

THEORY /  
CONCEPTUAL SIDE

PRACTICE /  
METHODOLOGICAL SIDE

**CONCEPTS/ KEY WORDS**  
Problem based learning, conceptual maps, V diagram, sustainability, ecotourism, biospheres, natural reserves, heritage, conservation, meaningful learning, animal species, plant species, ecosystem, environment, nature, human influence, bidirectional benefits, cohabitation.

**PRINCIPLES**

- Ecotourism minimizes natural and sociocultural negative impacts on environment.
- Ecotourism generates economic benefits to receptive communities, organizations and authorities which take care of the biospheres with conservation aims.
- Ecotourism offers employment to local community citizens
- Ecotourism promotes awareness among nearby populations and tourists regarding the importance of taking care of natural and cultural heritage.

**THEORIES**  
Meaningful sustainable learning, Novak, Ausubel, Heike Freire, Meichenbaum and Biemiller and Science-technology and society model.

**PHILOSOPHIES**

- Constructivism: Knowledge is a construction of human being
- Humanism: Students needs at the center of the teaching-learning process

**WORLDVIEW**  
Identify and analyze human actions that could benefit the environment (rather than how they harm it) and the economy of the nearby cities to take care of the area in order to carry them out and promote a better relation between human and nature. This worldview focuses on the potential that humans have to create a better world and have a more enriching experience.

**MAIN QUESTION**  
**Will students understand the importance of promoting ecotourism in their nearby biosphere and how to implement it?**

1. Characteristics of ecotourism
2. How to develop the characteristics above and what is in their hands
3. Costs and benefits of developing these characteristics.

**TOOLS/EVENTS**

- Problem Based Learning as main methodology
- For this process, we will make use of TICs (videos, power points, search of information), excursions, professionals talk, visual boards, use of scientific method and application of imaginary models as main tools.

**DATA RECORD**  
Registration of prior knowledge, new knowledge (gotten from different sources such as reliable webs, professionals, experimentation, etc.) and personal and group reflections (gotten from written reports, dramatizations and debates).

**RESULTS/ GRAPHS**  
Since it is PBL, it will depend on the students, but we expect them to use conceptual maps, graphs, pictures, power points, videos and written reports (including the process and their reflections)

**KNOWLEDGE CLAIMS**  
Students will be able to:

- Identify and describe the characteristics that define ecotourism
- Explain and carry out sustainable strategies on tourism.
- Evaluate (regarding costs and benefits) actions that are to be carried out in order to create sustainable tourism.
- Acknowledge ecotourism actions around the area and how to contact organizations that are carrying them out.
- Have a deep knowledge on their nearby biosphere animals and plants.
- Guide anyone around the Kogelberg's reserve throughout a sustainable manner.
- Understand the importance of promoting ecotourism

**VALUE CLAIMS**

- By enhancing their knowledge and sense of belonging to their area, students will take action on activities that promote its economy, care, survival and better life quality.
- Searching for ways to promote ecotourism will promote taking care of the environment in order for them to live in a sustainable world.
- Working on sustainability of nearby areas could be developed all around the world thus promoting sustainable societies all around the world.
- We are students from the International degree of Primary Education so we are qualified to create didactic contents of substantial use and worth for different communities around the world.

