or implemented in Copenhagen.

When doing the fieldwork in Tulum together with the architects the focus became something else, since we couldn't find any inspiration as such. Instead we examined how us as tourism students saw sustainability and how the architects saw it, and tried to link the observations together. They (architects) focused on which sustainable materials were used to do construction work on i.e. luxury hotels, whereas we were focusing on how many locals were working at these places with construction, running the hotels etc., to see if there were any gain to collect from the locals point of view.

5. Our subject was under the social and environmental aspect, and helped us to narrow our fieldwork down to just that.

Here we went out to a luxury hotel called Papaya Playa Project, where they promoted themselves as being very sustainable. So here we looked at the environmental initiatives that they had, which was i.e. all or mostly all materials used for the construction work were local or from the Yucatan area, and the social aspect from here was then to see how many locals were working there and we also found out, that they sponsor many projects and schools in the Yucatan area, which is very sustainable in the social matter. But we didn't have time to examine whether these initiatives were true or not.

6. In our group we were two tourism students and 5 architects, but I only met 3 of the architects; the others didn't participate in this project. My fellow tourism student spoke Spanish almost fluently, which helped our research a lot when talking to locals, that couldn't speak English. One of the architects had a good eye for filming and taking pictures, so the work tasks in our group were formed very obvious, which turned out to be very functional.

7. Well, my education in Tourism is an international class, so in that way the daily environment in school is multicultural. But I have not worked on a cross-disciplinary project before.
8. There are a lot of benefits from it. With different backgrounds and previous/current education, there can be many different angles and viewpoints on a certain topic, which can lead to a broader understanding of the project you are working on. In that way, it helps us to gain different competencies that we might not would have learnt otherwise. Another benefit is the development of English language skills, when I'm normally used to speak Danish in my study group.
9. Yes. This is more "hands on", which gives an opportunity to ask questions in case there is something I don't understand. By reading you don't always know what the purpose the text is. The work you do on fieldwork also seems more "important" and educational rather than only sitting in a classroom, discussing some issues or subjects, that we haven't experienced ourselves.
10. I didn't really know what was expected before and haven't made any thoughts of learning outcomes before going to Tulum, but during and after the learning outcome was gained interaction skills with people that I haven't met before and how to communicate with people that didn't speak English so well and how to collaborate with other people that had other viewpoints on a topic than myself.
11. R.Q. 1: Yes, definitely.
12. R.Q.2: When you read about a destination and analysing it without haven't been there, the learning does not always "stick" to the brain after a time has passed and the chance of overlooking some issues are high as well. When being in that place that you analyse or are learning about you get more inspiration and how an opportunity to actually see how the destination works, which make the learning outcome more exciting and in a way more purposeful.

Respondent 3T

1)Are you student from architecture or tourism?

- Tourism

2)How many workshops do you recall you attended

- 5

3) If you could describe the workshops, which was the aim of the workshops?

- I believe that it worked as a stepping stone for projects to reach a higher level of relevance.

4) In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

- As I understood the task given by WOCO, we were asked to come up with sustainable solutions in Copenhagen, inspired from our fieldwork in Tulum. In my group we worked with street food, in terms of getting an understanding of how it could add value to localhood, which is part of the WOCO 2020 plan. After we got back to Copenhagen, we have done some filming on "Reffen", to show how the Mexican's approach to street food and localhood can add value to how they do it in Copenhagen. It differed quite a bit from the sustainability goal, but we still found it relevant to do this project for WOCO.

5) Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your research?

6) Can you describe how your group was composed? Add if you have comments about skills and competences relevant for the project

- In my group there were a great combination of the skills that the architects possessed and the skills we possessed from the tourism studies. In my group we were 2 from AAU and 4 from KADK. It was of high relevance that we had a lot of experience (also from our bachelor in communications) in conducting interviews. The KADK students had a broader understanding in how to film a documentary.

7) Have you ever worked in a multicultural environment, with international peer, or in a cross disciplinary project?

- Yes. Both from my work in Copenhagen and Australia on a practical level. And from my semester abroad in the USA on a more theoretical level.

8) According to you, which are the benefits of working together in a cross disciplinary and intercultural environment?

- I have always seen it as a huge privilege to have the opportunity to work in a intercultural environment. It gives new perspectives to see how people do a type of work based on their cultural background. Sometimes it enlightens opportunities that would be relevant to integrate in your own culture, and sometimes it gives you an understanding of why it is actually a good idea not to do something in a specific way.

9) Do you think this type of fieldwork are better way of learning than the ones used within the classroom?

- I think it depends on who you are. Learning by doing has always worked better for me, than reading a book about how to do something.

10) If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving to Tulum?

- Before the trip I didn't know what to expect based on the limited information about the project, which I believe was on purpose to not give us too much of a gaze about our expectations. The only thing I expected to learn, was how to deal with working on a project that we were just thrown into. During the trip there were a lot of confusion among the different groups, in terms of how to approach the project. In my opinion, the aim for the project was not to come up with a great solution for WOCO, but instead the aim was how to work on a fieldtrip.

Are Field trips practices of experiential learning (Fieldwork outside of the classroom) contributing to the participant's deep learning?

- *I think the deep learning appears when experiential learning are transformed into more theoretical work afterwards – as our semester project*

Which skills and competences are learned within the cross-disciplinary experiences in the fieldwork?

- I think one would be able to acquire a useful skill-set, when the student is able to translate information from other educations into relevance of the student's own education. So in my case, it would be the ability to translate architectural work into relevance for tourism development.

What is the destination's influence in the process of deep learning outside of the classroom?

- When you are in a destination such as Tulum, I believe that the given issues make a deeper impression on you, than just reading about the issues. In my case I find it more motivating to work with Tulum in my semester project, since I have seen the issues, and spoken to the people affected by it.

Respondent 4T

1)Are you student from architecture or tourism?

- Architecture

2)How many workshops do you recall you attended

- Around 3

3)If you could describe the workshops, which was the aim of the workshops?

- Primarily to loosen up the relations between the two fractions of the students. And also to learn about the basics of the focus of the two groups of students

4)In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

- It was my opinion, that WOCO wanted to paint a positive picture of the effects of tourism - and gather knowledge about tourism contrary to the tourism in Copenhagen. But having been in Tulum in a few days, it was clear that Tulum was not at all a Sustainable city. So i thought that the task was difficult because of the positive light, that we had to show

5)Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your reserach?

- We used social sustainability, and i thought that it was very helpful to start off and create a constructive discussion

6)Can you describe how your group was composed? Add if you have comments about skills and competences relevant for the project

The different strenghts of the group helped create an assignment, that had a broader approach. It helped create focus on different aspects

7)Have you ever worked in a multicultural environment, with international peer, or in a cross disciplinary project?

No

8) According to you, which are the benefits of working together in a cross disciplinary and intercultural environment?

It helped create a better discussion, because we could support and learn from each other

9) Do you think this type of fieldwork are better way of learning than the ones used within the classroom?

I think that in some cases it did, but it could sometimes be difficult to understand each other. But it helped broaden each others horizons.

10) If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving to Tulúm?

I was hoping to learn from the approach of the other students. and i think that i had achieved a lot of knowledged about the behavior of people in general.

Respondent 5T

1) Are you student from architecture or tourism?

Tourism

2) How many workshops do you recall you attended

2 with the architects, 2 with Helene and Vibeke

3) If you could describe the workshops, which was the aim of the workshops?

My guess is that the workshops were ment to be a place for sharing ideas and observations, but it mostly felt like we reported back to professors.

4) In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

To film a short documentary about sustainability in Tulum. The task was quite open, so the group discussed a lot about which topic would fit the task. In the end we went with the idea we liked the most, without thinking too much about if it was sustainable or not. Time was also an issue.

5) Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your reserach?

I choose Social Sustainability, and got Alternativ Social Sustainability. Not in my opinion. What is Alternative Social Sustainability? And how do you explain the concept to architechture students? We knew that it had to be something about people, but not much more.

6) Can you describe how your group was composed? Add if you have comments about skills and competences relevant for the project

3 people had cameras and were very interested in the project, 2 went to the beach every day(they didn't care much for the task), 1 was sick most of the time, and 1 was interested but mostly followed the 3 with cameras, their ideas and perspectives. 2 in the group spoke spanish, which were very helpful. The only thing I have to add is that we needed more time, and more engagement from

almost everybody. Also running two tasks at the same time was challenging in terms of time and where to put our energy.

- 7) Have you ever worked in a multicultural environment, with international peer, or in a cross disciplinary project?

I have worked in a multicultural environment before, but never with tasks of this size.

- 8) According to you, which are the benefits of working together in a cross disciplinary and intercultural environment?

The benefits are the different perspectives and ways of seeing and thinking. It adds a new perspective from different backgrounds.

- 9) Do you think these type of fieldwork are better way of learning than the ones used within the classroom?

Definitely. But I think it could have been more structured. I know that we have to find our own way when doing fieldwork, but I am still not sure if I have found mine.

10.- If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving to Tulum?

I expected to learn more. For Helene to actually teach us something while there. But we were left much to ourselves. Talk to Mario, she said. About what?

During the trip it was sometimes frustrating. It often felt like no one took us seriously.

On the positive side, it was an experience, and I have learned not to rely on anybody else. If I want something to happen, I have to make it happen.

Respondent 6A

- 1) Are you student from architecture or tourism?

Architecture

- 2) How many workshops do you recall you attended

All of them, can't remember the specific number, but 1 each day I assume

- 3) If you could describe the workshops, which was the aim of the workshops?

I think we went to Tulum with an idea of the workshop being for us (students) and these sessions would be guidance, as we had very limited amount of time to perform + we were put into cross disciplinary groups without knowing each other.

- 4) In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

The task set by WoCo was very superficial. They wanted us to highlight some of the great aspects of Tulum in terms of sustainability. However it was obvious the city did not “meet” the standards we expected (in terms of sustainability). I think we could have created more interesting fieldwork had we decided the task upon arrival.

5) Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your research?

I choose social but the professors didn't add me to a group, so I was thrown into a group on the first day. I can't remember the pillar as the girls from AAU said they had created a new pillar called Equality which of course wasn't what we could choose from. With the short time given it was very much a question of shooting from the hip without substantial evidence to back our thesis. So I think overall the time issue affected the outcome more than the pillar.

6) Can you describe how your group was composed? Add if you have comments about skills and competences relevant for the project

3 guys 4 girls. 2 girls from AAU and the rest from KADK. Obviously we have very different approaches. We architects learn by doing. So first action, then reflection. Whereas (at least the girls from our group) tend to think and plan, then they take action. Two very different approaches to doing a project. Would have been interesting if we had 2 months to understand both sides and the pros and cons. I think they felt we were a bit too eager to just “do something”. Whereas we tended to see them as lazy for not taking action.

7) Have you ever worked in a multicultural environment, with international peer, or in a cross disciplinary project?

Yes. I have worked for two international organisations where it's a mix of race, departments and competencies.

8) According to you, which are the benefits of working together in a cross disciplinary and intercultural environment?

The way I see it, it is a bit like traveling to a foreign country. You realize the things you take for granted and start asking questions to your own process – as to whether or not it is the right way forward. However, as with travels, it takes time to reflect and realize what you have discovered. I think this process is impossible to force through any faster.

9) Do you think this type of fieldwork is a better way of learning than the ones used within the classroom?

I do believe in cross disciplinary learning. I am also very sad about the fact that we at the Royal Academy can't seem to work cross disciplinary when clearly the field of work we do range as much as it does. I would benefit greatly from a fashion designer or visual designer. Same way I would learn from any other field. However the frame/setting must be correct. I think it is naive to think it will work without thing pre-planned.

10) If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving to Tulum? We (at KADK) all talked about the fact that it was destined to go wrong – as it is a bit naive to think people just work together in a group from day 1 (without actually knowing one another). Given the short program of 4 days for this task – you need to hit the ground running from the first minute. I don't think any groups did that. Bringing me to the "during". The workshops, We had to talk about group dynamics instead of the assignment (highlighting the fact that the assignment always was second to that). In my opinion that brought a certain feeling of "I have wasted my time in Tulum" once we got back. We paid a lot of money and Mexico City was through the roof AMAZING and I think that also affected the experience in Tulum a bit. By no means do I regret Tulum – it was still an interesting week with a lot of things to bring home (both in terms of field of architecture, but also group work and dynamics). BUT I think the location could have been another – given the fact that they aren't really doing well in terms of sustainability. Mexico is a wonderful country – it was my 3rd time and I love it there. But I wouldn't highlight Cancun, Playa Del Carmen and now Tulum – as to me they are evidence of how not to work with tourism.

Respondent 7T

- 1) Tourism student
- 2) All without the last one
- 3) Learning about what field work is. Learning about the different perspectives of Architects and Tourism students. Getting introduced to the other field – Architecture vs Tourism. Getting to know the field work task set by WOCO. A little bit of getting to know each other – but this was very limited. The first workshop at KADK with Morten I thought was going to be more hand-on knowledge of how to make a documentary, but it turned out that it was more about understanding architect point of view with focus on aesthetics as the main aim – that is how I perceived it.

- 4) The task set by WOCO I initially thought of as a good way to learn more and it was great that we got a task from a company like WOCO and this seemed like something very useful because it was a task we could maybe get in a future job situation. So my first thought was very positive and I was looking forward even though the task was a bit “fluffy” and not specific – but I accepted that. When we got to Tulum and got into the groups with the architects I found myself losing my motivation because of several factors. First of all, it seemed like the communication between the lecturers had not been sufficient. We had completely different views of responsibilities. Second, I felt a lack of competencies within making a short documentary film. The courses before the trip had not prepared me at all for this. None of us had the equipment and because of that it all seemed a bit like a joke that we would create a short film that should be shown at a big conference. Third, it became clear that none of us really knew what we were supposed to learn from each other. This should have been clearer in the courses before the trip. It had been initiated maybe but not really outspoken. We felt confused on how to start the process and how to work together. We didn’t feel like we had time for a matching of expectations because our time was too limited and also we didn’t know how to really understand the situation in Tulum when we didn’t speak Spanish.
- 5) We got the alternative/social pillar. We initially chose gender as our focus. Unfortunately, this didn’t help us narrow down the focus. We had a brainstorm and tried to find out how to approach our topic, which we were passionate about, but we didn’t come up with a way for us to research and present this topic in a short film. We felt that it was very limiting that we couldn’t speak Spanish since this meant we could not go and talk to people – especially women. We felt very stuck with this topic and chose another topic – local food culture. This topic we saw as a better fit for the sustainability objective as well. This was easier for us since we could focus on shooting the local food products such as vegetables and we found a message for our short film, where we didn’t need to have as much focus on the locals, which also meant we didn’t have to speak with them as much. We could do more desktop research and focus on what would look good in a film.
- 6) In our group we were two tourism students and five architect students. We had our first meeting at a café where we tried to discuss the case and how we would approach it. We talked more about the topic/focus/message of the film than how we could use each other’s skills in the process. It became clear as we went on that the architects were “do’ers” that

preferred to have short meetings but then splitting up and getting it down instead of doing the actual task together. This, I felt, meant that we didn't really use each other's competencies that much. Two of the architects also did the storyboard by themselves and this should maybe have been something we did in common. At least that's how we, the tourism students, are used to working. We are used to working in groups and doing a lot of thinking before doing and because of this the group process was kind of a "mismatch". As a tourism student I still don't understand what the architects could bring to the table... I though the would have the necessary knowledge on film making, but the didn't. I am not sure how building and aesthetics are related to sustainable tourism and I am sure it is, but I still don't think most of us understood exactly how.

- 7) I have been used to working in multicultural environments and with people with different backgrounds than my own. I did this both on the 7th semester and when I volunteered with a project in Ghana. In our group we were only Danes and when we had to do the filming and get an understanding of the place we divided in groups of two and here we also divided by university, so me and my fellow student walked around together, and the architects walked together.
- 8) I understand the idea of cross-disciplinary, but in reality, I didn't feel like there were a learning outcome from this process. As I wrote it earlier I think it should have been made clearer how we were supposed to use each other. Instead I felt like we were supposed to "guess it" ourselves and we didn't succeed in this.
- 9) I think I learned more from being in the fieldwork than in classes because it is a more active process, and this makes you remember things. When you read stuff, you can easily forget it again, but when you experience it, it will stick with you and it becomes a point of reference for you in the future. The frustrating thing about the fieldwork is that it was very unstructured, and I was unsure if the people (WOCO) actually needed our help. In that way it could sometimes seem a bit "fake", but I still learned from it. I felt lost more lost than I did in the classes, but I know that this creates independency and forces you to act.
- 10) My overall experience of the trip was that it was a bit disappointing in relation to my learning outcome. I felt a bit like an experiment and that the lack of communication had impacted my learning process a lot. A lot of things could have been done differently in my opinion. For example, getting into the groups already in DK – and matching of expectations could be done here as well, and more skills in creating a movie and also development of

clearer working structure (I know it could never be completely fixed, but still) and how to work together when we got to Tulum. I was definitely challenged, and I know that I learn from that, but also I never really understood the task and the meaning of the interdisciplinary work and I felt that it was too loose and our “product” (to WOCO) might not even be useful.

11) I learned about different ways of working. This is explained earlier.

12) It was very interesting to go to another environment than what you are used to. It was exciting to experience a certified sustainable destination and “discover it” both in regard to the positive and negative aspects. It was great to experience this destination and learn about the issues in relation to policies, destination development, sustainability and so on.

Respondent 7A

1. architecture
2. workshops = everybody together both in Copenhagen and in Mexico? Then 6 is probably
3. I think the lectures held in the beginning were really good and my favourite part was chatting and getting to know the other students I didn't know, that's why I feel like we didn't have enough of those and I wish we could have had more workshops where we got to develop our ideas and plan together.
4. I thought it suited our destination well. I think it was quite a free task so we got to do a little whatever we wanted. I think most of us really wanted to do our own thing with the task given and I think that worked.
5. We chose to investigate the local food culture. I think this helped us definitely especially when making the film and narrowing that down. Also the focus of the film will be more clear
6. I think everybody in our group was really nice which is something I also expect of people our age. I think it worked well but the teamwork was slightly compromised by our own individual schedules however, I don't think there were any personal problems.
7. Yeees, many times. I went to an international high school so that's one and I've also been a part of the European Youth Parliament for example where you work with people in big groups from all around Europe.
8. Definitely. I feel like people are more willing to get to know each other in a multicultural environment and thoughts and ideas become more diverse.

9. I have experienced both from a very literally and problembase focused high school to this liberal architectural one and I would say both are equally as good for me. It really depends on you as a person and how you work best and how you utilise your own strengths and talents.
10. I think they were all the way more personal for me. I wanted to not only see the architecture but it was also my first time outside europe so everything about the culture excited me too. Everything exceeded my expectations in that department. I didn't feel as passionate about out projects but I feel like it was a good way of balancing everything and getting some structured reflection as well.

Respondent 8T

- 1) Are you student from architecture or tourism?

I am a student from Tourism.

- 2) How many workshops do you recall you attended

4 out of 5. I did not attend the last workshop. It was not in our schedule and Vibeke and Morten informed us about it a week ahead. I already had something planned which I could not reschedule.

- 3) If you could describe the workshops, which was the aim of the workshops?

The aim in the workshops prepared by Helene and Vibeke was to give us an introduction to fieldwork and anthropology. At some of the workshops at AAU we had groupwork which allowed us students to get to know each other. I was under the impression that the workshops were mandatory to participate in, but a lot of students from both studies did not show up which might have had an effect on participation in the workshops in Tulum where some students did not show up.

At KADK it was an introduction to film and editing.

- 4) In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

The assignment given by Mikkel Sander was to film a sustainable idea/solution/product/building that could be implemented in or be an inspiration for Copenhagen City.

- 5) Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your reserach?

I chose Economics and that's also what I got. I think that we were the only group that had that focus. When I met my group, I learned that I was the only one who chose to focus on economics and the other members had been placed in the group.

We only focused on economics and to find something that could inspire WOCO and be implemented in CPH, but it was very hard. So, by only focusing on our pillar, it may have limited our ideas and research.

6) Can you describe how your group was composed? Add if you have comments about skills and competences relevant for the project

We were two students from Tourism and four students from KADK. One of the students from KADK were sick the whole week and was only a part of the project the last day, so we were 5 people working in the group majority of the time.

One of our group members, Emil, had a good camera which we could use to film with. But 5/6 people in our group owned a smartphone and one can record good audio and images on that.

I personally know how to edit, and I have Final Cut Pro X, which is an editing program (but I didn't use my 'skill'). No one in our group spoke Spanish well, so we did not have any advantages in the language department.

7) Have you ever worked in a multicultural environment, with international peer, or in a cross disciplinary project?

No, I haven't.

8) According to you, which are the benefits of working together in a cross disciplinary and intercultural environment?

You have different perspectives and different backgrounds and that adds value to the group. The architects looked at sustainability from a different perspective, in the sense that they looked at buildings, constructions and materials, which we tourist students did not.

But during the project, I did not see our different backgrounds as a strength just because of time was so limited.

9) Do you think this type of fieldwork are better way of learning than the ones used within the classroom?

In the classroom we learn the different theories, e.g. community-based tourism and how to conduct fieldwork. However, when we learned it in the classroom, I had no clue what challenges might face us during the fieldwork. For our group specifically, we had a hard time approaching people. HOW do we approach them and what do we say – how do we ask them if we can film them? My group's

focus (I think) was to focus on the economic gap between the local community and the big hotels at the beach. We asked some of the hotels at the beach, e.g. azulik if we could film inside. We wanted to film their SPA area and other facilities that exuded luxury. We got a no from the few hotels we asked, and we looked at each other and said, “now what?”. Do we have a plan B? How do we ask the locals and the ‘invaders’ if we could film them – do we tell them why we want to film them and is there an ethical problem with that?

So, I learned a lot by being out in the field and I learned that I wasn’t as prepared as I thought I was. And you need the theoretical part as well as the learning experience in the field – they are equally in important.

10) If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving to Tulum?

Before leaving for Tulum, my learning expectation was that I would learn about fieldwork and gain more experience in the field. During the Tulum trip I didn’t have a lot of fieldwork in our project with KADK which was mostly because we didn’t spend a lot of time together as a group, we were more separated. After the trip I can see clearly what I have learned and gained from the trip. It’s have become even more clear after I started writing my semester project and analyzed all my data from the trip, which includes observations and informal conversations with people I had encountered during our project with KADK students.

Respondent 9T

1)Are you a student from architecture or tourism?

I am a tourism student at Alborg University.

2)How many workshops do you recall you attended?

As I can remember, I’ve been only in two workshops. The visit of WOCO to AAU campus pertaining to the brief tasks we have to do in Mexico and the filming workshop at the Architecture campus in Copenhagen.

3)If you could describe the workshops, which was the aim of the workshops?

As you know, one of the major problem in Tulum Mexico is the waste in general. There are existing initiatives towards sustainable practices such as recycling and efficient waste management are just among others. Sustainability is one of the reason and makes up Tulum attractive as a destination, therefore WOCO gave us the tasks as tourism students to find out their strategic, processes and how the stakeholders of Tulum integrated into it. We as researchers, need to accomplish some tasks and

activities to be done in Tulum to help them realize the importance of sustainable practices with relevance on the pillar of sustainable tourism.

Second, was the film making workshop. To be honest, we were a bit lost when we attended the said event. I know that it was significant for us to know this background and all of the knowledge we could have learned before leaving for Mexico. To actually understand the context and the research we were about to immerse. On the other hand, I felt that I was a bit disconnected in a way that the presentation (slides) was in Danish although the speaker relays the information in English. I am a visual person, what I see and hear should link together. Maybe because the majority of the students were Danes, that's why the slides were made like that (just my opinion).

The aim of the workshop pertains to visualize and reflect upon the previous works done by other famous architecture, how they were built and the history behind it with the personal attachment of the filmmaker. In short, Using previous works would be a guide and inspiration for us researcher to think about how to triangulate and analyze our research using a different approach in the thematic setting.

4) In your opinion what was the task given what WOCO about and how did you use it for the fieldwork?

As far as I can remember, the task is about finding what kind of sustainable practices that destination has and how they apply it in their daily day basis. Through the findings of the strategic processes and knowledge acquired in the destination, we aim to incorporate and help WOCO improve Copenhagen marketing as a destination with the help of sustainability practices.

What I have learned about Tulum as a destination that can be incorporate in promoting the positionality of Copenhagen is through indirect marketing and labelling a specific destination. Like in Tulum, they use a lot the word about "sustainability" as most of the businesses there to attract more tourists. There are existing initiatives and program, the only problem is that there is not enough knowledge and resources to actually implement projects due to the shifting of governance and changes in climate tendencies.

Looking back to the strategy of the WOCO, the local hood which creates great variations in the perception of the society that collaboration is vital in attaining economic stability and human development. Using this concept, Tulum's community can be integrated through networking because at the moment it is clearly seen that stakeholders don't view it as one but separate ideology. There are trust issues within the power of governance and no quick response to their needs and not paying attention to the leading problem (s).

5) Which pillar did you choose? And which one you were given? Did it help to narrow/delimitate your research?

Choosing the pillar “predeparture “ was a bit confusing. There were more than 3 pillars and two of them are repeated with attaching labelled – alternative. I chose either social or cultural which for me are the ones that interest me the most. Recalling back the events on the first day of meeting together with the teachers and architecture students, we were put together in a socio-cultural alternative.

Having said that the pillar that was given to us was too broad and we had a bit concern on how we were collecting the data. We started brainstorming asking each other questions and just to visualize how we can integrate the concept of filming in the pillar that was given to us. We decided to look for current tabloid or newspaper to see what are the current news and what’s going around Mexico as an overview. To narrow our research, we focused more on Tulum in order for us to gather relevant data that we could have used in the given task. After that, we had a small meeting to discuss what we could have done to easily collect information and be more critical in dividing the task.

6) Can you describe how your group was composed? Add if you have comments about skills and competencies relevant for the project

To be honest, we were actually the biggest group among the rest. The members and majority of it were architecture students only two tourism students per group. I was the only international in my group and everyone else speaks Danish but I don’t see it as an issue although sometimes I felt like I’m more comfortable in speaking English before I want to have a say in the group.

The group were divided into three: the bicycle, the seaside and the invaders. I was assigned with 2 girls from the architecture students in the invaders' community. We went around the community, observe and had some interviews with the local Mayan who settle in that location. We had a problem communicating with the people due to the fact that they only speak a little English and they prefer talking in their native language. Only 2 from our members that can speak Spanish. So for us, it was the challenge and a little bit unsure of how to approach the community to participate. For them as what we saw, they were a little bit intrigued by what we were doing in that territory knowing that it is not a touristic spot to visit. We tried many and convince to participate but we only had 3-4 Mayan participants that were interviewed. The process was a little bit time consuming because after each interview we need to highlight and write down the information gathered.

Most of my team members were expressive of their thoughts and at the same time, I do think they were good at communicating (skills) with people. In my opinion, half of my team were extrovert and that distinctive characteristic helps us through to dig deeper into the collecting data through asking and interviews.

Potential leadership skills. Something that is present in the group but never spoken. We act like everyone else is in the boat to the project research. Everyone else is very interactive and willing to contribute to the tasks.

Teamwork or Collaboration. Working in the group was one of the interesting because we haven't really met them personally and having different backgrounds can establish wide collective learning in the academic context and social learning.

7) Have you ever worked in a multicultural environment, with the international peer, or in a cross-disciplinary project?

Moving in Denmark and living here for 8 years I was able to adopt the customs of how people should be communicated and be respected. I had working experience in different hospitality organizations in a very diverse setting. Having said that, sometimes in a hospitality context, I tend to be coated with the management protocols in rendering services and how you showcase your place in a workplace. Meeting customers' expectation is important in a business like in hotels.

Apart from that, it has been always fun meeting different people with diverse personality from all over the world. Familiarizing how their working ethics and personal opinion could help improve the working conditions in the workplace.

Awareness of personal attributes and acknowledging one's weakness will help you better understand that not every individual has the same perspective in a given context such as solving problems and opinion towards it.

I had some experience working cross disciplinary project from my previous school, and I find it very remarkable because of the fact that in a short period of time you learn individuals' working capabilities, understand them and make new friends. It is a bit intimidating at first encounter but will disappear once you engage in the field and work for it.

8) According to you, which are the benefits of working together in a cross-disciplinary and intercultural environment?

As a student learning in a broad setting, with different people involved is a continuity of the academic process of self-assessment and development. Being proactive in the course of it is very

crucial. It's a give and takes the concept of sharing knowledge and develop a sense of personal attribute towards specific topic.

Through Collaboration. You tend to be work with people you are comfortable with but in this case, you have to step out and think out of the box. It's more like showcasing your talent, what you can, learned in school so far and contribute to the group. Collaborating with the team members is a very important aspect of successful research. Acknowledging one's opinion with respect and humble provides an overall understanding of how to interact and share knowledge without being aggressive. Just be certain all times that in academic disciplinary, the subjective cue would not be enough to support the feasibility of the project. It has to be both subjective and objective but at the same time supply with existing resources that could be found and existing.

9) Do you think this type of fieldwork is a better way of learning than the ones used within the classroom?

There are pro and cons of having this type of learning and vice versa. It can be argued depending on the setting you are focusing on. School base theories learned in school is definitely helpful in the field of action, for example, mapping the stakeholders, who and what are the factors that can affect the envisioned project or research.

A combination of both would something that I prefer. For me without the background and knowledge learned from school can cause misinterpretation on how to approach a problem as an example. Without knowledge, skills and competencies acquired from school students will still be Incapable of identifying, analyzing, and establishing professional competencies in the field.

It's very different from the school-based lectures but definitely, a must better way of learning through this combination (school and field work) for students will realize the use of school base theories in the real world. And as a tourism student studying the destination cannot be 100% reliable if it's just ins school using the books and desk research. Being in the field is something more memorable and will give a broader understanding on how tourism works and adopt on trends for the customers satisfaction and profit wise. As an example is Tulum, a sustainable city in Mexico. The concept of sustainability was use as a product to position the destination in the market which in reality it wasn't not really sustainable.

10) If we could divide the trip in: "BEFORE, during or an after" the trip... what are your learning expectations for the trip, before arriving in Tulum

Before

I never expected that much beforehand because the school coordinator already gave us the background and idea of what we need to do in Tulum. On the other hand, I would like to explore more and acquire knowledge of how Tulum applied sustainability in the tourism sector in Mexico.

I see it as a great opportunity for us to be in the real-life setting and apply the school base theories learned in school for us not to be isolated in just school learning.

And since we are working with another school, I expected that working with them will not be a waste of time. A cross-disciplinary project is very complicated in any sense. I never met those people before and we have to collaborate with them in a short period of time. In addition to that, we knew that we all have different task apart from the film making a documentary. I was expecting that the coordinator of the team projects will be more reliable and be proactive. I still can't forget the misunderstanding/miscommunication between the two teachers on that day in Azulik. Haha