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Becoming a part of the destination: a model for teaching tourism landscape

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ABSTRACT

This paper seeks to explore the role of the experiential learning method in teaching tourism landscape. A model has been developed to teach tourism landscape through analysis on the basis of Kolb's experiential learning theory. The sample group consists of sixty-five high school students aged 14–18 years. The proposed model was designed in three parts using a mixed research design; fieldwork, qualitative analysis, and thematic mapping as the components of experiential learning. The results show that the experiential learning method is effective in teaching tourism landscape. Students understood the concept of the landscape. It has been proven that the teaching model developed to interpret the landscape and its three-dimensional components on maps are suitable. This study is important as it suggests a new approach that can be used in tourism education.

Introduction

The cultural turn in tourism research has encouraged a shift towards a search for meaning. An increased focus on landscape and its influence on the tourist experience ensued (Aitchison et al., 2000; Günay Aktaş, 2016; Hall & Page, 2006; Prince, 2017; Williams & Lew, 2015). Landscape comprises the physical and human components in our environment and the images they create in our minds (Akgiş, 2019). In this context, the landscape can be conceptualized in three dimensions; natural, human, and perceptual (Holloway & Hubbard, 2001). Natural landscape corresponds to the physical geography characteristics of the destination. Climate, hydrological components like an ocean, sea or lake, landforms, and vegetation can be given as examples for these characteristics. A human landscape corresponds to a human-made environment. Architecture, infrastructure, roads, or the whole settlement are some of the basic components. A perceptual landscape occurs from the perceptions of natural and human landscapes. This component is also conceptualized by Urry (1990) as the tourist gaze. In this sense, all landscape components correspond to current and potential tourism attractions. As Gibson (2010) emphasizes, we travel to

experience the pleasures of encountering elements of the landscape such as friends, people, information, places, cultures or the beach. Landscape is at the center of travel and tourism. It is not possible to talk about the existence of tourism without landscape. Similarly, the existence of a landscape would not be possible without a viewer or observer. This interdependence is also reflected in the European Landscape Convention, where landscape is "an area as perceived by humans, the result of the action and interaction of natural and/or human factors" (Terkenli, 2021). A thorough understanding of landscape, based on its extraordinary importance to experiences sought or revealed in visited destinations, can enlighten the discourse involving many tourism-related issues. Identifying implications for the experience of hosting tourists requires focusing on all aspects of the landscape. Beyond the actual landscape criteria, the perceptions and evaluations of tourists are of utmost importance in many fields, including tourism planning and marketing. Therefore, landscape is an integral factor in tourism research.

As a result, the landscape has become a regular component of tourism geography and tourism education. Landscape is included in several courses in the program related to the field of tourism. As a result of the growing interest in landscape, this concept has also become one of the components of tourism geography education (Aitchison et al., 2000; Günay Aktaş, 2016; Hall & Page, 2006; Prince, 2017; Williams & Lew, 2015). Landscape is usually explained in tourism geography lessons and supported with visual presentations in various classroom environments (Günay Aktaş, 2016). When education curricula are examined, the theoretical information regarding landscape included in most degree/diploma programs is expected to form a framework suitable for various courses, including studies of destination image, tourism marketing, or tourism planning that are usually delivered over several semesters. Similarly, there are few studies regarding the depth and breadth of information related to these concepts that may be beneficial to related courses. This brings the question of how to teach landscape. This research aims to develop a model for learning considering the multi-dimensional aspect of the concept of landscape.

The starting point of the research, in other words, its motivation, was to develop a teaching model for high school students regarding tourism landscape. For this, a meeting was held with the geography teachers of Eskişehir Province Eti Social Sciences High School (ESSHS), who had previously come together in different studies. The teachers came to the researchers with an offer to carry out a research project to raise the awareness of high school students on tourism landscape. Increasing student awareness about the tourism landscape in terms of sustainable tourism can be considered a good investment for all tourism stakeholders. Increasing awareness on the subject at an early age is important in terms of shaping the perspective of tourism landscape and sustainable tourism in the coming years. In this sense, this study was carried out with volunteer students.

According to researchers, it is evident that the starting point for understanding landscape is to travel to touch, smell, hear, and feel it. In other words, it has to be experienced. Therefore, an approach combining theory and practice was needed to allow students to learn landscape. An approach was also needed to allow students access to information through concrete experience, reflective observation, abstract conceptualization, and active experimentation regarding landscape. When the basic features of the approach needed are examined, experiential learning seems the most suitable method in learning

tourism landscape. In this context, a model based on this approach was built and applied. The proposed model was designed in three parts. These are as follows; a kick-off meeting, fieldwork, qualitative analysis, and a thematic mapping workshop. Within this context, the students' achievements in concrete experience, reflective observation, abstract conceptualization and active experimentation skills were analyzed in the research. The students were asked to give feedback at every stage of the study to find out the good sides and the parts of this model requiring improvement. Accordingly, the research questions are:

(1) Is the developed model appropriate in teaching landscape?
(2) What are the best sides of the developed model according to the students?
(3) How can the developed model be improved according to the students?

While literature involves various theories and models on the importance and functional use of landscape in planning (Ayeni, 2013; De Aranzabal et al., 2009; Li, 2020; Steiner, 2012; Turner, 1998; Vivas, 2017), no model recommendation regarding the teaching of it exists to discuss. This study is important as it suggests a new, easy to develop approach that can be used in tourism education.

Literature review

Experiential learning in tourism education

Experiential learning is the process through which knowledge is produced by the transformation of experience (Kolb, 2015, p. 49). Students need four different types of skills or frameworks within the context of experiential learning; concrete experience skills, reflective observation skills, abstract conceptualization skills and active experimentation skills. **Concrete experience**, the first component of the experiential learning cycle, relates to daily experience. The experience may be personal, while it is likely to occur in corporate or educational environments. The second component is reflective observation. **Reflective observation** focuses on thinking about previous experiences and developing observations regarding them. As a result, reflective observation constitutes the transition of concrete experience to abstract conceptualization. In this process, factors such as prejudice, learned ideologies, and decision-making dilemmas may be effective in reflecting the experience or producing observations concerning it. **Abstract conceptualization** corresponds to the production of a new idea or a concept as a result of observing the experiences. In this stage, a new abstract phenomenon is likely to manifest, while an existing phenomenon can also be reconceptualized. The last stage of the experiential learning is **active experimentation**. In this stage, the achievement gained after observation and conceptualization is tested with re-experimentation. In this sense, the active experimentation relates to the development of new hypotheses on the examined phenomenon and examination of the accuracy thereof (Kolb, 2015) (see Figure 1).

Fieldwork in tourism education

According to Arcodia and Dickson (2009), experiential learning can attract and maintain students' attention by using a "hands-on" approach. Ruhanen (2005) argues that it is
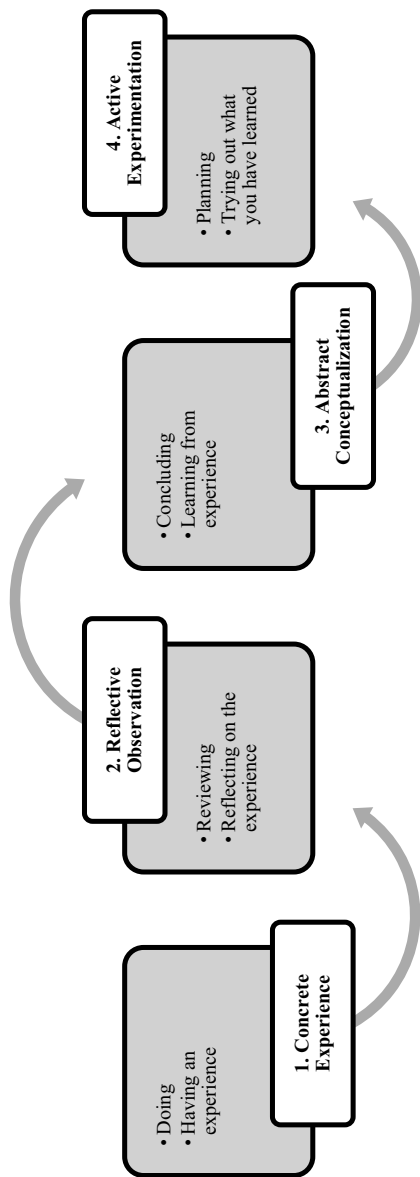
Figure 1. Kolb's experiential learning cycle (Kolb, 2015, p. 51).

effective in conversion of theoretical information into practice and the synthesis thereof. Experiential learning is considered a method to access and produce information, as well as to contribute to critical thinking skills. It is also effective in career development through the provision of practical experiences (Papamarcos, 2002) and in increasing the learning satisfaction of students (Guachalla & Gledhill, 2019; Kong & Yan, 2014; Yang et al., 2016). Experiential learning is effective, not only in academic learning, but also in lifelong learning processes, such as global citizenship, self-esteem, and interpersonal and inter-institutional communication (Hayes et al., 2020). Experiential learning incorporates various methods in tourism education (Hawkins & Weiss, 2005; Kiser & Partlow, 1999; Lyu et al., 2016; Ruhanen, 2005; Yan & Cheung, 2012). These methods include the following: simulation games (Arcodia, 2002; Hsu, 2012; Martin & McEvoy, 2003; Pratt & Hahn, 2016); role-playing (Armstrong, 2003; Benjamin & Kline, 2019; Ruhanen, 2005); case studies (Dorta-Afonso, 2019; McCarthy & McCarthy, 2006); virtual reality technology (Barron & Henderson, 2002; Schott, 2017); creative drama (Bil, 2012; Sezerel & Özoğul, 2019; Sezerel, 2017; Urdal & Su Eroz, 2016; Özoğul et al., 2020); project groups (Schreck et al., 2020); and internships (Leslie & Richardson, 2000; Li et al., 2020; Lin et al., 2017; Lyons & Brown, 2003). There are also studies, such as organizing events with students within the scope of congress and event management (Moscardo & Norris, 2003) and online web-based learning (Afifi, 2011; Bailey & Morais, 2005; Maier & Thomas, 2013; Sigala, 2004).

Fieldwork is another experiential learning method (Hirsch & Lloyd, 2005; Li et al., 2020). Lonergan and Andresen (1988) define fieldwork as "any arena or zone within a subject where, outside the constraints of the four-walls classroom setting, supervised learning can take place via first-hand experience". Therefore, fieldwork allows students to put the theoretical knowledge they have gained in the classroom into practice, as well as learning new information (Arcodia & Dickson, 2013). In this sense, sustainability and globalization (Gretzel et al., 2009), national park educational trips (Arcodia & Dickson, 2009), and hotel visits to observe strategic and sustainable tourism management (Sanders & Armstrong, 2008), hotels, tourist attractions and infrastructure of the region (Wong & Wong, 2009), and marketing activities (Goh & Ritchie, 2011) are the most remarkable fieldwork categories.

Method

The design process of the teaching model

In the research, firstly, the details of the teaching method were planned. In this teaching method, three steps were employed; fieldwork, qualitative analysis workshop and qualitative mapping workshop (see Figure 2). The details of these stages are explained in detail in the application title.

Determination of participants

The landscape is considered a construction process and the findings on the landscape will likely differ depending on the social location of participants. The 14–18 age group, was chosen for this study because a "teaching model" will be suggested. In addition, raising student awareness regarding the landscape in terms of sustainable tourism is considered
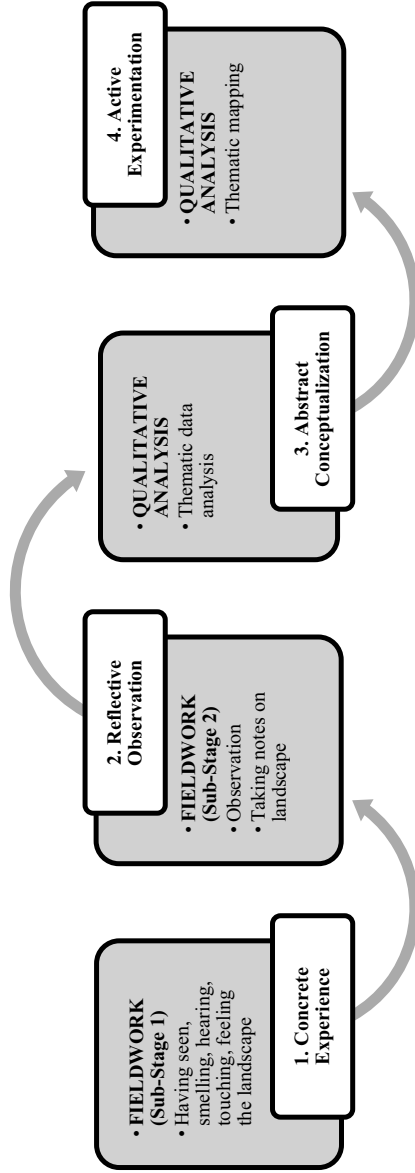
Figure 2. Experiential learning cycle in this study.

a good investment for all tourism stakeholders. Based on all these reasons, this study was conducted with volunteer students from the ESSHS in the Eskişehir province of Turkey.

Determination of the fieldwork area

In summary, four determining factors guided our decision for a suitable study area; historical importance, cultural diversity, accessibility, and the need for it to be suitable for single-day tours. Sivrihisar is the city and district in Eskişehir that was chosen as the destination for implementation of the experiential learning model. Sivrihisar city is approximately 100 km from the students' school and suitable for a day tour. The settlement history of Sivrihisar dates back to the Hittite period. The city was controlled by the Phrygians in 700 BC and is located directly on the King's Road, one of the most important trade routes of the period. Sivrihisar was ruled by the Byzantine Empire for many years after the Phrygians. It was under the rule of the Seljuk Empire from 1024, and the Ottoman Empire from 1289 (BEBKA, 2012). A rich history featuring several administrations with different cultural and religious characteristics has contributed to the cultural diversity of the city. Although it is a small city, Sivrihisar has excellent tourism potential where the development of tourist activities and facilities is extremely recent. After the study area was determined, the city was divided into thirty-five observation areas where students could conduct field work.

Determination of stakeholders

Following determination of the study area, local administrators were contacted and provided with information regarding the planned research. Cooperation was provided for the necessary equipment and services. Municipal administrators organized a tour, accompanied by a tourist guide, to brief the students on the area's general history and characteristics. In addition, two municipal buses were allocated to enable students and teachers to reach Sivrihisar. With the support of the Sivrihisar District National Education Directorate, lunch was organized in the city for the students.

Application of the teaching model

All stages of this study were conducted in October and November 2019.

Kick-off meeting

First, a meeting with the students was held. Information about the fieldwork programme was shared with the students at this meeting and the purpose and importance of fieldwork in the city of Sivrihisar was explained. The students were informed regarding Google Maps and Google Docs, the tools to be used to find direction and collect data during the fieldwork. In addition, perpetual communication channels were created to provide and share horizontal and vertical information. A WhatsApp group, comprising participants, teachers, and students, was established. The students were informed through the WhatsApp group with videos prepared on how to make observations and how to take observation notes.

Concrete experience fieldwork in the city of Sivrihisar as a tourist

The regions that the students would observe and the observation groups were determined before the fieldwork.

The students were first given a tour similar to a guided tour typically available to tourists from the moment they started the trip. The students boarded the passenger buses in the school yard to commence the trip at 8:30 am. Throughout the journey, they received information from the authors about the cultural and human characteristics of places along the road as they passed. At the city entrance, the participants were greeted by local government officials and tourist guides. They were also briefed about the city's historical, cultural, and natural values and attractions. Thereafter, they visited workshops where traditional handicrafts are still performed, including weaving that remains one of the important cultural heritage elements of the city. The life of Nasreddin Hodja, one of the most important Turkish folk humorists, was narrated by an officer wearing a typical Nasreddin Hodja costume. Later, visits were made to the Ulu and Kurşunlu (Baba Yusuf) Mosques, the old city core where houses feature the traditional architectural styles and structures of the city, the Zaimağa Mansion, the Alemşah Cupola, the Armenian Church, and the Open-Air Sculpture Museum (see Figure 3).

Reflective observation: observation and data collection in Sivrihisar

After lunch, the students' groups accompanied by teachers visited their designated areas to conduct their observation studies, and they noted their observations in the field. The students were divided into groups, after which observation areas for each group were assigned. After the fieldwork, the students were asked to evaluate their experiences.

Abstract conceptualization: qualitative analysis and mapping workshop

All observation notes of the students were brought together for qualitative analysis and preparation for the mapping workshop. Later, a theoretical training presentation was prepared. The analysis workshop started with theoretical training that included information about qualitative research methods. After this, a qualitative code and theme creation workshop was conducted using the data collected in the Sivrihisar fieldwork. In the qualitative analysis workshop, the students were divided into fifteen groups, with each group producing codes and themes using observation notes collected for two or three areas. There were no restrictions on the number of codes produced for the observation notes of the areas. During creation of the themes, three were requested for each area examined; a human landscape, a physical landscape, and a perceptual landscape. For the physical landscape, the students were asked to include physical geographical components, such as mountains, water resources, and vegetation, and for the human landscape they were asked to explain humanistic components, such as architecture, transport, and food characteristics. The perceptual landscape originates from the other two landscape types. Within this context, the students were asked to describe the colors, smells and sounds of the landscape.

Active experimentation: drawing maps by students

Visualization of all qualitative data obtained is important in terms of transferability. Because of the nature of this study, visualization using maps was preferred. For this purpose, a blank map consisting of the research areas throughout Sivrihisar was prepared for use in

Figure 3. Students at fieldwork in Sivrihisar.
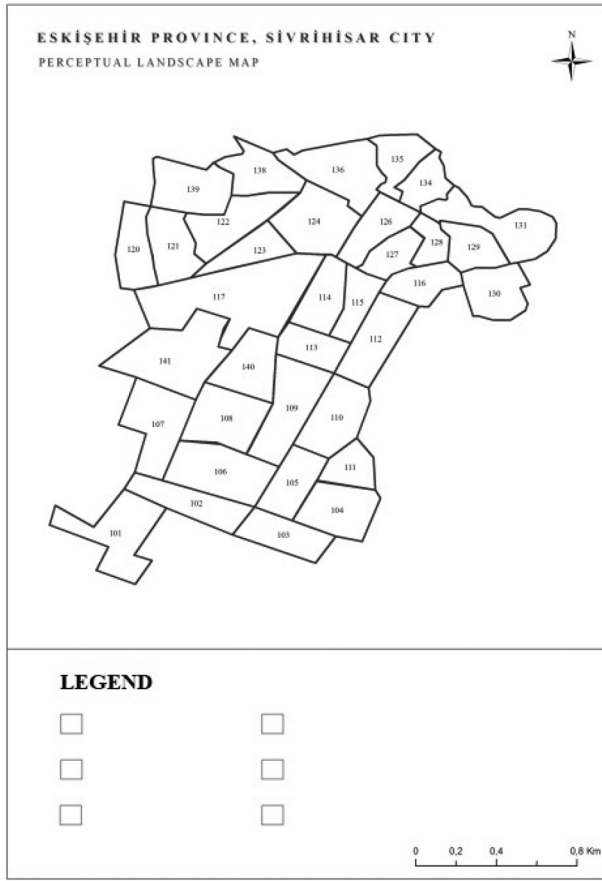
Figure 4. Blank map used for visualizing themes based on the destination's observation areas.

thematic map preparation training sessions (see Figure 4), and information was provided regarding all materials to be used for drawing maps. Lastly, the themes were mapped. In the map workshop, the students were divided into three groups, with each group producing thematic maps for human, physical, and perceptual landscapes (see Figure 5).

Figure 5. Mapping the themes and students with the thematic maps they produced.

Research method

The mixed research method, combining quantitative and qualitative methods, was employed in this study (Creswell, 2009). Quantitative techniques were used to collect data on the functionality of the model, and qualitative techniques were used to collect data for its development.

Data collection

After completion of each of the fieldwork and analysis stages of the research, a survey was applied to the students. The surveys were applied using online survey tools. There were six statements in the survey applied after the fieldwork stages of the research. The analysis tool was configured using a five-point Likert scale. The agreement with the statements varied between 1 (I do not agree at all) and 5 (I absolutely agree). The questions in the first survey were aimed at analyzing the necessary components in the acquisition of concrete experience and reflective observation development skills. In the survey applied after the analysis training, there were six statements to analyze the acquisition of abstract conceptualization and active experimentation skills. The descriptive statistics of the data obtained after the applied surveys were prepared and the opinions of the students regarding the model were determined.

Qualitative research techniques were employed to obtain the students' opinions on the good sides of the proposed model in the research and how it could be developed. After the stages of the study, two open-ended questions were asked to the students regarding the good sides of the relevant stage and their suggestions for the same. Online tools were used to collect data. The data collected after each stage was evaluated with content analysis.

In the last stage of this study, the students were asked to analyze the data they had collected in the field and to then create thematic maps. The thematic maps created by the students were examined and their opinions on the components of landscape were evaluated. Homework and similar personal documents can be used as data that reveal the author's point of view, what they make sense of, and how such meanings are shaped (Bogdan & Biklen, 2007). In this context, using the document analysis technique, the maps prepared by the students were examined, and the phenomenon discussed in the research was intended to be understood in depth.

The researchers also used observation, one of the qualitative data collection techniques, in this study. In order to significantly increase the validity of the study, the data was diversified through observation. During the participant observation process, informal interviews were made with the participants, their reactions were observed, and notes were taken. In addition, the observation notes of two geography teachers, who participated in all stages of this model, were also included in the study, and the observation notes that were taken separately were evaluated with content analysis.

Reliability and validity

Every step related to the research was checked by face-to-face interviews and electronic correspondence. The researchers are experienced in quantitative and qualitative research. They have publications conducted with the quantitative and qualitative research methods in nationally and internationally known indexed journals. All data obtained was checked

by the researchers. The researchers first examined the data independently, then made an evaluation, and the results were revealed through collective discussion.

Results

Evaluation of the fieldwork

Quantitative results

Of the sixty-five students participating in the fieldwork, forty-six responded to the evaluation questionnaire. The participants responding to the questionnaire after the fieldwork were 80% female and 20% male. The participants of the research were volunteer students. It is also purely coincidental that %80 of the participants were female. 83% stated that the fieldwork reinforced their knowledge of the major concept and components of the landscape, 67% stated that the fieldwork increased their basic map information, and 71% stated that their direction-finding skills had improved.

Many stated that their ability to use Google Docs for data collection and Google Maps for direction determination were both reinforced (see Table 1).

Qualitative results

Furthermore, the participants stated that the fieldwork was beneficial in terms of creating opportunities for observation, reinforcing the information learned during observation, and learning how to observe correctly. A number of the participants felt it was beneficial to get closer to the geography during the fieldwork to make the study enjoyable and to provide opportunities to get to know the area better. Other participants discovered that it is useful to use tools, such as Google Docs and Maps, to collect research data, as well as both tourist and researcher IDs themselves. It was stated by the participants that the use of tools, such as Google Docs and Maps, in the data collection process in the field study is useful in learning the tourism landscape. In addition, participants stated that they found the fieldwork useful for increasing their understanding of maps, learning more about geography, and improving their geographic literacy (see Table 2).

After evaluating responses to the expression, "It would be better if . ... . was in the fieldwork", we found that participants felt more time should be allotted and more areas should be visited. A few believed the fieldwork's effectiveness could be improved by

Table 1. Evaluation of the participants regarding the fieldwork.

Phrase	I strongly disagree (%)	I do not agree (%)	Neither Agree Neither Disagree (%)	I agree (%)	Absolutely I agree (%)	Mean	Standard deviation
My map knowledge has increased as a result of trainin provided	9	4	20	30	37	3.83	1.24
My knowledge of finding directions after the training has increased	7	9	13	27	44	3.91	1.24
My knowledge about Google Maps and Docs has increased	4	2	7	24	63	4.39	1.02
I learned the landscape and its components.	6	4	7	35	48	4.13	1.15

Table 2. Participants' evaluations on best aspects and suggestions for the fieldwork.

Code	Best Aspects of Fieldwork (N)
Learning by observing	3
Remembering the information learned during the observation	1
Be fun	2
Being intertwined with geography	1
Students collect their own data	1
Learning geographical information	7
Learning of geographical literacy	9
Using tools like Google Maps	2
Learning how to observe	3
Providing the opportunity to get to know the region	11
Increased map information	5
Total	**45**
Code	**Suggestions for Improving the Fieldwork (N)**
More time could be given	9
More interaction could be established with the locals	2
Information sharing could be done between groups	2
More regions could be visited	7
Everything was enough	21
There could have been better weather	7
Total	**48**

communicating more with local residents, by sharing information among the groups, and by taking the tours when weather conditions were likely to be better (we visited in autumn). Finally, a number of the students indicated that the parameters of the fieldwork were already sufficient (see Table 2).

Evaluation of the qualitative analysis and thematic map workshops

In the research, it is accepted that landscape has three dimensions; natural, human and perceptual. In this sense, during the analysis stage, the students were asked to produce separate codes for physical, human, and perceptual landscapes. The students then determined the themes by discussing the codes they produced individually with their group colleagues. This allowed them to transform the reflective observations they had acquired in the fieldwork into abstract concepts.

Mapping results

Following the qualitative analysis workshop, the students prepared thematic maps using the themes they had produced for the regions. The mapping of the themes provided reconsideration of abstract conceptualizations and enabled the students to acquire the ability to actively experiment, which is the last stage of experiential learning. From an examination of the thematic maps prepared by the students, the following results were obtained.

According to the maps prepared on the physical landscape of the city, while the climate is a remarkable characteristic in certain regions, the students interpret the landforms in some regions, and the soil features in others, as a landscape component. In addition to these things, flora and fauna features emerge as other characteristics related to the physical landscape of the city. The maps reveal that the students have a grasp of the natural/physical components of landscape (see Figure 6).
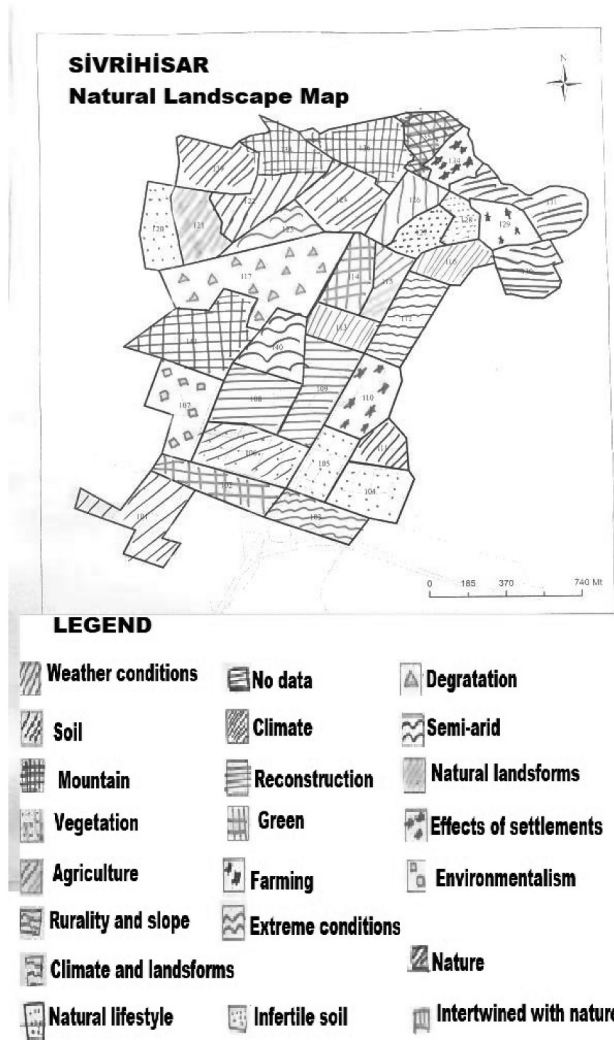
Figure 6. Physical landscape map prepared by the students. The map was drawn by the students; the legend was translated into English by the authors.

From an examination of the themes and thematic maps produced by the students, historical and cultural texture stands out as the most significant feature regarding the human landscape of the city. In addition, urban agricultural activities, and agricultural equipment, which are symbolic examples of the transition from rural to urban, emerge as remarkable elements. The maps reveal that the students have a grasp of the human components of landscape (see Figure 7).

It is not possible to discuss a specific characteristic regarding the perceptual landscape of the city. The students associated certain regions with positive emotions, such as peace, comfort, and happiness. On the other hand, a number of regions were characterized by negative emotions, such as pessimism, loneliness, and restlessness. In addition to the different feelings regarding the perceptual landscape of the city, the sounds and smells

Figure 7. Human landscape map prepared by students. The map was drawn by the students; the legend was translated into English by the authors.

experienced in certain regions were identified as attention-grabbing features of the region. The maps reveal that the students felt the perceptual components of landscape in the field (see Figure 8).

Quantitative results

The students were asked to evaluate the last two stages. Of the fifty-seven students who participated in the qualitative analysis workshop, forty-three responded to the evaluation questionnaire; 77% of the participants who completed the questionnaire were women, while 33% were men. Of the total, 75% of the participants stated that they had learned to create a qualitative code, and 87% said they had learned how to produce a qualitative theme. In addition, 82% agreed with the statement, "I can now use qualitative analysis in scientific research conducted individually". Furthermore, 84% believed they had learned
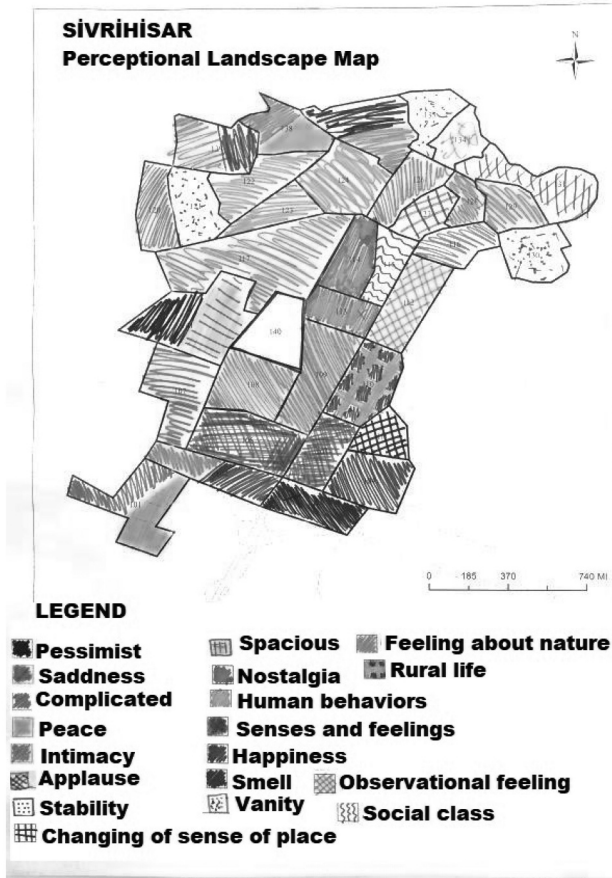
Figure 8. Perceptual landscape map prepared by students. The map was drawn by the students; the legend was translated into English by the authors.

how to visualize the themes produced with this training, and 81% stated they had learned how to prepare thematic maps. Finally, 85% stated that, after this training, they had a better understanding of how to associate theoretical knowledge with analysis (see Table 3).

Qualitative results

The participants found the analysis training useful because it included group work, it was practical, and it was supported by images. In addition, they felt it was useful for learning new information and for qualitative analysis. They also believed that this training was useful for augmenting their map knowledge. An evaluation of responses to the expression, "It would be better if . . . . . was included in the analysis training" reveals suggestions for more available information and that more time should be allotted for training. In addition, a majority of the participants believed everything was sufficient (see Table 4).

Table 3. Evaluation of participants regarding qualitative analysis and mapping workshops.

Phrase	I strongly disagree (%)	I do not agree (%)	Neither Agree Neither Disagree (%)	I agree (%)	Absolutely I agree (%)
I understood how to create qualitative code	4	7	14	32	43
I understood how to create qualitative theme	2	2	9	50	37
I understood how to visualise the themes	2	5	9	39	45
I can use qualitative analysis in a scientific research individually.	2	2	14	39	43
I learned how to prepare thematic maps	2	2	16	37	43
I have a better understanding of how to associate theoretical knowledge with analysis	2	2	11	46	39

Table 4. The participants' evaluations of the best aspects and suggestions of qualitative analysis and mapping workshops.

Code	Best Aspects of Analysis Training (N)
Having group work	2
To be applied	1
Supporting with visuals	1
Learning new information	3
Learning the qualitative analysis	18
Increased map knowledge	3
Total	**28**
Code	**Suggestions for Improving the Analysis Training (N)**
More should be provided	3
More time had to be given	10
Everything was enough	14
Total	**27**

Evaluation of the observation notes

The results obtained from the observation notes recorded by the researchers at each stage are given in Figure 9.

The fieldwork was easily the most enjoyable stage for the students. The students got on the bus on time. They liked destinations, such as Zaimağa Mansion and the Open-Air Sculpture Museum and wanted to stay longer at such destinations. The students who visited the newly developed regions of the city where newly constructed buildings are located were not satisfied. They were happy when the route was changed to see Akbaş dogs. They studiously and excitedly took notes about the bread-smell from a bazaar they passed by, the appearance of a cloud or the spatial differences between an old settlement and a newly developing neighbourhood. The students followed the directives given during the tour and said that such studies should be conducted more frequently.

During the qualitative analysis stage, the students initially had difficulty in creating codes and themes. Therefore, they wanted to receive support from the researchers. On
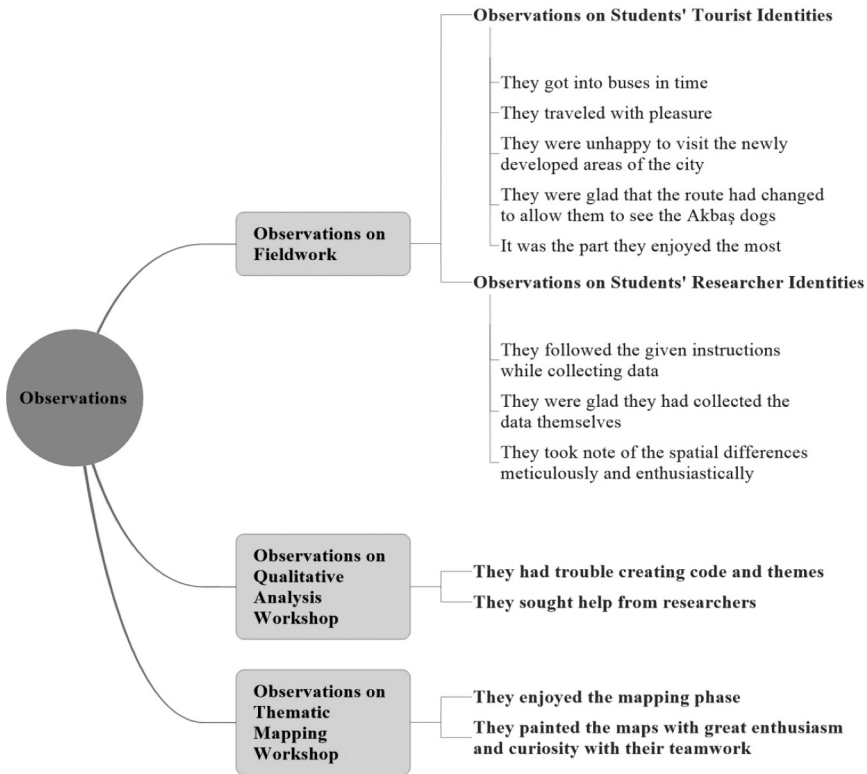
Figure 9. Results regarding the observation notes.

the other hand, it was observed that the students enjoyed it when it came to the map-creation stage. They painted the maps in teamwork with great excitement and curiosity.

Based on the results the answers of the research questions are as follows:

(1) This model is successful in achieving the learning goal.
(2) The best aspects of the model are the development of observation, analytical thinking and personal skills of students. In addition, this model encouraged student-centered learning and facilitated learning.
(3) For the improvement of the model, it is necessary to allocate more time, visit more areas in more favorable seasonal conditions, and increase interpersonal communication (between local people and participants).

Discussion

The research results show that the fieldwork stage in the applied experiential learning model is effective in learning landscape. Accordingly, the concrete experience of landscape by the students, and the processes of developing reflective observations for it, are effective tools in producing and accessing information regarding the phenomena examined. As emphasized in related studies (Fuller et al., 2000; Gretzel et al., 2009; Wong & Wong, 2009), it was determined that this model, which includes fieldwork, creates a positive learning

experience for students. Accordingly, and within the framework of the experiential learning approach, fieldwork seems to be effective in developing concrete experience and reflective observation, and is, therefore, suitable for learning landscape.

It is possible to mention that fieldwork has certain positive features related to the learning process. Experiential learning is also closely related to motivation in tourism. Yang and Lau (2019) find that experiential learning is the controller of students' tourism motivation. According to the findings obtained in this study, the students state that they found it enjoyable to be engaged in geography during fieldwork. The fieldwork was also interpreted as beneficial in terms of providing the opportunity to get to know the area examined. This shows that experiencing is an important source of motivation, as well as enabling students to produce information concerning the destination landscape more easily and effectively. Therefore, experiential learning can also be interpreted as one of the determinants that should be addressed within the framework of motivation research in tourism.

The feedback received from the participants after the fieldwork shows that the developed learning model could be more effective by increasing contact with the local community during the fieldwork and by strengthening knowledge sharing through intergroup integration. Accordingly, fieldwork aimed at gaining concrete experience and reflective observation development skills of the experiential learning cycle can be planned as "geo-ethnographic" studies.

The results of the research reveal that the students perceived and made sense of the landscape of Sivrihisar city, which constitutes the research area in the abstract conceptualization process of the qualitative analysis and mapping workshop stages, in three dimensions; *physical, human, and perceptual*. This result is remarkable in terms of showing that all of the components of the landscape can be experienced with the developed model. On the other hand, an examination of the themes and thematic maps produced by the participants show certain shortcomings. This situation is likely caused by the students' first encounter with qualitative data analysis and thematic map training. Indeed, the observations of the researchers suggest that the students had difficulty in creating codes and themes at the beginning, but that they picked up in the later stages of the workshop. Therefore, the participants were provided with feedback on qualitative analysis and thematic map preparation. A written feedback form was given to the participants about the themes and codes and verbal explanations were given.

From a general perspective, the knowledge and skills on qualitative analysis and the creation of thematic maps seem to have increased. It is possible to say that analysis training, which is the second stage of the experiential learning cycle, is effective and beneficial in achieving learning outcomes.

Based on the students' feedback, this model, which includes experiential learning, may be perceived as successful in achieving the learning goal. These results, obtained in the context of improving observation skills, encouraging student-centered learning, developing analytical skills, developing personal skills, and experiential learning's facilitating learning, support the results of Fuller et al. (2000). Fuller et al. (2003) state that students' experience of geographic reality, improvement of their knowledge of the subject, acquisition of technical, transferable, and holistic skills, and working with their peers and lecturers are the most important benefits of fieldwork.

Conclusion

This study has three key contributions. Firstly, the developed teaching model is shown to be appropriate because of the following: i) students state that they have understood the concept of landscape; and ii) landscape and its three-dimensional components are been interpreted in the maps the students prepared. As a second contribution, the suggestions of students on how to develop the model were determined. However, there will be temporal and spatial differences. For this reason, the researchers recommended that cultural harmony was addressed before applying the model. The third contribution is that students state that the model is instructive and cheerful. In addition, experiential learning is appropriate for learning/teaching landscape, based on the achievement of the expected educational attainments.

For this study, students were allowed to develop and use certain skills in real-world environments, and the anticipated learning outcomes revealed at the beginning of the research were achieved. This study also provided an opportunity to examine how experiential learning opportunities can affect students. The students had the opportunity to acquaint themselves with a teaching strategy that facilitates an awareness of tourism landscape. As a result, this study confirms that tourism destination landscapes are interpreted across three dimensions by students.

Theoretical and practical implications

Based on all the conclusions, the following suggestions can be made: research studies can be conducted with different scales for the development of students' skills related to analytical thinking, problem-solving, and teamwork; opinions and attitudes before and after experiential learning can be determined using the experimental pattern. Therefore, the teaching model suggested in this study can be developed. Activities, such as workshops and summer schools with the theme of "geographic literacy" and "landscape in tourism" can be organized for tourism planners, students who study tourism, or tourism industry employees. This model can be used in courses, such as tourism geography, tourism marketing, tourism planning, and sustainable tourism.

Limitation of the research

The study has certain restrictions that need to be understood. The fact that no pre-test was conducted prior to the study eliminated the possibility of performing a post-test at the end. This made it impossible to make comparison before and after the training. Moreover, due to the short duration of all of the phases of the experiential learning cycle, it was impossible to work for extended periods in the study area.

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