TOURISMOS: AN INTERNATIONAL MULTIDISCIPLINARY JOURNAL OF TOURISM
Volume 8, Number 2, Autumn 2013, pp. 137-158
UDC: 338.48+640(050)

ARE STUDENTS AND TEACHERS READY FOR BOLOGNA? A PEDAGOGICAL PROJECT IN A TOURISM COURSE

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The implementation of the Bologna process in higher education leads to rethinking the teaching-learning assumptions. Higher education today is focused on curricula, teaching-learning processes, subjects and course programmes attending to European credits system, teachers' qualification and training, academic success and scholar results, performance standards, assessment of institutions, assessment of skills (and not merely knowledge).In 2010 a project (Construction of Learning | ConstAp) was developed in the Polytechnic Institute of Castelo Branco, Portugal. The main goal was to motivate the adoption of changes concerning classroom methodologies and students' autonomous workload guidance in the scope of the Bologna process implementation.This paper presents a proposal of pedagogical intervention to deal with the mentioned objectives, a project applied in a specific tourism course. The paper presents the first results collected regarding the project's implementation and seeks to impart a methodology that can be applied to similar courses.

Keywords: *Bologna process; autonomous work; skills; assessment; educational innovation*

JEL Classification: *L83, M1, O1*

OVERVIEW

The implementation of the Bologna process in Europe brought a new structure and a new organizational model for higher education graduation courses. These changes were recognized through the publication of laws to be pursued by higher education institutions (HEI), considering strict deadlines to accomplish in terms of the Bologna process implementation. Since 2006, when it all began, a continuous adaptation to these changes has been trailed by educational agents, mainly focused on operational and organizational tasks. The fact is that the main issue that should prompt the Bologna process implementation - the pedagogical changes - were left behind.

Briefly, we can state that the Bologna process is based in student-centred teaching (European Comission, 2009), where the focus is on what the student is able to do after completing the learning activities. This is the background that justifies the overall acceptance of the European Credits Transfer and Accumulation System (ECTS) and the resulting changes, namely in what regards quality assurance and recognition at the european level. Thus, the definition of objectives regarding knowledge to be achieved by students becomes fundamental, to understand how students deal with this knowledge and what are the skills required.

Only meaningful activities can engage students in learning (Biggs & Tang, 2007). This task is the field where the teacher can express his creativity in appealing students, eager for experiences that can turn knowledge into real life happenings – after all, the variable 'teacher' is much more powerful than the variable 'method' concerning students achievement and healthy work environment (Fonseca, 1999).

According to Tyler "Learning takes place through the active behaviour of the student: it is what he does that he learns, not what the teacher does." (cited in Biggs & Tang, 2007: n/p). The teaching practices in the classroom, based upon the teacher's knowledge and actions, are one of the characteristics of the former model of teaching. In this new context it is important to reflect about these practices and try to derive pedagogical activity to the adoption of active methodologies and activities able to engage students (Figure 1).

Learning has to be centred in what the student is able to do, encouraging individual and cooperative (team-based) learning in order to develop soft skills, which are usually fundamental in a team work environment, as Azim (2012) discussed.

Figure 1 Old-style vs. new context teaching

Old-style	New context
The quality of learning depends on the quality of the transmission form	Promotes interaction and participation
Transmission of a large quantity of contents	Teachers should motivate and challenge students
Students as passive elements in receiving information	Enables the relation between the learning with the knowledge already acquired
It may lead to a poor engagement with the issues or potentialities of a learning environment	The intervention is shared between moments led by teacher and others that allow the active participation of students
Large groups and knowledge transmission in only one direction: teacher ⇨ student	Enables a deeper understanding of the subjects

The ECTS also brought a new meaning to the students' workload, once it considers all the hours that students spend in their learning process. This new approach requires the definition of objectives for the curricula, in terms of skills to be achieved, and also curricular flexibility and learning centred in the student [usually known as student centred learning (SCL)]. And this is a substantial transformation regarding previous models: instead of based on large bibliographic sources knowledge, the teacher comes closer to act as an intermediary between the knowledge and the student. The task of the teacher is to encourage and help students to seek for knowledge, showing the way (but not leading), alowing learner's empowerment and autonomy. Experimental work and soft skils become relevant to release criativity and critical thinking in students.

SCL is an approach based in construtivist theories, moulded by innovative methods of teaching that look for interaction with the students and other teachers. SCL allows, in fact, an active learning by encouraging problem soving and critical and reflexive thinking (Attard, Di Orio, Geven & Santa, 2010; Biggs & Tang, 2007; Felder & Brent, 1996; Santa & Geven, 2010). SCL is focused on expectations about what students are able to do at the end of the period of learning – it is, in this sense, an approach based on learning outcomes (Kennedy, Hyland & Ryan, 2007) and mainly deals with autonomy.

The association between learning outcomes, the teaching-learning methodologies and the assessment process has been studied by different researchers. For example, Biggs & Tang (2007) call on the concept of constructive alignment as one of the most exciting ideas committed to higher education. The assumption regarding the model is that curricula are assembled to assure consistency between learning and assessment activities and learning objectives committed to a subject. Thus, "Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning" (Kennedy et al, 2007: 5) and, for that reason, carries a fundamental shift in the core of the educational process, from teaching to learning. This educational refocusing, based on the appeal to retrieve students' abilities to think and wonder (opposite to the former knowledge and ideas reproduction process) will allow students to face this knowledge based society in a better way, giving them tools to deal with change and to adapt to environments and circumstances (Atay & Yildirim, 2010) – in a wider sense it's kind of a Darwinian process.

Nevertheless, there are huge difficulties throughout Europe to change traditional teaching-learning processes (whether regarding SCL or skills based teaching), even if the countries attend the principles of the Bologna Declaration, or put in practice ECTS, or even are structured in common graduation courses, and so on. As Ritzen (2010: 175) put it: "(…) under the surface of the same Bachelor-Master structure the sea is full of different and incomparable fish", meaning that there are several problems to overcome, at national and, mostly, international terms.

THE CHANGING ROLE OF TEACHERS

Bologna brought some extra work to teachers, regarding teaching activities: besides having to master specific scientific area(s) to work with students, they must also pay attention to the learning environment concerning the subjects they have to teach [Guerra (1990) cited in García-Valcárcel (2001)]. So, the bottleneck lies in how to appeal teachers to put in place pedagogical concerns when the huge majority of them had probably never been close to these issues?

The pedagogical dimension attached to higher education is growing in attention from education sciences specialists. Cachapuz (2001) refers the need for pedagogical improvement of teachers; Román (1980) argued that verbalism, dogmatism and expositive classes should no longer take place. Today interaction and information exchanges between teacher and student is far more important than before. Instead of passing existing

knowledge it's desirable to stimulate students criativity (Blikstrein & Zuffo, 2003).

The improvement of teaching practices it is an evolutionary and sharing encouragement, but needs, nevertheless, reliable data. Therefore, data collection tools are needed, as well as information sharing systems concerning new (or innovative) pedagogical practices. Given the nature of the teaching-learning process, its complexity and its multidimensionality, it is necessary to assess this process collecting information available from different sources. Thus, it is important to take into consideration information provided by teachers, students and institutional management, pedagogical and scientific bodies.

Having the theory of Constructive Alignment as reference, which refers to the congruence concerning what students must be able to perform, know or understand and how it should be delivered and assessed by teachers (Fry, Ketteridge, & Marshall, 2009), a project called Construction of Learning (ConstAp) was outlined at the Polytechnic Institute of Castelo Branco (IPCB), a portuguese higher education institution. The awareness of teachers and students about the need to promote autonomous work development and guidance to achieve success in higher education, under the Bologna process framework, it is one of the goals to achieve by the ConstAp project. This aspect also refers to the implementation of continuous assessment of students, trying to get teachers to implement strategies involving systematic completion of activities by students, actively enabling the learning process.

The project was first implemented, in an early stage of development, in one graduation course (precisely the one we will approach later on) and then implemented in six graduation courses in the HEI, in different knowledge fields. Depending on the results accomplished, it is expectable the widening of the project to all courses taught at IPCB. In this sense, it becomes relevant to be aware about the activities that are proposed attending the development of students' autonomous work and how the teachers monitor those activities and the students' engagement.

Higher education is a complex web of competences, knowledge and abilities. Plus, knowledge does not last forever, it's continuously changing: students and their aptitudes change as time goes by and research about teaching evolves and bring new frontiers and paradigms. Therefore, any teacher has to constantly question about how they carry out their profession.

THE CONSTAP PROJECT AT IPCB

Outline of the Project

The ConstAp Project was settled attending to the challenges presented by the Bologna process, to study-centred learning approach and to learning based on skills achievement. One other important objective is related with the teaching quality assurance within the requirements deriving from the National Agency for Accreditation of Courses in Portugal. In order to answer to those requirements, the ConstAp project was outlined to fulfil some gaps detected in Bologna's implementation institutional reports produced previously. The objectives referred earlier depend mainly on the motivation and initiative revealed by teachers; therefore, the project allows a broader discussion about changes needed in higher education.

The development of the project seeks to provide access to a set of educational tools which are not commonly used in the IPCB, targeting the improvement of teaching and learning. Regarding the specific objectives, it is possible to point out: to encourage the use of active teaching and learning methodology, as well the implementation of continuous assessment; to adjust the students' workload throughout the period of assessment (on a weekly basis); to monitor the time students work autonomously, time that must be guided by the teacher; to help to develop the students' process of self-regulation of learning (working methods); to promote cooperation and coordination of the different activities developed during the semester; to collect data related with the training trajectory to be analysed in the scope of courses' quality assurance.

The project defines several monitoring tools that outline a methodological process involving learning activities and, consequently, its objectives and skills to achieve. Monitoring also comprises specific sheets designed to gather the information about the activities developed by the student in contact hours (hours spent in the classroom or in contact with the teacher) and for the ones developed in autonomous work (away from the teacher). These sheets were set considering the availability of information to students in a similar way and the collection of information allowing assessing some aspects of the educational process, such as:

- types of activities developed by teachers in contact hours and overall perception about the dynamics of the subjects, in the classroom;
- types of activities proposed for managing students' autonomous work;

- the appreciation of activities developed by students in the classroom through their contribution in the teaching and learning process;
- understanding the phases of assessment and organization of work during the semester;
- relation between the estimated time to carry out activities completion and the time spent by students to carry out those activities;
- organization and articulation of work in a course program (in all the dimensions), considering all the subjects and activities.

The sheets were initially applied to a single program course, in the school year 2010/2011, which was the Tourism Management graduation course tutored at the Management School of IPCB. It was supposed to test its structure and comprehension from students and teachers. The project was designed considering its implementation to 1st year students, aiming to contribute also to their integration into higher education requirements. It was supposed to enable scholar achievement, in the freshman year but also in the years after, once it considerers that by performing specific activities students will learn better how to manage time and to organize themselves. Academic failure and school dropout were expected to drop by actively engaging students in learning.

Methodology

The project requires that the teacher delivers, in the beginning of the working week, the lessons plan, identifying the activities to develop. These activities must be connected with skills to achieve, allowing students to relate syllabus with the teaching practices. Assessment practices derive from teaching and must result from its phases or steps. There must also be a clear definition of activities to accomplish in periods devoted to students' autonomous work and the mechanisms to control the average time spent by students to fulfil them.

Attending the need to organize the teaching/learning process, planning and organization principles applied to cross-educational activities were considered. These crossed activities should allow a better perception of students about the objectives and skills involved in every training stage. These activities should also be linked with assessment, to continuously track the evolution of knowledge and skills acquisition by students. The ConstAp project aims also to simplify the analysis of the students' autonomous workload and the monitoring provided by teachers.

The completion of this information allows measuring the students' workload in a specific semester and graduation course.

Finally, the implementation of a single assessment grid allows teachers (namely the course coordinator) to follow-up overall school results, identifying cases of school failure and drop-out during the students' formational journey. This supervision will turn timely knowledge about students' situations easier and an early intervention to look for appropriate solutions. It is important to say that it is fundamental an articulation with the tutoring system existing in the HEI.

Project implementation

After the 'beta phase' implementation (one graduation course), the project was widened to other courses at the IPCB. The project has greatly benefited from the voluntary participation of teachers and the data collected was analysed according to a previously prepared grid. This grid collects information related to autonomous workload carried out, the management of activities developed and the comparison between the effective and the planned working hours (ECTS).

The main issues to be answered by the project are: what kind of activities are developed in each subject?; what actions are settled by teachers in each activity?; what kind of assessment methods are used in classrooms hours?; what kind of activities are requested to be developed autonomously?; how many activities are carried out in each subject and how are they allocated throughout the time?; how much time did the student spent to accomplish each activity?

Each one of these questions will be answered by making use of some assessment indicators, namely: activities carried out; methodologies used in these activities; distribution of assessment moments along the time; relation between the planned autonomous working hours and the ones it was possible to determine; the difficulties found.

The actions were carried out sequentially and can be resumed as mentioned below: a) debriefing session regarding the key issues of the project (with teachers and students); b) project's monitoring and encouragement (throughout the semester); c) data collection from the sheets; d) statistical analysis of the data collected; e) reports completion: global report, providing institutional information; course report.

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CASE STUDY: IMPLEMENTATION OF THE CONSTAP PROJECT

The graduation course in Tourism Management at the IPCB

The degree in Tourism Management (DTM) aims to answer to labour market needs by training professionals who meet the intermediary and final sectors of tourism. The DTM is designed to prepare professionals to perform functions in the management of tourism enterprises and official tourism bodies. It seeks to put together disciplinary knowledge with the development of professional skills that help the inclusion in the labour market. In each semester, classroom learning coexists with seminars, workshops, field trips and tutorial guidance. The several components pursue the goal of equipping students with soft and instrumental skills that are necessary for the exercise of a professional activity and to develop skills of communication, human relations and teamwork. The aim is also to create an entrepreneurial spirit and encourage quality and creativity, which are crucial in the tourism sector.

The objectives referred before were established with a perspective of respect to the nature, the mission and the values pursued by the IPCB's Management School (MS/IPCB). In its mission, MS/IPCB undertakes: to provide students with high skills (cultural, scientific, technical and professional) in social sciences and management areas; to produce and convey knowledge in the referred areas; the accomplishment of research and applied research; to serve the community, enhancing regional development; to promote cultural, scientific and technical exchange with analogous national and international institutions.

The graduation course began to be tutored at the MS/IPCB in the year 2005-2006, but promptly closed due to institutional reasons. It was rebooted in the year 2010-2011 and changes have been introduced in the new curricula in order to balance the training process with the needs of the labour market. DTM is structured in accordance with the legal framework governing HEI in Portugal and is organized into 180 ECTS dispersed in six semesters. It provides a high delivery of foreign languages; it includes also a component of high importance related to entrepreneurship. The course provides also, in its curricula, the achievement of an internship in the 3rd year, corresponding to a professional practice on the job during 486 hours. The study plan is provided in Annex 1.

The curricula of the DTM is rooted in the guidelines of national and European scientific community; a tourism management professional must

support and develop his knowledge, qualifying for a full performance of the job and to develop the activity in an environment of constant evolution, following the philosophy of continuous and phased learning throughout life. The course has a very marked professional character and is focused in the creation and development of tourism activities. The research component is grounded on interdisciplinary work that is required for students, bringing together, at various times, specific skills from different subjects.

Teaching, learning and project implementation

The definition of the teaching methodologies result of the learning objectives settled. In this sense, teachers adopt tools and resources to lead the construction of learning by students, guiding the acquisition of knowledge. The use of active methods of teaching and learning, extended to all subjects, allows students to relate theoretical concepts with practice and problem solving activities. The widespread use of continuous assessment is another key aspect, which is related both to the teaching methods and with the identification of the learning steps towards the envisaged goals. The approach of the training process has been focused on the students and their learning, having as central element their performance in the acquisition of skills and the encouragement for collaborative work among peers.

The average workload is assessed through questionnaire to students and this information is compared with the one provided by teachers about the expectable workload. This information returns to the teacher of the subject and to the course coordinator for analysis. The application of the ConstAp project at the DTM aims at controlling the autonomous working hours and the activities in each subject. The point of view was that in the classroom it is easier to control the working time of the students, but outside the classroom it is much more difficult and generally overlooked by teachers.

Continuous assessment allows the teacher to follow the continuing acquisition of skills by students. Its fulfilment allows corrections along the lecturing in the semester, permitting processes of school failure reversion and support the evolution of each student. The combination of various assessment moments among the different subjects it is pursued, in order to maintain well-adjusted levels of autonomous work during the semester. This work enables teachers to be aware about the process of assessment in each subject, including the overall assessment timing. The course coordinator has to relate the assessment provided with the skills

and objectives outlined, by conducting meetings with staff and students, on one hand, and taking advantage of the tutorial system to discuss the quality of the training, on the other.

The assessment methodologies are, whenever possible, interdisciplinary: an assessment methodology may involve more than one subject; an assessment methodology in a subject may be continued in subsequent subjects; an assessment methodology may involve public presentations, in the form of seminar or workshop, among other possibilities. The aim is to stimulate creativity and research skills to address some of the challenges of the professional world.

First results

Attending to the goals, the questions to answer and the assessment indicators previously mentioned, it is possible to show some results achieved after the first year of application. The main ones are:

1. It becomes possible to collect information regarding the activities and methodologies used by teachers. One can observe it in the following tables (Table 1 and 2) which relate to some subjects tutored at the DTM.

Table 1 Examples of activities developed in the subjects*

Subject	Activities
Subject II	Practical work with oral presentation; written test
Subject III	Reports; practical work; written test
Subject IV	Reports; Assessment Grid construction regarding …
Subject V	Report; practical works; oral/audio-visual presentation

** There were two subjects that decided not to apply the ConstAp project*

2. There is an unequal distribution of activities in terms of the different subjects tutored at the DTM – in fact, there are subjects that allocate activities throughout the period, other that focus activities in a limited number of moments and other that centre the activities on a particular period. These situations may be perceived from examples regarding some subjects tutored at the DTM (Table 3).

Table 2 Learning methodologies used in several activities and subjects

Subject	Methodologies
Subject II	Lectures; reading literary work and presentation; translation of a tourism brochure made in other subjects; research, selection and presentation of information concerning a case, paper, situation, …; written test
Subject III	Lectures; learning by discovery; discussion; practical work with oral and/or audio-visual presentation; written test
Subject IV	Lectures; video visioning; answering questions; group analysis and discussion; findings presentation; Assessment Grid construction regarding…; touristic tour/route with report completion; study visit to… with report completion
Subject V	Lectures; Report completion about defined themes; practical work; oral and/or audio-visual presentation

Table 3 Moments of Delivery of Autonomous Work (AW) and/or Written Test (WT) – example

Subject		Weeks														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Subject II	AW									1 2	3					
	WT													1		
Subject III	AW			1	2		3				4				5	
	WT													1		
Subject IV	AW		1		2	2 3	2	2 4	2	2	2	2	2	2	5	
	WT															
Subject V	AW		1		2	2 3	2	2 4	2	2	2	2	2	2	5	
	WT															

3. The uneven distribution of activities affects the time students spend working during the period (semester/year). This irregular scattering of activities can be seen in Figure 2 and 3.

Figure 2 Average time spent (hours) in autonomous work – specific subject example

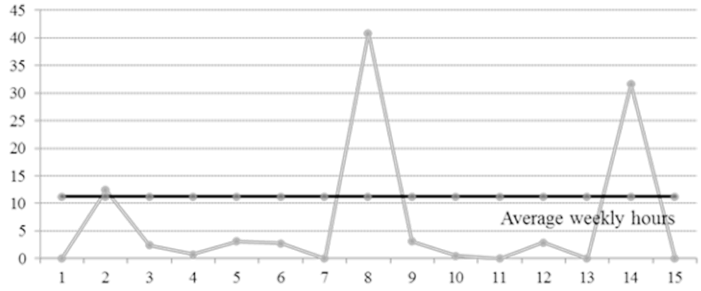
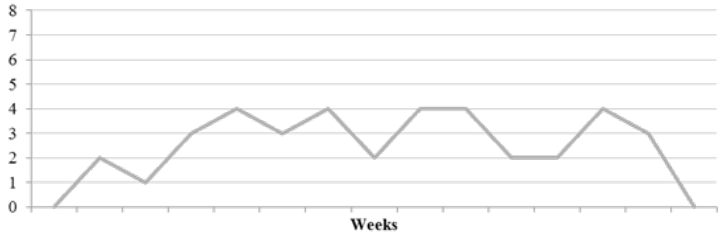


Figure 3 Number of activities and autonomous work time throughout winter semester



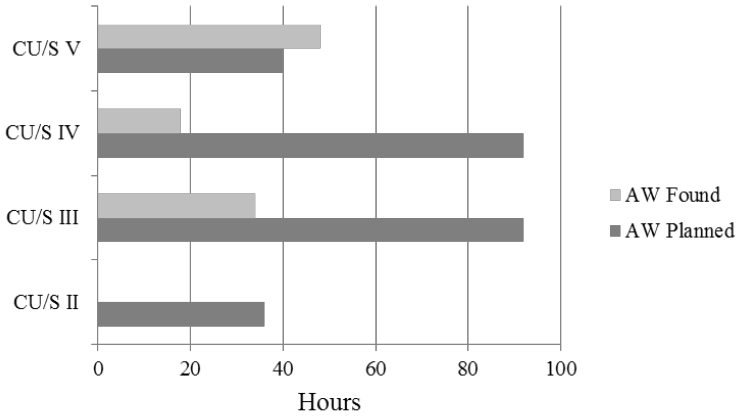
4. It is possible to say, although not definitely, that the time students dedicate to autonomous work is lower than the one expected by teachers, according to the ECTS assigned (Table 4 and Figure 4). This brings some bad news: the assessment model and the methodologies used are probably outdated, which means that a great deal of efforts must be carried out to change the *status quo*.

Table 4 Relation between autonomous working hours planned and found – semester example

Subject	AW Planned (1)	AW Found (2)	Difference (3) = (2)-(1)
Subject II	36 hours	NI	---
Subject III	92 hours	34 hours	- 58 hours
Subject IV	92 hours	18 hours	- 74 hours
Subject V	40 hours	48 hours	8 hours

NI – No Information

Figure 4 Relation between autonomous working hours planned and found, per Subject (CU/S)



Although some positive results that were already gathered, it became evident for us the need to implement some changes in the process in order to turn it more effective.

PROJECT'S DIFFICULTIES AND REDEFINITION

In this new approach regarding teaching and learning, former teaching practices and curricula management are being restructured and new practices are becoming important. This is not an easy process to deal with once higher education teachers, hiding behind the pedagogic autonomy cliché, often show high reluctance to question their teaching methods. The attribution of value to the autonomous work carried out by the student, and guided by the teacher, it is another issue difficult to deal

with. So far, classroom was the field where teachers could express themselves in pedagogical and scientific terms; now, it is asked from teachers to control the work students carry out outside the physical boundaries of the classroom. Thus, there is a need for strategies that support this changing environment, strategies that involve changing training assumptions by the teacher and awareness to the importance of this kind of work by the student.

With this objective in mind, it was decided to review the sheets available in the scope of the ConstAp project. According to the first results assembled during the first year, it was possible to identify some improvements, especially due to some comments and proposals made by teachers involved. Among the difficulties pointed out, and considering simplification and more expedite actions, we can mention: i) difficulties to fulfil an excessive number of sheets; ii) difficulties to understand some of the elements required; iii) reliability of the information regarding the autonomous workload.

One other difficulty found when implementing the project was persuading the teachers about the need to guide the students' autonomous work and monitor its application. It became also clear the need to deepen the students' perceptions about the linkage between the autonomous working hours carried out and the subject's assessment.

The importance of the teachers' educational development is critical because the pedagogical act can function as an enhancer of the factors that contribute to a successful school (Veloso, Costa, & Lopes, 2010): the project's implementation allowed identifying some gaps at the level of educational practices renovation and continuous training.

After taking these aspects into consideration, we found important to redraft and turn simpler the sheets available to collect the data. To explain the operational aspects of the project more clearly and encourage more subjects/teachers to be involved, other actions were used in order to improve the project implementation, such as seminars and training actions. Finally, it was decided to strengthen the monitoring system. The major changes were, then: simpler sheets; directive answers from teachers; collection of data more objective and measurable.

The three sheets available to teachers to fulfil were replaced by only one (Annex 2), with direct answers, and aiming that teachers could adjust activities to objectives and skills, encourage autonomous work and continuous assessment.

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activities to objectives and skills, encourage autonomous work and continuous assessment.

DISCUSSION AND FUTURE PERSPECTIVES

Due to knowledge provided by literature, namely the changes occurring in society, and based on the experience of one year of project application, it is important to reflect about the positive and negative characteristics of the project.

Besides the results previously referred, and considering the improvements made in the second year of implementation, we continue to believe that it is a project targeting the main issues related to autonomous work monitoring, continuous assessment and strengthening of the relation between skills, objectives and syllabus contents. These are fundamental issues when considering the changes brought by the Declaration of Bologna.

The annual monitoring of the project seems to be appropriate to implement a process of enduring improvement until the day when practices make the project unnecessary. In this sense, besides the operational aspects and the resistance to change previously identified, there are some possibilities of upgrading the project. Once those options are not definitely chosen, we point some issues to be considered: to include some team matching or co-teaching activities; creation of a catalogue of soft skills at the DTM; to encourage the assessment of skills and not the knowledge per se; to reinforce teachers' training activities; to analyse the assessed activities and build a portfolio of good practices, feeding back to the institution; to develop the operational aspects near teachers and students; to develop teachers and students encouragement; to evolve to an approach near to Problem Based Learning; to implement some kind of software solution to turn easier the data collection and analysis; to correlate the project implementation with the academic success and school dropout ratios.

These are in fact some future developments that are feasible to follow, searching for further development of the ConstAp project.

CONCLUSIONS

Changes undergone by the Bologna Process, although concluded in terms of curriculum organization, are not yet complete, especially when we think about educational activities developed by HEI. Even recognizing the effort of a great deal of teachers to adjust their methodologies to these

new requirements regarding teaching and learning, the identification and benchmarking of educational good practices is left behind, as well the use and spreading of active methodologies.

ConstAp project applied at the Degree in Tourism Management meets the objectives of the Bologna declaration and the Courses Accreditation Agency's requirements of quality. It tries, in fact, to link the legislation with the effective needs of students - professional, cultural and social, that are rapidly changing - based on skills and not only knowledge.

The project aims, besides the objectives mentioned before, to contribute to the process of changing the educational and cultural model, intrinsic to the transmission of knowledge and assessment practices. Thus, it is our deep conviction that the methodology designed and the implementation management assure the gathering of relevant information that may, at least, lead to a reflection on the practices pursued by teachers.

The implementation has been an important *apport* by questioning educational issues and promoting dialogue among the teachers regarding what and how to change. The combination between objectives, skills, methodologies, educational activities, autonomous work and assessment tools is still being argued at the school level - which is good, of course, and may lead to the following step: to put in practice changes in the educational/learning process.

The activities that were developed allowed the identification of difficulties in approaching a new educational model; but it has contributed to guide the work that has to be done with the teachers in terms of motivation and training to face the challenge.

It seems to us that this is a project that seeks to move subjects closer (cross-disciplinary approach) and that can be seen has a good practice. The lack of a diffusion channel in the internet is a gap that we are trying to overcome by building an integrated solution, involving data collection, teachers' interaction and communication to peers facing similar problems.

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SUBMITTED: FEB 2013
REVISION SUBMITTED: MAY 2013
ACCEPTED: JUN 2013
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Appendix 1 - Study plan

Subject	Working Hours	Contact Hours	ECTS
1st Year / 1st Semester			
English I	135	99	5
Spanish I	135	99	5
Fundamentals of Tourism	162	70	6
Statistics Applied to Tourism	108	68	4
Business Management and Entrepreneurship	162	70	6
Fundamental Notions of Law	108	68	4
1st Year / 2nd Semester			
English II	135	99	5
Spanish II	135	99	5
Strategic Marketing	162	70	6
Itineraries and Touristic Tours	162	70	6
Tourism Public Policies	108	68	4
Tourism Law	108	68	4
2nd Year / 3rd Semester			
English III	135	99	5
Spanish III	135	99	5
Touristic Market Research	135	69	5
Tourism Economics	135	69	5
Market Studies	135	69	5
Management Accounting	135	69	5
2nd Year / 4th Semester			
English IV	135	99	5
Spanish IV	135	99	5
Sociology of Tourism	135	69	5
Analysis and Financial Management	162	70	5
Territorial Marketing	108	68	5
Culture and Heritage	135	69	5
3rd Year / 5th Semester			
Communication Strategies	108	68	4
Events Marketing	135	69	5
Certification and Quality in Tourism	162	70	6
Tourism Operations Management	162	70	6
Human Resources Management	108	68	4
Strategic Management in Tourism	135	69	5
3rd Year / 6th Semester			
Information Technology and Communication	135	69	5
Tourism and Development	135	69	5
Seminar on Research Methodology	54	21	2
Internship	486	22	18

Appendix 2 – Sheet used in the ConstAp project, by subject

Instituto Politécnico de Castelo Branco

SCHOOL OF MANAGEMENT
DEGREE IN TOURISM MANAGEMENT

Contact activities and autonomous work

Subject:
Date:

1. Activities fulfilled in the classroom (contact hours)

Class n.er:

Week in which the activity is carried out:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Type of class:

Theoretical ☐ Theoretical-Practical ☐ Practical and Laboratory ☐ Field work ☐
Internship ☐ Tutorial Guidance ☐ Seminar ☐ Other ☐

Activities to develop in the classroom:

By the teacher

1. ☐ Syllabus exposition	% time:	
2. ☐ Exercises	% time:	
3. ☐ Testing/trials	% time:	
4. ☐ Study visit /field trip	% time:	
5. ☐ Technique/equipment demonstration	% time:	
6. ☐ Symposium/conference/workshop participation	% time:	
7. ☐ Other	% time:	

By the student	Individual	Group		
1. ☐ Exercises	☐	☐	% time:	
2. ☐ Testing/trials	☐	☐	% time:	
3. ☐ Reading activities	☐	☐	% time:	
4. ☐ Discussion/debate			% time:	
5. ☐ Research/practical work	☐	☐	% time:	
6. ☐ Oral presentation	☐	☐	% time:	
7. ☐ Study visit /field trip	☐	☐	% time:	
8. ☐ Performance of technique	☐	☐	% time:	
9. ☐ Symposium/conference/workshop participation			% time:	
10. ☐ Oral assessment	☐	☐	% time:	
11. ☐ Oral presentation	☐	☐	% time:	
12. ☐ Written assessment test			% time:	
13. ☐ Assessment presentation/discussion of reports/essays/…	☐	☐	% time:	
14. ☐ Other:_____	☐	☐	% time:	
			Total:	100%

Considering the mentioned activities, which are considered to the subject's assessment? – where applicable**:**

2. Activities developed during autonomous working hours

Week(s) in which the activity is carried out:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

To each activity developed in the classroom (contact hours), may be linked autonomous work hours (fulfilled by students outside the classroom hours).

Activity description:

By the student:	Individual	Group
1. □ Exercises	□	□
2. □ Testing/trials	□	□
3. □ Reading activities		
4. □ Research/practical work	□	□
5. □ Work/essay development	□	□
6. □ Oral presentation	□	□
7. □ Study visit /field trip		
8. □ Technique implementation	□	□
9. □ Symposium/conference/workshop participation		
10. □ Assessment planning		
11. □ Other _____		

Observations: