



THE USE OF IMAGES WITH THE PURPOSE OF CAUSING REFLECTION AND MAKING PROPOSALS FOR THE SOLUTION OF THE STUDENTS OF THE DEGREE IN TOURISM.

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Abstract

This document presents the experience as teachers in the use of images of the tourism industry with the purpose of making students reflect and provide possible solutions to the industry of the negative impact caused by visitors to national tourism destinations under the Mexican Model of Mass Tourism. . The purpose of this practice is to develop cognitive skills for a better transfer of information from the teaching-learning process, the materials used is qualitative study where the impact of images is analyzed as a strategy for students to express opinions, suppositions and conjectures of the problematic exposed in the image, interviews were applied at the end of each semester with the purpose of knowing the point of view of the students and thus to be able to verify the hypothesis of the same study; The results of the interviews were interesting, where the respondents mention that the images broaden the analysis scenario and that the same dynamic makes them proactive.

The reflection through the images gives a pattern of analysis of the tourism sector in general and in particular a current issue which is sustainable tourism development; for this, a documentary approach is obtained by obtaining information from the actors of sustainable development, as well as, analysis of authors that address the learning styles and finally proposals are made so that other professors can use this strategy, in addition, it can be perfected for a better teaching-learning process.

In the same document an approach is made to the definition of Sustainable Tourism Development in order to have in the context of the application of the GP.

Keywords: *Images, learning Styles, Reflection and Solution Proposals*

Introduction:

With the use of images it is intended that students have a positive attitude of interaction and develop critical thinking, in addition, they could propose possible solutions to a specific situation in a tourism destination. This Good Practice (GP) aims to be a reflection tool in which the image is the central axis of discussion under a critical thinking approach where students expose their reasons for the null practice of sustainable development in the mass tourism destinations in Mexico,

the effects of the massive visit of tourists to a tourist pole not only affects the environment, but also anthropic involvement (Garcia, 2000:45), these spaces that are affected in the environment, as well as the little multiplier effect of the profits generated by the tourism sector and its social impact where it manifests itself affecting the culture of the local population. During the last years, in a personal way, strategies have been implemented to better teach students with different learning styles. In addition, specifically, students with more and better technological tools, strategies such as work in pairs, work in groups of 4 people were used, round table among others, with the objective of having a better interaction with a specific theme, finally we chose to use images as a means of critical reflection and propose possible solutions to the problems of the tourism sector, specifically the negative impact on spaces in where the massive flow of tourists manifests. All human beings have their specific learning styles, and some people are attracted to a specific strategy, what some authors call learning styles...

where defined strategies are applied that facilitate the collection, interpretation, analysis and construction of ideas about new information (Gentry, 1999).

Through my experience it has been proven that this GP of use of images makes students reflect and issue opinions of the problem in order to propose solutions to the untrue sustainability vision, for this, the students must strengthen their decision-making skills through the reflection of facts...

the reflective style observes then reflects and finally analyzes, this is the cognitive analysis in a learning scenario in which it is immersed (Smeck, 1982)

An approach to the definition of sustainable development.

Unfortunately tourism activity has been seen from the perspective benefit of utility, the law of the market; where the tourist is the axis of the activity, the local society and the environment pass to the second instance mistakenly perceived by the visitors, as a consequence the tourist flow can have a negative balance in the economic and environmental in the spaces where it appears (Turner y Ash, 1991:16).

One of the main challenges that Mexico has as a country is the Sustainable Tourism Development, this according to the Sectorial Tourism Program where, over the years, national tourism spaces have been affected according to the model of mass tourism that has been manifested in the main national destinations, for which it is necessary to implement strategies to protect the environment

Sustainability in tourism is one of the main challenges for the management of the sector, whose tendency to overcrowding leads to rethink not only the patterns of development of the destinations, but in consumption patterns that demand cleaner, safer and more secure destinations, responsible with the environment. Sectorial Tourism Program (2013).

Methods & Materials:

Context:

1. Name of the course: Sustainable Tourism Development
2. Type of course: Curricular
3. Modality of the course: On-site
4. Objective pursued by the course: Analyze the origin and evolution of the concept of sustainable development as well as its implementation in Mexico (CUCEA, 2018)
5. Duration in hours: 80
6. Distribution of time: Two hours per session distributed for two days a week, all this according to the syllabus.

Context of the practice

7. Average number of students: 21-30
8. Skill (s) communicative: oral expression / oral interaction

9. Needs, difficulties and / or academic peculiarities: Through our experience as teachers it has been proven that cognitive reflection promotes the proposal of solutions to a specific problem.

10. Affective factors that influenced the design / implementation of the GP: self-concept and self-esteem, learning styles.

Description of Good Practice (GP)

Process.

1. Teacher introduces the topic that will be addressed that session.

2. Teacher explains the characteristics of the session. (Use of image)

3. Students issue opinions

4. It is necessary that all the participants know the antecedent of the subject.

5. Teacher indicates positive or negative scenarios to the problem.

6. As part of the feedback, students join teams and issue solutions to the problems addressed.

In the syllabus there are suggestions for texts and articles related to Sustainable Tourism Development in order to have the bases of the same subject.

Effect on students to the Good Practice.

According to the group participation in the emission phase of possible solutions, it is verified that the students strengthen the "critical thinking"

Characteristics of the Good Practice.

The characteristic of this GP is effective since it reflects a substantive change among the participants and the intangible results in them, which can be evaluated. This GP is a systematic and continuous process of the participants; In all the sessions the students have the obligation to perform an oral interaction in pairs or group according to the subject proposed regarding to the program of the subject, this GP has a period between 10 to 15 minutes of introduction according to the complexity of the subject and number of participants, then, in the group activity will be from 20 to 30 minutes. As teachers, the effectiveness of this GP has been proven by the results and by the comments of the participants; for this to occur effectively, variables that impact the outcome of this GP must be considered as: having among the participants a background to the subject, motivation to learn and / or experience and that the same institution of higher education support the teacher.

Results and Discussion:

The use of images as a means of reflection causes students to be interested in the subject as a strategy at the beginning of the class, during this document cited authors who contribute on learning styles, such as the reflective style in which students see themselves attracted to the theme and they issue judgments with a critical thinking approach, it is important to mention that not all students have the same style of learning but they are attracted by images that provoke reflection.

In order for this BP to use images to motivate the interaction of ideas to a specific topic, the teacher must have a class plan in order that this strategy has effectiveness in learning, it is recommended that students have prior knowledge to the theme in order that this strategy is more effective and thus emit possible solutions to the problem posed.

Conclusion:

During the last four semesters that this GP has been implemented, where the acceptance of the students to the GP has been demonstrated, their interest in participating in the brainstorming through the images and as a consequence the proposed solutions is demonstrated. It is important to mention that this study was part of the implementation of continuous improvement strategies in the teaching-learning process of the subject of Sustainable Tourism Development of the

University Center of Economic and Administrative Sciences of the University of Guadalajara; In addition, sustainable development is a current issue that emerges scenarios in the economic, social and environmental areas that new generations should be aware of in order to avoid degrading the environment as manifested on a large scale in the tourism sector. The use of images is one more tool of the extensive range that exists in the academic field, so it is necessary that the teacher is updated in the new learning trends and that these are supported with the tools for their daily work.

This Good Practice (GP) can be replicated in other programs and / or subjects since they are generic photographs that motivate reflection, but for this to be effective it must be planned the use of them and follow-up objective with questions that make the students think; this activity can be done individually, in a couple or in a group. In the particular case, they are used them in the course of Sustainable Tourism Development, the students that select this subject already have plenty bases of the tourist industry and have enough tools to analyze, reflect, debate and propose solutions to the industry.

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