

Investigating Personal Learning in an Ecotourism Setting

Brittany Lynne Hoffman

Thesis submitted to the faculty of the Virginia Polytechnic Institute and State University in
partial fulfillment of the requirements for the degree of

Master of Science
In
Forestry

Marc Stern
Nancy McGehee
George Glasson

April, 2017
Blacksburg, Virginia

Keywords:

Copyright ©Brittany Lynne Hoffman

Abstract

It has been proposed that for ecotourism to be the sustainable response to mass tourism, it should not only support local communities and their environments but also educate visitors. This study aimed to understand visitors' perceptions of personal impacts, including personal learning, in an ecotourism setting and why these impacts differed between visitors. To fully comprehend the nature of personal impacts, I took a primarily qualitative approach, using participant observation and a series of survey questionnaires. This study reveals that the visitor's construction of personal meaning is achieved through the interaction between the visitor's prior knowledge, quality social interaction on the tour and the fulfillment of the desire for an 'authentic' experience. With this finding, I suggest considering learning in an ecotourism setting as personal change and provide practical suggestions for encouraging all visitors to achieve personal understanding.

Public Abstract

The Village Ecotourism Network (JED) in Bali, Indonesia is an ecotourism operation that provides tours of local Balinese villages to visitors. JED aims to promote sustainable tourism in Bali and counteract the growth of mass tourism currently occurring on the island. In this study, I focused on the visitor's experience during these tours and sought to answer two questions:

1. What outcomes do visitors achieve on JED programs?
2. Why are these outcomes different for different visitors?

To understand the visitor experience, I accompanied the visitors during their tour, recorded my observations of the experience and asked visitors to fill out survey questionnaires. After compiling and analyzing the data, I found that visitor outcomes derive from the interaction between the visitor's prior knowledge before the tour began, quality social interactions during the tour and the fulfillment of visitors' desire to experience 'authentic' Bali.

Table of Contents

Abstract	ii
Introduction	1
Literature Review	5
Methods	13
Results and Discussion	21
Conclusion	46
Limitations and Future Research	49
References	51
Appendix A: Survey Questionnaires	54
Appendix B: Example Field Note Excerpt	67
Appendix C: Recommendations to JED	69

Introduction

Recently, The International Ecotourism Society extended their objectives of protecting natural areas and supporting local communities to include interpretation and environmental education for visitors (The International Ecotourism Society [TIES], 2015). Orams (1997) has insisted that “ecotourism operations should use education-based management strategies to prompt their customers to adopt more environmentally sensitive attitudes” for many years (p. 3). With this in mind, many studies have included measurements on visitors’ knowledge acquisition (D’Antonio, Monz, Newman, Lawson & Taff. 2012; Powell, Kellert & Ham, 2009; Powell & Ham, 2008; Tisdell & Wilson, 2005; Falk & Adelman, 2003; Beaumont, 2001). However, for ecotourism operations to be a sustainable alternative to mass tourism, they must move beyond simple knowledge acquisition towards deeper impacts.

There is potential for an ecotourism experience to become what Tung and Ritchie (2011) describe as a “memorable experience”: an experience that not only is associated with positive emotions and circumstances that go above and beyond expectations, but also results in some form of personally important change. Such outcomes of personal change could include enhancing social relationships, intellectual development, self-discovery, overcoming physical challenges (Tung & Ritchie, 2011); developing a global perspective, environmental concern, environmental responsibility, self-appreciation, an appreciation for the expedition (Walker & Moscardo, 2014); spiritual connection, a transformative experience, goal clarification, connection with nature and/or a sense of feeling humbled (Powell, Brownlee, Kellert & Ham 2011). In a study conducted by Tung and Ritchie (2011), one participant eloquently described his memorable travel abroad experience as “an experience that emotionally affects your way of life that is a catalyst for change and a transformation in beliefs” (Tung & Ritchie, 2011, p. 1380).

Ecotourism can contribute to sustainability by being a catalyst for this type of personal change, such that the intended impacts from the experience reach past the conclusion of the tour and into the day to day lives of visitors.

One aspect of personal change is the tourist's perception of learning from the experience. Learning by a tourist in an ecotourism setting does not necessarily require memorization of facts or figures but rather the ability to relate the tour content to his or her own personal life in a manner that promotes reflection and a personal understanding of the place (Ham, 2009). Ham (2009), building on principles put forth by Tilden (1957), states that personal understanding of a place can indeed arise when information about the place is presented in a manner that is relevant to the visitor's life and promotes "deep thought" (p. 51). To understand the tourist's unique personal change as a result of an ecotourism experience, I utilize a framework that highlights the individuality of learning: constructivist learning theory.

According to constructivist learning theory, learning is individually specific. Knowledge is built up and refined over time as an individual links new information to his or her prior knowledge and experiences. In this sense, each individual "constructs" new knowledge as it relates to their previous understanding (Brooks & Brooks, 1999). This process of building and refining knowledge is not replicable from tourist to tourist. Rather, this process is personal and distinctly different from the learning strategy of memorizing facts.

In a formal education setting, constructivist learning theory replaces the view of the teacher as an "authoritative provider of information" to that of a "catalyst or coach" for learning (Gogus, 2012). The teacher does not expect the student to passively absorb the information as it is spoken but rather assists the student in creating his or her own understanding. In ecotourism, it is the tour guide and the characteristics of the tour itself that assists learners (the visitors) to

create understanding. I therefore examined both visitor characteristics and characteristics of the tour to provide a holistic account of visitor experience.

Powell, Kellert and Ham (2009) utilized interactional theory to understand the complexity surrounding visitor outcomes from a nature based tourism experience. The authors indicate that it is the combination of visitor attributes (prior knowledge, education level and prior experience with environmentally friendly behaviors) and tour attributes (duration of trip, immersion, quality of tour guide and frequency of interpretation lectures) together that are the best predictors of change in visitor knowledge and behavioral intentions. However, they were limited by the extent of information they could gather through a multiple choice questionnaire. Building on Powell et al. (2009), this study considered both tourist characteristics and tour characteristics together to understand visitor outcome but used a qualitative embedded multiple-case study design (Yin, 1984) where an individual visitor represented one case embedded within a single tour experience that sometimes included other visitors.

The Village Ecotourism Network (known as Jaringan Ekowisata Desa or JED) in Bali, Indonesia is used as an exemplar for ecotourism organizations working to combat mass tourism, protect natural areas and support local communities by capitalizing on tourists' interests in sustainable tourism. My aim is to promote effective sustainable tourism by highlighting the characteristics that lead to personal change in visitors. I provide a detailed, holistic and comprehensive account, utilizing the inherent personally particular nature of constructivist learning theory, to describe how tourists are influenced by their JED experiences. The findings provide lessons not only for the improvement of JED's offerings, but also for the broader ecotourism field.

The Village Ecotourism Network, Bali, Indonesia

JED is owned and operated by four Balinese villages (Kiadan Plaga, Sibetan, Ceningan Island, Tenganan) with a single director based outside those villages in the city of Kerobokan who oversees the network. JED also leads tours with the Perancak village turtle conservation program. Guided tours focus on Balinese village life and the surrounding environment. Specific topics and activities include seaweed farming, coffee plantations, traditional crafts, religious temples, birding, hiking through natural landscapes, snorkeling and canoeing. In most villages, overnight accommodations in home stays are available and cost approximately 75USD to 150USD. Overnight stays with a local family and guided day tours create an immersive ecotour where the visitor can experience Balinese village life first hand.

By design, tourism is not the main source of income for the JED villages. When a tour is scheduled, a community member, typically one of the farmers who has had some interpretive training, steps away from his daily responsibilities to lead the visitors through a tour of his village. Other members of the community assist by preparing lunch or providing a room in their home for the guest to spend the night. Their motivation and mission as a response to the continued development in Bali is clear:

JED is a strong statement from four communities who want to decide for themselves the future of their people, their culture and their environment ... It is an opportunity for villagers to share their pride in Bali with visitors, and present Bali as they know and love it, to the world.

(<http://www.jed.or.id/about-jed.htm>)

Literature Review

Constructivist Learning Theory

Constructivist learning theory provides a framework for understanding how an individual builds and refines knowledge over his or her lifetime. Each learning moment is considered as an action scheme. Figure 1 depicts the components of an action scheme. In an action scheme, an individual is exposed to a certain situation that is perceived to be similar to a situation that he or she has experienced before (step 1) and expects that under this situation; if a specific action is performed (step 2) then certain results will happen (step 3) (Glaserfeld, 1995).

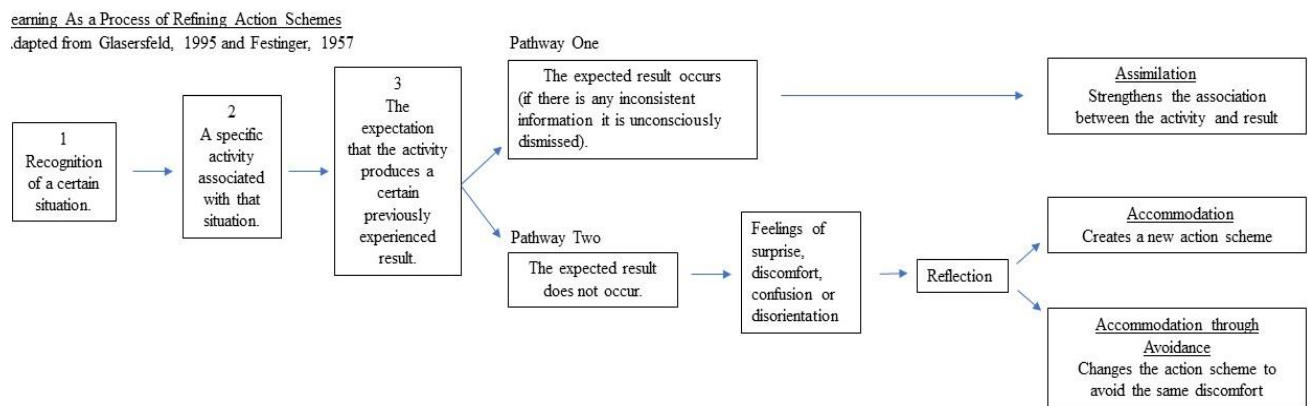


Figure 1: Constructivist learning theory as a process of refining action schemes.

Two possible pathways exist to build and refine knowledge. Both pathways of learning revolve around the individual's use of prior knowledge and the need to maintain consistency within oneself. In one pathway, when exposed to new ideas or circumstances that lead to an expected outcome, the individual will assimilate, or incorporate, the information presented that is consistent with what they have already learned and understand, thus, reaffirming their prior knowledge (Brooks & Brooks, 1999; Glaserfeld, 1995; Kinghorn, 1991). In this pathway, however, if there is information that does not coincide with the individual's prior understanding

it is unconsciously dismissed (Festinger, 1957; Glasersfeld, 1995). When unconsciously dismissing differences, the individual can modify his or her perception of the situation in order to fit it into and be consistent with already established action schemes (Glasersfeld, 1995, p. 63). Assimilation of consistent information and unconsciously dismissing inconsistent information maintains internal stability.

In the second pathway, when exposed to potentially new ideas or circumstances that do not coincide with previously understood concepts, the individual may feel surprised or uncomfortable, depending on whether the outcome is positive or negative. These instances of discomfort are referred to as ‘perturbations’ (Glasersfeld, 1995). Feeling surprised or uncomfortable, the individual consciously reviews the experience to potentially reveal characteristics that were initially dismissed (Glasersfeld, 1995, p. 65). After such review, or reflection, accommodation of information occurs when the individual makes changes to prior notions in order to fit with the new information, restoring the individual’s internal stability (Festinger, 1957; Glasersfeld, 1995). Accommodation can involve the creation of an entirely new action scheme or can involve alterations to the action scheme so as to avoid the conflicting information in the future (Festinger, 1957). It is through this process of sorting through old and new information within both pathways that the individual learns at a deeper level, a level that is memorable and meaningful (Cobb, 1999; Kinghorn 1991).

Learning is not limited to the classroom but is rather continuously occurring throughout an individual’s life as the individual constructs his or her own understanding of the world (Glasersfeld, 1995; Glasersfeld, 2001; Gogus, 2012). Glasersfeld (2001) uses as examples both the infant’s first experiences with the world and professional scientific inquiry as learning. The implication being that learning and knowledge are not bound by time or setting. “Knowledge is

under all circumstances constructed by individual thinkers as an adaptation to their subjective experience” (Glaserfeld, 2001, p.4). Given the subjectivity of learning, I cannot say that an individual “has learned” or “hasn’t learned” something on an ecotour. I can only attempt to identify what the individual has learned and understand the factors that may have influenced the pathway to that knowledge. In other words, did the individual learn by assimilation, the strengthening of preexisting action schemes, or by accommodation, alterations to action schemes? The factors that shape how the learning process occurs depend on both the individual and the environment in which the information is presented.

Some tour guides may seek to change visitors’ existing action schemes if they believe it contains misconceptions. Kinghorn (1991), building on the work of Hewson and Hewson (1989) and utilizing a constructivist approach, uses the term “alternative conceptions” rather than misconceptions or “wrong answers”. Kinghorn (1991) described a process of changing students’ “alternative conceptions” by creating some mild discomfort, confusion and frustration around conflicting concepts. In essence, Kinghorn (1991) prompted students’ to learn through the second pathway and make adjustments to original action schemes. Understanding the factors that shape the learning process can help tour guides address any misconceptions that visitors may have.

Understanding the tourist’s ecotour experience and subsequent outcomes from the tour thus requires the researcher to consider both the nature of the individual tourist and the tour characteristics simultaneously. The decision to participate in an ecotour can be considered an action scheme on a large scale that has smaller scaled action schemes within it. Considering the ecotour as a large action scheme, the characteristics that *predispose* an individual to one pathway over the other are the visitor’s prior knowledge, previous experience, motivations and

expectations. Prior knowledge and previous experience are the foundations on which the tourist not only makes the decision to participate in JED but also on which comparisons are made to information and experiences exposed to while on the tour. Expectations and motivations influence the experience because learning is a “goal-oriented activity” (Glaserfeld, 1995, p. 56). Glaserfeld (2001) explains that “...‘to know’ is not to possess true representations of reality, but rather possess ways and means of acting and thinking that allows one to attain the goals one happens to have chosen” (p. 40).

The importance of an active and engaged tourist in the creation of value in a tourism experience has been emphasized in the literature and linked to improved satisfaction with the tourism experience (Mathis, Kim, Uysal, Sirgy & Prebensen, 2016; Prebensen, Kim & Uysal, 2016; Prebensen & Dahl, 2013). Value co-creation acknowledges the tourist as both the producer and consumer of the experience. Constructivist learning theory also emphasizes the importance of an active versus passive participant (Glaserfeld, 1995). Some information may be acquired passively but “even this information must be mentally acted upon in order to have meaning” (Brooks & Brooks, 1999, p. 27). Active participants co-create their experiences through purposeful involvement and engagement in the experience (Brooks & Brooks, 1999; Prebensen & Dahl, 2013). Active participants are similar in nature to what Moscardo (1996) describes as a “mindful” visitor; a visitor who “actively process[es] information and questions[s] what is going on in a setting” (pg.381). Passive participants, on the other hand, lack such involvement and engagement. These participants have put forth less mental effort in shaping their travel experience (Prebensen & Dahl, 2013). Given that “the more the customer puts into a tourist experience, the more that person experiences positive and memorable experience value”

(Prebensen & Dahl, 2013, pg. 241), I would expect a difference in outcomes between active and passive visitors.

This study considered these primary concepts of constructivist learning theory and environmental interpretation (prior knowledge, previous experience, motivations, expectations, program delivery and social interactions) to understand JED's impact on visitors.

Tourist Characteristics

The constructs that comprise the tourist characteristics measured in this study are linked and when qualitatively observed together, provide insight into the starting point from where personal change begins. Prior knowledge refers to the concepts an individual already understands prior to arrival to an ecotour. Visitors use their prior knowledge to make sense of new information and experiences, particularly that which is perceived to be similar to some extent to the new information to make comparisons. The prior knowledge used to make comparisons does not necessarily have to be an exact match to the new information (Glaserfeld, 1995). That is to say that the visitor can draw upon prior knowledge on different topics to understand new information.

Several studies have measured prior knowledge as a benchmark and compared scores prior to and after an experience (Beaumont, 2001; Falk & Adelman, 2003; Orams, 1997; Powell, 2008; Storksdieck, Ellenbogen & Heimlich., 2005). From a constructivist perspective, however, the links between knowledge held prior to the tour and after a tour cannot adequately be captured by a pre-experience and post-experience test. The post-experience knowledge gain could arise from the visitor building on knowledge of a different topic than what was originally tested.

Recent studies have focused on how prior knowledge effects what individuals will learn and how the individual's prior knowledge relates to the overall experience (D' Antonio et al., 2012; Storksdieck et al., 2005). For example, D' Antonio et al. (2012) found that visitors to a national park who had high incoming ecological knowledge and knowledge about *Leave No Trace* practices were more likely to notice and be affected by resource degradation. The authors also concluded that visitors tend to be more knowledgeable about ecological topics that directly impacted their park experience. Visitors' self-rated knowledge of the mountain pine beetle, an issue that has caused areas of the park to be closed off to visitors, was high compared to management issues such as elk management that occur in areas not frequented by visitors (D' Antonio et al., 2012).

Prior knowledge is often measured alongside motivation (Storksdieck et al., 2005). Motivation refers to the individual's rationale for deciding to participate in an environmental program. Visitors can have a wide variety of motivations, including the motivation to see a specific species, to be entertained, to learn something new, to spend time with family, to escape every day pressures or to see exotic places, to name a few (Beaumont, 2001; Falk, Moussouri & Coulson, 1998; Sander, 2012; Stein, Denny & Pennisi, 2003; Stern, Powell & Hockett, 2011; Storksdieck et al., 2005; Tisdell and Wilson, 2005).

Even when one particular motivation is highlighted as being the primary motivation for participation in an environmental program, secondary motivations and visitor demographics can also influence visitor outcomes. In their study of visitors to a national forest, Stein et al. (2003) found that most visitors ranked learning as an important benefit to their visit. However, the *way* they wanted to learn differed depending on the other motivations they had for visiting. For example, participants who indicated a high priority on "self-improvement" preferred to learn

without the help of services and included physical activity as an important part of learning. Participants who indicated a high priority of “being with family and friends” preferred to have facilities such as visitor centers (Stein et al., 2003, p. 420). Differences between social groups (e.g., whether people visit as individuals, with their families, or in groups of friends) may influence motivations as well (Stern et al., 2011).

The motivating decision to visit a tourist area is linked with the visitor’s expectations of the area. Del Bosque and San Martín (2008) define tourist expectations as the “individual’s beliefs about how a product is likely to perform” (p. 554). Knollenberg et al. (2014) found that volunteer tourists who are motivated to travel by more altruistic and cultural motivations are more likely to expect the experience to contribute to elements of personal growth (Knollenberg, McGehee, Boley & Clemmons, 2014). In addition to motivations, expectations are also often informed by the visitor’s past experiences with similar programs (D’ Antonio et al., 2012; del Bosque & San Martín, 2008). Satisfaction has been shown to reflect the tourist’s perceived fulfillment of his or her expectations for the trip as well as the tourist’s emotional evaluation of the experience (del Bosque & San Martín, 2008). Del Bosque and San Martín (2008) caution, however, that even when the experience performs below expectations, tourists may alter their perceptions of an experience to fit their original expectations (del Bosque & San Martín, 2008, Glasersfeld, 1995).

Tour Characteristics

The fields of interpretation and tourism have provided a wealth of information on how characteristics of a tour can influence visitor outcomes (Ballantyne & Packer, 2011; Higham & Carr, 2002; Moscardo, 1996; Stern, Powell, McLean, Martin, Thomsen, Mutchler, 2013; Walker

& Moscardo, 2014; Tung & Ritchie, 2011). The characteristics mentioned in this literature are extensive and can be divided into two major categories: program delivery and social interaction.

Program delivery refers to the characteristics of the tour and tour guide. Proponents of constructivist learning theory emphasize that although personal meaning is built and refined by the individual, guides and teachers can offer supportive guidance through the process (Brooks & Brooks, 1999; Glasersfeld, 1995). Many of the techniques proposed by these authors for use in traditional classrooms could reasonably be applied to the tourist experience. For example, a tour guide may focus on broad concepts and present information holistically rather than as a series of disjointed facts (Brooks & Brooks, 1999), or the tour guide may allow the tourist more autonomy to choose the focus and direction of the tour (Brooks & Brooks, 1999; Falk & Dierking, 2000; Yager, 1991).

These techniques mirror those proposed by the interpretation and tourism literature (Ballantyne & Packer, 2011; Higham & Carr, 2002; Stern et al., 2013; Tilden, 1957; Tung & Ritchie, 2011; Walker & Moscardo, 2014;). Tilden's (1957) interpretation principles include relating the information to the lives of the visitors, focusing the presentation on revealing meaning and provocation through story telling rather than instruction and crafting a holistic message that is appropriate for the current visitor. Additional examples include an authentic and confident tour guide with a clear central message (Stern et al. 2013) and effective orientation for the visitor (Chaminuka, Selomane & van Ierland, 2012; Falk & Dierking, 2000).

Social interaction is another key driver of tourists' learning. Social interaction refers to the communication between the visitor and other people during the tour. This includes dialogue between the visitor and members of the visitor's group, other tourists, the tour guide or local people. Interactions with other people is the most common source of disorientation or confusion

and consequent accommodation (Glaserfeld, 1995). Social interaction can provide the dissonance needed for the individual to reevaluate new and existing information if the interaction does not lead to the expected result. Also, discussing the situation with others can be a powerful way of reflecting on the information (Glaserfeld, 1995; Falk & Dierking, 2000; Knollenberg et al. 2014).

Methods

This study aims to address two research questions:

3. What outcomes do visitors achieve on JED programs?
4. Why are these outcomes different for different visitors?

Constructivist learning theory provides the initial framework for understanding how each visitor's experience is unique, because within this framework each visitor must construct his or her own understanding. To examine the interactions between visitors' pre-existing knowledge, experiences, expectations, and motivations; their experiences on the tours; and their resulting satisfaction with JED and personal change, including the tourist's perception of his or her own learning, this study took a primarily qualitative perspective. The nuances of the experience would be overlooked if this study took a strictly quantitative approach. However, combining quantitative and qualitative measures strengthens the analysis and emerging conclusions without dulling the real world account of visitor experiences on a JED ecotour.

The study represents an embedded multiple-case study of visitors' experiences with JED. An embedded multiple-case study involves multiple units of analysis and multiple cases (Yin, 1984). The multiple units of analysis derive from observing visitor characteristics within context of the tour characteristics. Each case is an individual adult non-Indonesian, English-speaking visitor to

JED. Embedded in each case is the visitor's tour experience. Tour experiences were not pooled across cases even when multiple visitors participated in the same tour, because each tourist experienced the tour differently. I first explored each visitor experience separately and gained a thorough understanding of the factors contributing to his or her satisfaction and personal change before making comparisons across individuals.

Decrop (2004) puts forth four criteria for the trustworthiness of qualitative studies: credibility, transferability, dependability and confirmability. Credibility is analogous to internal validity and was addressed in this study by continuous observation and referential adequacy (Decrop, 2004). Referential adequacy is achieved by including supportive contextual information to the research findings. I conducted continuous observation; remaining with each visitor for the entire duration of their experience with JED, which included transportation to and from the village. Transferability is analogous to external validity and was achieved by provision of thorough descriptions. Results descriptions include multiple examples of each theme, illustrate each example with extensive details and provide context around each example. Although program content and setting may differ, with thick descriptions comparisons can be made between JED and other community led ecotourism organizations with a diverse demographic of visitors. Dependability refers to the actuality of the data collected by the researcher. I maintained extensive field notes and an audit trail of all analyzed data. An example is provided in Appendix B. Confirmability refers to the researcher's efforts to seek objectivity within the inherent subjectivity of qualitative inquiry. Confirmability is achieved in this study by triangulation. Eisenhardt (1989) recommends using multiple data collection methods for triangulation. Triangulation allows the researcher to view the data from multiple perspectives. This study

combined participant observations with informal interviews and a series of survey questionnaires that contained both open-ended and closed-ended items.

Key Constructs and Their Operationalization

Visitor Characteristics

Prior Knowledge:

Prior knowledge refers to the relevant concepts an individual already has an understanding of prior to arrival to the JED tour. As stated by Glasersfeld (1995), “it is easier to orient the student towards a particular area of conceptual construction if one has some idea of the conceptual structures they are using at present” (p. 186). JED focuses the content of tours on Bali’s culture and environment. Therefore, on the first questionnaire, prior knowledge was conceptualized as the sense of familiarity a tourist had with the culture and environment of Bali before arrival. Self-rated level of familiarity has been used previously to measure prior knowledge and is more relevant than the recitation of specific facts, which may or may not relate to their experiences on the tour (Beaumont, 2001; Powell & Ham, 2008; Orams, 1997). During participant observation, prior knowledge was operationalized as when a visitor discussed other information he or she had learned from another source. The emphasis of these recollections would be on *information* or lessons learned any time before the tour began.

Past Experience:

“Any element in the present stream of experience may bring forth the re-presentation of a past situation, state, activity or other construct” (Glasersfeld, 1995 p. 98). Past experience refers to relevant activities the tourist had participated in prior to arrival to the JED tour. Similar

to prior knowledge, past experiences span an individual's lifetime and could conceivably cover a variety of topics. JED focuses on experiences related to Balinese culture and the environment. Therefore, in the first questionnaire, prior experience was operationalized as experience traveling to Bali or ecotourism experiences in Indonesia or another country. Frequency of participation in an activity has been used previously to measure levels of experience in that activity (D'Antonio et al. 2012; Hammitt & McDonald, 1983). During field observations, prior experience was operationalized in instances when the tourist related prior experiences to the tour experience. In the field, the visitor would indicate these experiences in a similar manner to that of prior knowledge, as recollections. The emphasis of these recollections, as opposed to those of prior knowledge, would be on *actions* taken any time prior to the tour.

Motivation:

Motivation refers to the reason(s) the individual traveled to Bali and decided to participate in a JED tour. The first survey questionnaire used open-ended questions regarding what attracted the visitor to Bali as a destination and what he or she hoped to get out of the JED experience (D' Amato & Krasny, 2011; Falk et al. 1998; Storksdieck et al. 2005), as well as a closed-ended question asking the visitor to rate the degree to which a list of factors motivated their participation in the JED tour (Sander, 2012; Stein et al. 2003). In the field, information regarding visitors' motivations were operationalized when through informal discussions, the tourist indicated how it came to be that they were taking the JED tour, what factors led to their decision and what they hoped to accomplish while on the tour or Bali in general.

Expectations:

Expectations refer to what an individual tourist expected to happen on the tour and how she or he expected to feel during the tour. Following del Bosque and Martín (2008), the first questionnaire asked the visitor to indicate the degree to which they expected the tour to exhibit different attributes – for example, whether the visitor expected the tour to be educational or not. During field observations, visitor expectations for the tour were revealed through informal discussions.

Tour Characteristics

Tour characteristics are divided into two sub-categories: program delivery and social interaction. Program delivery refers to the format and style the tour guide used to present information regarding Bali's culture or environment. During field observations, the researcher recorded the tour guide's techniques, styles and formats. Tour guide techniques may include story-telling, analogies, novelty and use of multiple senses (Falk & Dierking, 2000; Moscardo, 1996; Stern et al. 2013; Tilden, 1957). Social interaction refers to the communications the visitor had with the people he or she traveled to JED with, other tourists who were also on the JED tour, the tour guide or local Balinese people. Observable aspects of the interaction were noted such as the content of dialogue, apparent body language and overall tone of the interaction. Field observations recorded what happened during the tour, and the second survey questionnaire and informal interviews completed after the tour recorded how the visitor felt regarding the tour.

Visitor Outcomes

Satisfaction

Satisfaction refers to the tourists' cognitive and affective evaluation of the tour upon

completion. Cognitive evaluation included tourists' perceptions of how the tour performed compared to their expectations. Affective evaluation involves the tourists' overall feelings towards the tour. The survey questionnaire taken after the tour measured each visitor's overall satisfaction and a self-reported evaluation of whether or not his or her expectations were fulfilled. Additionally, during the tour I recorded instances when the visitor used affective language to describe the experience. It should be noted, however, that dissonance or disorientation are part of the constructivist learning theory process. Therefore, if a visitor expressed discomfort or confusion during the tour, I recorded those feelings but did not assume that those feelings represented dissatisfaction with the tour.

Personal Change

Personal change refers to how the tourist believed that the tour had personally impacted his or her life three months after the tour. The level and type of impact was expected to be individually specific. The tourist could indicate changes in knowledge, attitudes, behavior, or nothing at all. Included in personal change was the tourist's perception of learning. The third survey questionnaire taken three months after the tour contained open-ended questions regarding how the visitor perceived the tour had impacted them personally. Previous studies have used open-ended questions when assessing the visitor's personal change to better understand the visitor's point of view (D'Amato & Krasny, 2011; Powell et al., 2011; Tung & Ritchie, 2011; Walker & Moscardo, 2014).

Data Collection

In total, 19 visitors on 11 tours in four villages participated in this study. Only one tour included an overnight stay. Nine tourists visited Kiadan Plaga (5 out of 11 tours). The other three villages had two tours each. I observed 10 of these tours and met personally with 17 participants. I accompanied each of these 17 participants throughout their experience with JED. This allowed for detailed participant observation of the experience. Notes were taken related to the tourists' and JED staff's dialogue, interactions and activities. During this time, I informally spoke with and interacted with participants, but did not ask direct questions regarding their opinion of the program until after the second survey. A JED staff member administered the surveys to the two participants on the 11th tour, because on that day two tours were occurring simultaneously in different villages. Of the 19 participants, nine completed the third survey that was administered online three months after their tour.

First Survey Completed	19 Participants
Second Survey Completed	19 Participants
Third Survey Completed	9 Participants
Total Tours Observed	10 Tours
Total Tours Overall	11 Tours

Table 1: Summary of visitors and associated tours involved in the study.

On the morning of the scheduled tour, a JED staff member would arrive at the tourist's hotel or other place of lodging to transport the tourist to the village of the tour. Participants were asked to complete the first of three survey questionnaires either while driving to the village or once arriving at the village. The survey administered prior to participating in the JED tour contained survey items concerning the tourist's incoming levels of prior knowledge, past experiences, motivations and expectations (Appendix A). After the tour, a JED staff member would drive the

tourist back to their place of lodging. At this time, the tourist was asked to complete the second survey. The survey administered immediately after the tour measured how the tourist felt about the tour and perceptions of learning. Three months later, the tourist received a link to the final survey administered online using Qualtrics survey software. This survey measured personal change, including perception of learning, to indicate the effects of the tour over time. Each survey included both open and closed-ended questions.

Data Analysis

Data analysis followed the case study research process put forth by Eisenhardt (1989). In this process, analysis of data occurs within each case and subsequently across cases. It is an iterative process that requires the researcher to look at the data in multiple ways, develop themes and relationships, compare to theory and literature, refine constructs, and review the data again until only small improvements are made with each iteration (Eisenhardt, 1989).

To review the data in multiple ways, field notes and responses to open-ended questionnaire items were analyzed using a series of coding techniques to uncover the linkages between tourist characteristics, tour characteristics and visitor outcomes. Coding requires the researcher to systematically label excerpts of field notes with a reference word or short phrase. The study constructs, including various interpretation techniques, as well as emerging concepts were often used as codes. An example excerpt of the coding technique used on the participant observation notes is included in the Appendix B. After several iterations of coding, the researcher then begins to develop themes and hypotheses (Eisenhardt, 1989; Saldana, 2013).

In this study to develop themes and hypotheses, I first began by examining responses related to the study outcomes (satisfaction, perception of learning and perception of personal

change). These responses came from both the second and third survey. After openly examining the responses and reviewing the literature, I grouped cases based on similarity in outcomes. These groupings were ranked as “meaningful”, “intermediate” and “not meaningful” based on my understanding of the literature that indicates what the ideal ecotourism experience would hope to promote: a positive change and enhanced learning in visitors (Kimmel, 1999; Orams, 1997; Tilden, 1957; Tung & Ritchie, 2011; Walker & Moscardo, 2014). Then, I began to compare cases within those groupings to determine similarities and differences in characteristics with a focus on the study constructs but also an open mind to any emerging characteristics. A series of four dominate pathways emerged. Additionally, an amendment to these four pathways emerged indicating under what circumstance the pathway to meaningful outcomes would need to be adjusted.

Results and Discussion

In the results and discussion that follows, each participant has been given a pseudonym to protect their confidentiality.

Participant Outcomes

To understand differences between tourists with different outcomes, I categorized participants based on their levels of satisfaction, perceptions of personal change and perceptions of learning. Outcomes are derived from responses to both the second and third survey. Of particular interest to this study was the variability in cases. Attention was paid to participants who represented the maximum and minimum of these outcomes. Outcomes were then categorized as ‘meaningful’, ‘intermediate’ and ‘unsuccessful’ outcomes. Table 2 provides an

overview of the pathway leading to each of these categories and the number of participants in each category. Not all participants completed the third survey, therefore the number of participants in each group indicates similarity in responses but not exactness. Two participants in this study do not precisely follow these pathways and require an adjustment to the pathways that incorporates the participants' focus on their children whom accompanied them on the tour. This adjustment is discussed further in the 'Traveling with Children' section.

<p>Active Participant on a Effective Tour (3 Participants)</p> <p>Participant:</p> <ul style="list-style-type: none"> - Mindset open to learning - Prior Knowledge expressed in a variety of formats <p>Tour:</p> <ul style="list-style-type: none"> - Promotes reflection through in-depth conversation with numerous people including the researcher - Provides the sense of being immersed in village life 	<p>→ Construction through Reflection →</p> <p>More questions and stories expressing reflection</p>	<p>Meaningful Outcomes</p> <ul style="list-style-type: none"> - Highly Satisfied - Personal Change: Global perspective and a desire to make a change to daily life - Perception of Learning: Learning survey measures were consistently high - Memories of JED triggered after the tour by multiple things (both directly and indirectly related to the tour)
<p>Passive Participant on a Effective Tour (2 Participants)</p> <p>Participant:</p> <ul style="list-style-type: none"> - Mindset not open to learning - Prior Knowledge expressed as simple statements, if at all <p>Tour:</p> <ul style="list-style-type: none"> - Promotes reflection through in-depth conversation with numerous people including the researcher - Provides the sense of being immersed in village life 	<p>→ Minor Reflection →</p>	<p>Intermediate Outcomes</p> <ul style="list-style-type: none"> - Satisfied - Personal Change: Seeking alternative tourism and a focus on the relationship between tourism and local people - Perception of Learning: Learning survey measures were ranked inconsistently between medium and high. - Memories of JED triggered after the tour by things directly related to the tour
<p>Active Participant on an Ineffective Tour (4 Participants)</p> <p>Participant:</p> <ul style="list-style-type: none"> - Mindset open to learning - Prior Knowledge expressed in a variety of formats <p>Tour:</p> <ul style="list-style-type: none"> - High focus on negative aspects of village life - Separate conversations that exclude the visitor - Inaccurate assumptions about the visitor - Inability of the tour guide to communicate with the visitor 	<p>→ Minor Reflection →</p>	<p>Intermediate Outcomes</p> <ul style="list-style-type: none"> - Satisfied - Personal Change: Seeking alternative tourism and a focus on the relationship between tourism and local people - Perception of Learning: Learning survey measures were ranked inconsistently between medium and high. - Memories of JED triggered after the tour by things directly related to the tour
<p>Passive Participant on an Ineffective Tour (8 Participants)</p> <p>Participant:</p> <ul style="list-style-type: none"> - Mindset not open to learning - Prior Knowledge expressed as simple statements, if at all <p>Tour:</p> <ul style="list-style-type: none"> - High focus on negative aspects of village life - Separate conversations that exclude the visitor - Inaccurate assumptions about the visitor - Inability of the tour guide to communicate with the visitor 	<p>→ No Reflection →</p>	<p>No Meaningful Outcomes</p> <ul style="list-style-type: none"> - Dissatisfied - Personal Change: No personal change - Perception of Learning: Learning survey measures were consistently very low. - No memories of JED triggered after the tour was over

Table 2: Visitor outcomes and pathways leading to those outcomes for 17 out of 19 visitors.

Very few participants indicated low satisfaction from their tour experience. Table 3 reports the minimum, maximum and average response from the survey questionnaire items on the second survey aimed at measuring visitor satisfaction immediately after the tour as well as the minimum, maximum and average response from the third survey questionnaire items measuring satisfaction three months after the visitor had participated in the tour.

Survey item	Immediate post			3-month follow-up		
	Min.	Max.	Mean	Min.	Max.	Mean
I would like to take similar tours in other places.	5	7	6.10	5	7	6.44
Overall, how satisfied are you with your JED experience?	-	-	-	5	7	6.42
My JED experience was one of the best of my life.	3	6	4.89	4	7	5.22
I feel disappointed by my tour experience.	1	4	1.58	1	2	1.33

Table 3: Responses to the 7-point Likert scale survey questions on the second and third survey regarding participant satisfaction. Response categories for each item ranged from strongly disagree (1) to strongly agree (7).

Personal change was conceptualized as the impact the visitor perceived the tour had on their day to day life back at home. Two items on the third survey asked participants about their perceived personal change:

1. What impact, if any, has the JED experience had on you personally?
2. As a result of this tour, do you intend to do anything differently than you would have done had you not taken the tour? If so, what?

Three themes emerged in the coding of responses to these questions: a more global perspective and a desire to make a change to daily life; seeking out alternative tourism and a focus on the relationship between tourism and local people; and no personal impact or desire to make a change to daily life. A global perspective and a desire to make a change to daily life was coded as a “meaningful outcome” because it closely aligns with a personally important change as described by Tung and Ritchie (2011). Seeking out alternative tourism and focusing on social relationships was coded as an “intermediate outcome”, as it reflects a shift towards a personally

important change but falls short in comparison to an articulated change to daily life. A lack of personal impact and desire to make a change to daily life was coded as an “unsuccessful outcome.”

From the nine participants who completed the third survey (approximately half of the total participants), two participants fall into the category of a highly meaningful outcome of a more global perspective and a desire to make a change to his or her day to day life. One such participant, Ryan, responded that:

Survey: What impact, if any, has the JED experience had on you personally?

Ryan: The tour really helped me think small and better understand how people around the world make a living and how their struggles are different but equally as important to consider as ours. Additionally, it's amazing to see the creative problem solving that occurs in a developing country.

Survey: As a result of this tour, do you intend to do anything differently than you would have done had you not taken the tour? If so, what?

Ryan: My wife and I have tried to continue to support smaller and local business and to try to reduce the clutter in our lives just like those we met in Bali.

In his response, Ryan clearly has put thought into his experience, reflected and internalized the experience so as to be able to identify an actual change in his daily life as a direct result from the tour: support local business and reduce clutter. He now also has a “better understand[ing]” of life beyond his own country. The second participant in this category, Monica, wrote:

Survey: What impact, if any, has the JED experience had on you personally?

Monica: It has given me new sights on values: I felt, that in Bali community and spirituality are much more important than in my European life. I find it helpful or "horizon opening" to experience this. It relativizes my own values. Admittedly I must say that this wasn't the first ecotour I visited. I was in a similar experience in the Philippines 10 years ago. Although this was another culture the impact was similar.

Survey: As a result of this tour, do you intend to do anything differently than you would have done had you not taken the tour? If so, what?

Monica: Not really. Although I sometimes think of the offering ceremonies. I sometimes feel like taking up small rituals of "offerings" with organic materials.

At first Monica answers that there has been no change to her daily life as a result of this tour, but upon further reflection she indicates a desire to start "small rituals of 'offerings' with organic materials." The experience has expanded her global perspective and strengthened her values.

Seeking alternative tourism and placing an emphasis on the social component of tourism is a reasonable and desirable outcome from an ecotourism experience, though not quite as personally impactful. Four out of the nine participants who completed the third survey fell into this intermediate category. One participant responded:

Survey: What impact, if any, has the JED experience had on you personally, if any?

Janet: Awareness that it is possible for people to choose and organize their own tourism tours in their own space. It also gives hope that such things are possible, reshaping a pretty new kind of relationship between hosts and visitors.

Survey: As a result of this tour, do you intend to do anything differently than you would have done had you not taken the tour? If so, what?

Janet: I will be more willing to go to homestays, as it seemed to be one of the best ways to make sure most of the benefits of tourism go to people (and not institutions or international hotel brands).

One participant noted no meaningful impact from the tour. This participant responded that the tour was "interesting but not personally impacted my every day life" and simply responded "no" when asked if she would do anything different as a result of this tour. The other participants chose not to answer these two questions.

Participants' perception of learning was measured with several survey questions that captured these aspects of the framework (Table 4). However, what was of particular interest to this study was the variability in cases. Particular attention was paid to the cases that represented the minimum and maximum.

Second Survey Item (19 out of 19 participants completed)	Minimum	Maximum	Average
I learned something on the tour that will be applicable to my life.	5	7	6.42
I felt free to learn what I wanted to during the tour.	5	7	6.11
The JED tour has made me reconsider some of my previous ideas about Bali.	3	7	5.26
The tour has made me think about things in a new way.	2	7	5.16
During the tour, I was reminded of experience I have had in the past.	2	7	4.94
I expect the tour will change the way I feel about things after I leave here.	2	7	4.50
Third Survey Item (9 out of 19 participants completed)	Minimum	Maximum	Average
The tour has made me think about everyday things in a new way.	4	6	5.22
What I learned on the tour is applicable to my life.	4	6	5.00
The JED tour has made me reconsider some of my previous ideas about Bali.	2	7	4.88
The tour has changed the way that I feel about things that are important to me.	2	6	3.89

Table 4: Responses to the 7-point Likert scale survey questions on the second and third survey regarding aspects of learning during the JED tour.

In conjunction with high feelings of satisfaction and a clearly articulated personal change, participants with meaningful outcomes for this study were those participants who rated high on these survey items regarding perception of learning and who also continued the learning process after the tour was over. Continuation of the learning process was measured on the third survey using the open-ended question: "Have you thought of your memories from your JED experience

while you've been doing something else? Please tell us when. What were you doing? What was the connection to the JED tour?" Responses to this question fell into three categories: memories triggered by multiple things that were both directly and indirectly related to the JED experience; memories triggered by one trigger that directly relates to the JED experience or no triggers for memories. Since learning requires "learners [to] construct information by actively trying to organize and makes sense of it in unique ways," meaningful outcomes in this study were exemplified by the ability of the participant to be provoked into reflection about his or her experience by multiple things -- particularly when the relationship between the trigger provoking the memories and the JED experience itself were not obviously apparent to the outside observer. This signifies that the relationship is likely unique and personal to the individual's mental constructs. One participant was able to list several different instances of when she was triggered to think back to her experience with JED:

I have been thinking of the experience while preparing food, while buying exotic fruit, while looking after my plants. As well I have been telling children, how children count with their fingers-at work at my school. I read a novel about Bali-Nigel Barley, Bali, the last paradise-and remembered quite a few things I learnt on the Jed tour. And as well while reading a book placed in India.

This participant indicated direct triggers related to her JED experience (reading a novel about Bali) but also indirect triggers (preparing food). This participant represents our conceptualization of meaningful outcomes related to perceptions of learning because the construction of linkages between prior knowledge and new information continues after the tour has completed. Participants with intermediate outcomes were those participants who only listed a single direct linkages to their JED experience:

Stacey: Maybe having a cup of coffee and thinking about the source of the beans.
...
Rodger: While hiking few weeks ago. Walking through the woods.

Although these examples do not reflect the same level of depth of reflection as the participant who was triggered by numerous instances (both direct and indirect), these participants have still reflected on their experience after the tour. One participant simply indicated “no” that she has not thought about her experience while doing something else. This participant represents an unsuccessful tour in terms of promoting personal learning.

Once outcome categories were established, themes regarding the characteristics leading up to these outcomes began to emerge. A combination of participant and tour characteristics combine to determine whether meaningful outcomes occur for the participant.

Motivations and Expectations for “Authentic” Bali

Through articulation of their expectations and motivations for taking a tour with JED, participants routinely make a distinction between JED tours and other tourism operations in Bali, Indonesia. Participants consistently expected JED to be “social” and “educational”. Further, these motivations and expectations were associated with meaningful outcomes.

Second Survey Item (19 participants)	Minimum	Maximum	Average
To what extent do you expect the JED tour to be: Educational (5-point scale)	3	5	4.42
Social (5-point scale)	3	5	4.31
To what extent was each of the following a motivation for participating in this JED tour? To experience a new culture (4-point scale)	3	4	3.68
To learn (4-point scale)	2	4	3.31
To view nature (4-point scale)	1	4	3.00

Table 5: First survey items related to participant motivations and expectations before beginning a tour with JED.

Only three out of 19 participants believed that JED would only somewhat be an educational and social experience; all others believed that the experience would either be moderately or extremely social and educational. When ranked from a list of possible motivations

on the first survey, “to experience a new culture” was ranked as the primary motivation by ten participants and the remaining nine participants ranked it as a major motivation. The second highest ranking motivation was to “to learn” (18 participants ranked as either primary motivation or major motivation) followed by “to view nature” (16 participants ranked as either primary motivation or major motivation). Responses on the first survey to the open-ended question “What do you most hope to get out of your JED experience?” corroborate this ranking. Such responses include “more information about Bali's culture, history and environment.” and “learn about local village culture, nature and coffee production”. Therefore, most participants arrive to JED already open to learning.

Most participants made it clear that they believed the experience with JED would provide a different experience from other tourist organizations in Bali, Indonesia. Some simply imply a different experience: “different/unique cultural experience, better understanding of Balinese culture.” and “a new experience, something different.” Others elaborated by making a clear distinction between JED and the rest of Bali: “to understand life outside of the main tourism center,” “an impression of real life in Bali besides tourism places,” and “learn about “real” (original quotations) Bali, understand challenges of mass tourism.” Still other participants extended their motivation to include interacting with “locals.” Such responses included: “have a close contact with Balinese people” and “learn and experience a culture without being just an observer. Mostly to learn (original emphasis) something new.”

As to be expected, JED was only one of many activities a tourist participated in when they visited Bali. While some visitors mentioned learning and experiencing a new culture as their motivation to visit Bali, often participants’ rationale for visiting Bali included more popular tourist attractions such as surfing, snorkeling, art, food, quality hotels and safe vacationing. Even

still, in an open-ended question about what attracted the visitor to Bali in general, 17 out of 19 participants mentioned wanting to experience a new culture: “To view a different culture and compare it with mine. To learn some new aspect of life.”

Informal conversation with participants during the tour also highlighted the perceived difference between JED tours and other tourist locations in Bali. One participant who had meaningful outcomes indicated that she “wanted to give back to the community” and “get away from Ubud” (Lauren). At the end of the tour this participant remarked “that was incredible to see. So much of the island is like this, not like Ubud or Kuta but this is how people live!” Another participant said that she had been to Ubud before, but it was not how she remembered it and that it “has changed so much” (Rachel). Later, when talking about ecotourism in Bali, she said that ecotourism is “much more interesting than typical tourist things.”

Similarly, two participants who visited Sibatana and spent the night suggested that they were looking for alternatives to the main tourist attractions. On the drive to the village, they said that they were traveling the northern parts of Bali and then heading to Ubud. They said that they had heard “mixed things about Ubud” and then asked me for my opinion of the city. It was clear that they were debating going at all. A few minutes later, when talking about another popular tourist area, the visitors told the tour guide that they would not be visiting that area during their trip to Bali because “it is a very touristy place, lots of party” (Monica). Later in the evening as the participants were sitting with the host after eating dinner, one participant lamented that there are “so many tourist places, we don’t know if [when we] get food, if that is what people really eat” or if it is made just for visitors (Kathy). Monica was found to have meaningful outcomes from her experience. Kathy was found to have intermediate outcomes. In contrast, one participant who ranked lower in terms of meaningful outcomes, when asked by the tour guide

why she choose to visit his village, indicated that she didn't know; there was no reasoning behind her choice.

This theme of finding the “true” or “real” Bali continued in participant’s responses to third survey questionnaire item: How did your JED experience compare to the other activities you did in Bali? A few respondents provided a simple evaluation of “very well” while others emphasized the educational nature of the program. One participant wrote: “they were much different in that they were very educational and also felt to give a truer sense of the Balinese and their culture. I really enjoyed that.” Another participant agreed by writing: “experience of more traditional style of living on Bali.” Finally, another participant wrote:

It was very intense. Although I had quite a few other native guides I had the most and longest conversation with our tour guide. The amount of information was larger but I must say, that it was one of the first steps on my four week stay in Bali. I got the impression that I had the possibility to get a sight of private life of Balinese people.

Participants’ desires to seek out authentic experiences and view the “real” Bali represents their desire to seek out what is referred to in constructivist learning theory as a perturbation. A perturbation is an instance where the unexpected result occurs in an action scheme and forces visitors to use their prior knowledge and experience to reflect on the circumstance and construct new personally meaningful understanding. The hotels, restaurant, bars, beaches and art galleries that line the streets of Ubud and Kuta are too similar to businesses that the visitor can find in their home nation or elsewhere. For those who wish it, JED provides the opportunity to be removed from these experiences. It is clear that most visitors to JED are looking for an experience fundamentally different than the experience they can have at the main tourist cities and arrive to the tour with a mindset open to learning. An open mindset to learning is antecedent to meaningful and intermediate outcomes.

The Nature of Prior Knowledge

At the onset of this study, prior knowledge was conceptualized as relevant information known to the visitor before arriving to the JED tour. I believed that the visitor would indicate prior knowledge through direct statements. For example, when the tour guide asked one participant if she knew the name of the plant he was pointing at and then proceeded to inform her that it was corn, the participant replied to him “we grow corn in Canada” (Susan). The participant’s response is a simple direct statement indicating information she knew from before the tour began. Later the tour guide pointed out some bamboo growing on the hillside. The participant responded by saying, “we have one kind of bamboo, British Columbia bamboo, only grows in Canada” (Susan). The tour guide continued by explaining the uses of bamboo. The participant added “and you can use bamboo for cooking” (Susan). The participant is making comparisons between what she already has experience with in her home country and her current situation in Bali. However, these statements are short and shallow. Short direct statements indicating knowledge learned elsewhere occurred during participant observation as expected, but these shallow statements were not associated with highly meaningful outcomes or deeper construction of knowledge.

Further, I believed that during participant observation visitors would indicate prior knowledge by stating where and when they had learned some previous knowledge. These more elaborate statements did occur and showed that visitors use prior knowledge to understand current information. While sitting down for lunch, one participant said “I read before I came here that waste from tourists is a big problem here” (Kevin). He then continued to ask the tour guide about what people in the village do with plastic water bottles. In this example, the visitor indicates his prior knowledge and elaborates by indicating how he came to know this

information. Another participant, when being shown where on a map the first cemetery in the village was located, said, “I read in Monkey Forest, that they are buried and then there is a mass cremation” (Lauren) Again, the visitor indicates knowledge and elaborates by explaining where she was when she learned that information. Another participant started a conversation with the tour guide about social etiquette when he remarked, “We read in guide that some things are not polite here, like this” (Mike). He then placed his hands on his hips to show the tour guide what he was referring too. During a different tour, a tour guide asked the visitor if he knew about Brahma to which the participant replied, “A little bit, someone else was telling us about this.” (Ryan). In all of these examples, the visitor makes reference to information learned elsewhere that is applicable to the current discussion. Constructivist learning theory states that learning occurs through building and refining past understanding (Brooks and Brooks, 1999). Clearly, these participants were actively involved in this process to develop personal understanding of Balinese culture.

In this study, the participants with the most meaningful outcomes were those who most often expressed prior knowledge as questions and stories. The following represents examples of visitors showing their prior knowledge to the guide in the form of a question. At the beginning of the tour, while sitting having coffee and a snack consisting of a white rice pancake accompanied with a fork, one visitor asks the tour guide “eat with your hands?” and gestures to the white pancake snack (Ryan). The participant speaks to the tour guide in a question. Yet, if the participant was devoid of prior knowledge relating to forms of eating etiquette in Asia, he would not be able to ask this particular question. He might ask a less knowledgeable question such as “how do I eat this?” or maybe simply revert to what is customary in his home country of

America; he could use the fork. Rather, the visitor demonstrates information he already knows but presents it as a question to the guide and initiates further conversation about the topic.

Another visitor, while driving from her hotel to the village where her tour was to take place, asks the driver, “tourism has become the largest economic sector, is that right?” (Lauren). Later the same participant begins a conversation with the tour guide by talking about another island in Indonesia. “I didn’t realize that the island of Flores is Christian?” (Lauren). There is a question mark at the end of what appears to be a sentence because the inflection in her voice as she made the statement transformed it into question and invited the tour guide to elaborate on her prior knowledge of religion in Flores. During the drive back to her hotel, this participant asked, “The Indonesian flag is just red and white, right?” Again, she confirmed her prior knowledge by asking the guide a question. The tour guide tells her yes and then explains that if she sees “a flag with a fist on white background, that is for people who are against the reclamation project.” The participant then replies, “like Dubai.” Although this last statement is not in question format, it demonstrates how through the progression of one conversation, the visitor can utilize multiple formats of articulating prior knowledge.

Other participants exemplified prior knowledge in the form of a question too. Another visitor, for example, asked the driver, “When is the dry season? When we arrived, it was raining. We were surprised” (Monica). Another participant who was visiting Tenganan was listening to the tour guide explain about the food that was currently being prepared that day for a ceremony. The discussion that ensued shows the participant using a question to signify his prior knowledge but then, towards the end of the conversation, using a different format: a story.

Participant: “Do you think [you eat] spicy food to avoid stomach problems?”

Guide: “Balinese practice when young child so they eat faster.”

Participant: “I should not give this to my daughter because she eats fast. I lived in Mexico and Central America, who eat a lot of spicy food. Give children candy with a chili in it.”

Guide: “We also make spicy to kill bacteria.”

The visitor would clearly need to have learned somewhere else about the connection between spicy food and avoiding stomach ailments in order to ask the guide this question, because the guide had not yet discussed that link. The participant in this example continued the conversation by sharing a story about his daughter and his experience in Mexico. Again, it is clear that the visitor being triggered by a new situation and new information and thinks about his prior knowledge that, to his mind, is related to the current situation in order to develop personal understanding. This participant had numerous examples of indicating his prior knowledge by sharing stories with the tour guide. Later in the day, while discussing bee hives, the same participant explained, “this is similar to what we do in Italy” and then continued to explain about a new design that is more natural where the bees make the hive themselves but produce less honey (Mike). Over lunch, the participant and the tour guide were discussing the efforts of the village to protect their land and heritage. They talked about foreigners purchasing land in Bali and the implications that has on Balinese people. The participant remarks:

“It’s always difficult. I worked for some years in Amazon forest. They don’t exactly have concept of owning land which is good for foreigners and government. We want this to be golf club, and I will give you a basket of fruit, but they are not like you who protect your own culture but know about other culture. They are like children.”

Clearly the participant is using his experience and prior knowledge acquired at a different time and location to make sense of what the tour guide is explaining about what is happening in Bali. This participant shared many stories with the tour guide, but he was not the only visitor to do so.

One participant, while walking down a garden path, stopped walking, pointed to a plant set off to the side of the path and said, “Ah coffee! In my home I have a plant, but it is indoors” (Monica). She then proceeded to tell me about how her parents gave her a big coffee plant, but she did not look after it well enough so it died. In another example, the participant had just arrived to the village and was sitting with coffee when she began to share a story about ecotourism in Laos village. The village “built the structures in traditional style but were surprised to find that the visitors actually wanted more modern accommodations” (Janet). The tour guide then asks her, “so the houses are still traditional?” These stories indicate prior knowledge but also serve another purpose. These stories allow for deeper and more meaningful conversations between the visitor and the guide. Participants who utilized questions and stories to indicate their prior knowledge and develop deeper conversations with the tour guides reported highly meaningful outcomes. This is indicative of an active learner; an individual fully engaged in the process of building and refining his or her understanding (Gogus, 2012).

These examples also indicate a range of topics from general knowledge to specific facts about Bali. According to constructivist learning theory, given the diverse experiences and information an individual is exposed to over the course of his or her life, the individual can utilize any portion that he or she believes is applicable to the current situation (Glaserfeld, 1995). Thus, participants indicate prior knowledge on topics from coffee plants to Central America.

Participants were asked on the first survey to self-rate their prior knowledge of Bali's culture and Bali's environment, as well as indicate the extent to which they spent time preparing for their trip by learning about Bali's culture and environment. Those who rated themselves high in regards to preparation and knowledge also reported meaningful outcomes. However, those who rated themselves low in regards to being knowledgeable about Bali's culture and environment still highly exemplified prior knowledge in general during the tour. Thus, specific knowledge regarding the location of the ecotour may be useful, but it was not the main driving force towards meaningful outcomes. Rather, those participants who were the most active in using questions and stories related to prior knowledge in general were the ones with the most meaningful outcomes.

At the onset of the study, prior experience was operationalized as when a participant mentioned actions taken prior to the tour whereas prior knowledge referred to information learned prior to the tour. This study found no meaningful distinction between prior knowledge and prior experience. The two constructs are intertwined. This is understandable since prior knowledge is often brought to the surface as a "re-construction from a memory of a past experience" (Glaserfeld, 1995 p. 59).

Opportunities for Social Interaction

According to constructivist learning theory, an essential part of constructing understanding is reflection: a conscious review of the experience to potentially reveal characteristics that were initially dismissed in the original action scheme (Glaserfeld, 1995). One way that reflection can occur is through social interaction (Brooks & Brooks, 1999;

Glaserfeld, 1995). Quality social interactions provide the opportunity to discuss with other people the new information and can help the individual to make connections.

Participants who reported meaningful outcomes had the opportunity to meet with and interact with additional people from the village. At the beginning of the tour, two such visitors, were brought to a group of women preparing offerings for an upcoming ceremony. One Balinese woman began to teach the visitors the names of each offering by pointing at the offering, saying a word in Balinese and having the visitors repeat it. The woman continued this process for some time and offered the visitors some snakeskin fruit to eat. Perhaps the most impactful social interactions for these two visitors were those with their overnight host family. The visitors were able to ask questions of the grandparents who owned the house and play with the grandchildren. Later in the evening when the father of the children came home from work, he sat at the dining table with the visitors talking about his life late into the evening. Their discussion topics ranged from the card games they enjoy to taxes.

It was not simply the number of people that the visitor is able to interact with that leads to meaningful outcomes. It was the quality of interaction. Setting the “stage” to make the visitor feel that he or she is fully immersed in Balinese life as it is happening helps visitors achieve meaningful outcomes. In the example above, the visitors had the feeling of participating with villagers while they were going about their day: preparing offerings with family, going to the market or sitting with family after a meal. In other instances, the visitors may not have directly interacted with the villagers but still felt as if they were in the middle of village life. During one such instance, the tour guide brought the visitors over to a pavilion where women were preparing offerings for an upcoming cremation ceremony. Below is an excerpt from field notes taken during the tour.

We walk to another compound, with six women in it.
A dog comes running out and starts loudly barking at us.
Tour Guide: shows the offerings that are being made from plant material, one of which looks like stairs, the others are baskets made from bamboo, shows how they use vegetation to “stitch” leaves together
The dog is still barking at us, the women try to shush it
Courtney: “good guard dog”
The women are talking and it is loud in here
Ryan leans in towards Tour Guide
Tour Guide talks about how the man who died was a medicine man so all the people he had ever helped had come for his cremation

In this example, the visitors did not directly interact with the Balinese women as they prepared offerings. However, the visitors had the sense of being ‘in the thick of things.’ The Balinese women went about their responsibilities with no interruption from the tour group that had happened to come in; so much so that it was hard to hear the tour guide as he explained the different types of offerings. Participants with these types of experiences ranked highest on the survey items regarding aspects of learning.

In contrast, negative interactions can hinder deep reflection and subsequent meaningful outcomes for the participant. Negative interactions came in several forms. Negative interactions could stem from the tour guide’s focus on aspects of anguish in Balinese life, separate conversations in Balinese that excluded the visitor, inaccurate assumptions regarding the visitor’s home country or the visitor, or the tour guide’s inability to effectively communicate in English. Unfortunately, for one participant, many of these interactions occurred simultaneously during her tour. This participant ranked low on the survey items regarding aspects of learning and memories of her JED experience were not triggered after the tour had concluded. At several times the tour guide lamented about his life in Bali:

“I wanted to go to university, was sad because father has no money, I wanted to be a teacher. You’ve heard of Karma? I want to make good Karma, good job, so maybe when I am reincarnated as a teacher because of that”

...

Tour Guide explains about government support, Bali cow expensive, points to the manure composting

Susan: "my mom's sister had 44 cows born this year"

Tour Guide: (seems surprised by the number of cows) "farmer in another country wealthy, farmer in Bali poor man"

Susan: "yes"

...

Tour Guide explains that Balinese "regret life" because "you get to go to university and visit other countries while we stay here"

Although it is not expected for the tour guide to avoid sharing with the visitor the hardships of his life, it appears that too much focus on the hardships creates tension and social distance between the visitor and the guide. Further, these comparisons of how difficult Balinese life is to the assumption of how "easy" the visitor's life is in another country were often inaccurate and sometimes forced the visitor to correct the tour guide.

Tour Guide first talks to a local woman in Indonesian and then talks to the Driver in Indonesian before explaining about the role of women in Bali. He says "maybe in Canada not so busy?"

Susan: "women are very busy, still cook for family. When I was young I lived with just my dad, so he would cook for me"

...

Tour Guide: "tired huh? Because this is not your daily habit. This is my daily habit. I walk every day, you can see people here are fit, slim but health."

Tour Guide then says something to the Woman Cook in Balinese.

These examples also show this tour guide breaking away from the conversation with the visitor to have a separate conversation with someone else in Balinese. When these separate conversations occurred too frequently, it was evident by the visitors' demeanor that it was difficult for the visitor to feel as if he or she was creating a meaningful connection with the guide. At these times, visitors would often sit quietly and watch the guide as he spoke to someone else.

Every participant and tour guide spoke English to some degree, but not all were fluent. During a few tours, both the guide and the visitor did not speak English well enough to have a conversation with each other. In this situation, if there was not another JED staff member who spoke English more fluently to assist the discussion, the result was the same: no meaningful outcomes. On one tour, a female participant spoke Indonesian and English while her male companion only spoke English. Unfortunately, the tour guide only spoke Indonesian and therefore spent the entirety of the tour talking with the female visitor. Although the female participant tried to translate for her male companion, he was still left out of the conversation. Later, on the second survey he marked that he “almost always” felt uncomfortable during the tour.

Toward the end of the study, I began to play a crucial role in facilitating dialogue between the tour guide and visitors. As the study progressed and the tour guides became more familiar and comfortable with me, I was often called upon to act as translator and tour guide. The tour guide would ask me to explain to the visitor concepts such as the process of making Luwak coffee or how to say the English name for a plant. Once, while driving to the village, a visitor asked the tour guide, who was driving, how many people lived in the village. He told the visitors he did not know and then turned to me, knowing I had visited this village once before, asked me how many people lived there. At the beginning of the study, the visitors would treat me as if I was another visitor on the tour. They would offer to take my picture next to monuments and ask me to participate in activities with them. As the study season progressed, and my relationship with the JED staff became more comfortable, the visitors began to also treat me as tour guide or translator. Visitors would ask me questions on how to say things in Bahasa Indonesia or to help clarify a question they had.

The visitors say to me that earlier they asked Tour Guide if they had a day of no work,
I nod my head knowing that Tour Guide never really answered the question, I say that I don't know, the only thing I know of is Silent day,
I try to re-ask Tour Guide, explaining to him that in some religions there is a day of the week, Sunday, where you are to rest and not work and if they have something similar
Tour Guide says no
Visitors asks: so you work every day?
Tour Guide explains that no, it depends on the job what day you have off

Through analysis and personal reflection, it became clear that I was having an impact on visitor outcomes. Those who reported highly meaningful outcomes were those who had numerous opportunities for reflection through social interaction with the tour guide, local Balinese *and* me.

An Overall Holistic Experience

Tilden (1957) asserts that tour guides should create a holistic experience for visitors; an experience that focuses on all aspects of the visitor's experience. In this study, creating a holistic experience for visitors included creating a setting in which visitors feel as if they were immersed in Balinese life as it was happening, were able to actively reflect on their new experience through relating it to their prior understandings and were encouraged to reflect further through meaningful socialization with more than one person throughout the entire length of the tour. Meaningful outcomes were hindered when the driver did not interact with participant while in the car. Overall, participants with more holistic experiences, as described above, experienced more meaningful outcomes.

Traveling with Children

Through the successful implementation of a holistic experience where the visitor is encouraged to reflect and build and refine their understanding, participants reached meaningful outcomes. Only under one condition was the process toward meaningful outcomes different: when the participant's focus was not on her own understanding but rather fostering a positive experience for her children. Two female participants exemplified this phenomenon in the study. Tilden's sixth principle (1957) encourages interpreters to understand the child's perspective and create a separate program for children from that of adult visitors. Continuing with this idea, a parent whose motivation is to provide a valuable experience for their children will place less emphasis on his or her own construction of understanding and will therefore require a different interpretive approach.

Participant Rachel was one such visitor who had some of the same meaningful outcomes as other participants, but her meaningful outcomes were propelled by her perception of successfully fulfilling her motivation to encourage her two children's understanding. Rachel did not have as many instances of exemplifying prior knowledge or have the same deep social interactions with Balinese people. She was polite to the guide's information and stories but was not as active in this aspect. Rather she participated with her children as they fed baby turtles, released them into the sea, buried turtle eggs and collected debris out of the water to make a sculpture. On the first survey, she acknowledged that her motivation for visiting the village was "to nurture my children's love of nature & wildlife and to teach them about protecting it." On the third survey, she then remarked that the tour "provided a very positive experience and memories to share with my family." Further, she reported on the third survey that the most meaningful aspect for her was "seeing my children's delight at releasing the turtles and making the turtle

nest.” An alternative pathway to meaningful outcomes exists when the individual’s focus is not projected inward towards the self but is rather projected outward onto his or her child’s experience.

Personal Nature of Learning

Finally, participants were asked on both the second and third survey what the most meaningful aspect of the tour was for them and what was the most memorable thing that they had learned on the tour. Responses to these two open-ended questions were varied. Some participants gave short, content specific answers such as “the coffee processing” or “how few turtle eggs actually survive to become adult turtles.” Some participants focused on their relationship to local people: “interacting with local people from the village, including my tour guide” or “I have strong memories of our tour guide as he an artful person living a life between traditional and modern life in the city.” A few participants even exemplified their thoughtful linkages to prior knowledge in their responses. One participant wrote:

I liked the discussions with the local guide about how life is changing in Bali and what the impacts of that are on the village. It was very similar to that of the U.S. during our economic and industrial revolutions.

The variety of responses and even the lack of consistency in responses from participants’ second and third surveys, aligns with the main premise of constructivist learning theory; learning is individually specific. Learning for a visitor cannot adequately be measured by content-based multiple choice questionnaires because such learning outcomes as “don’t take what we have for granted!” or “Culture runs deep. Family runs deep. People make the best out of the situations they are in.” would be lost to the researcher. Personally relevant learning is not restricted by the time bounds of a tour but continues to evolve even after the tour is over.

Conclusion

“The visitor’s chief interest is whatever touches his personality, his experience, and his ideals . . . He does not so much wish to be talked *at* as to be talked *with*” (Tilden, 1957 p. 36).

Ecotourism operators may feel the push to ‘educate’ visitors. However, we should be cautious to not equate the visitors ‘education’ with the memorization of facts or the ability to answer multiple choice questions correctly. Knowledge in the traditional sense, as accumulation of facts alone, does not necessarily lead to behavioral or attitudinal change (Powell & Ham, 2008). Instead learning and knowledge should be viewed as continual personal transformation. Interpreters can think of themselves as *mentors* and encourage visitors to be active learners seeking personal understandings. To achieve this process of personal understanding for visitors in an ecotourism setting, there needs to be a balance between good interpretation techniques and the participant’s active involvement.

Constructivist learning theory provides a solid framework for understanding visitor learning in an ecotourism setting. An active participant is motivated and involved in his or her own learning. Participants in this study sought a perturbation: an experience that was fundamentally different than their home lives and from what they could experience in the main tourist centers of Bali. Participants believed, as evident by their stated motivations and expectations, that they would find this perturbation at JED. Prebensen and Dahl (2013) also found support for increased tourist participation, involvement and effort on enhancing the value of the travel experience. Once on the tour, the active participant then utilized his or her prior knowledge to understand the new experience. In-depth conversations with the tour guide, local Balinese people, and the researcher helped the visitor to reflect on the information. In traditional classrooms, group work and collaborative learning is one technique constructivist teachers use to

encourage learning (Yager, 1991). In informal educational settings, such as ecotourism, scholars have also found support for social interaction enhancing visitor understanding (Falk & Dierking, 2000). When the participant shared his or her prior knowledge in the form of a question or story, it simultaneously demonstrated the newly forming internal linkages within the participant's understanding and the participant's attempt to form meaningful social bonds with others. Both the active participant and the thoughtful tour guide are essential in the co-creation of experience.

A thoughtful, welcoming and open mindset is required for the tour guide to create a positive and holistic experience for the visitor. A holistic experience encourages the visitor to feel as though he or she is immersed in someone else's life. It is an experience in which the visitor can be mentored toward understanding both the wonders and hardships of life in Bali, all the while working to create positive and meaningful social connections. It would be expected for tour guides to share with visitors the hardships of their lives. However, this social interaction appears to be delicate. For some participants, the focus on such hardships coupled with inaccurate assumptions about the visitor's own culture, lead to social distance between the visitor and tour guide. For others, explanations of such hardships were incorporated into the visitor's personal learning experience. Stern et al. 2013 found support linking the use of universal concepts, those concepts to which most visitors can identify with, to positive outcomes for visitors from an interpretive program. Considering this finding, one technique that may be useful for tour guides, is to try to relate their particular hardships with more universal hardships as a way of making a social connection with visitors.

Tour guides can encourage visitors to share stories and ask questions. The keen tour guide will be able to judge how well he or she is presenting information by the types and depth of questions and stories the visitor provides. Questions and stories are formulated through

reflection and therefore, any inaccuracy will be apparent to the guide. Tour guides could then use these instances as opportunities to encourage further reflection by elaborating on the discussion. Reflection will falter when the guide simply moves on to the next topic or location. This technique would require the tour guide to actively listen to the visitors. Carefully listening to the visitors as they tell stories and ask questions will help the tour guide make connections to the visitors' prior knowledge and the content of the tour. Actively listening to find opportunities for guiding the visitor to personal connections facilitates other well-known interpretation techniques such as relevancy (Tilden, 1957) and visitor autonomy in learning focus (Falk & Dierking, 2000). Additionally, visitors who are traveling with children and whose motivation for being on the tour is to provide an experience for the children, will require a different interpretive program. For the participants in this study who traveled with children, a large amount of their experience centered on doing activities with their children (releasing baby turtles, crafts, etc.). This suggests that it may be helpful for the tour guide to plan experiential activities for both the adults and children that foster positive social interactions.

Not all visitors left JED with personally meaningful outcomes. Participants who were passive or whose tour did not create a positive holistic experience left their tour experience with a low sense of satisfaction, personal change and learning. However, for those active learners who had the fortune and freedom to create their own understanding, the tour inspired a deep, thoughtful and personally relevant change. Ecotourism interpreters, sharing their passion for the place in which they are interpreting, no matter where on the globe, have the ability to be positive mentors and facilitate such personally relevant change in all visitors.

Limitations and Future Research

This study focused specifically on the visitor's experience during an ecotour. As such, more data was collected on the tourist than on the tour guide. I collected data on the tour guide's techniques during the tour through participant observation but did not administer surveys to or conduct interviews of the tour guides. I had spent some time in informal conversations with the tour guides but did not reach the same level of depth as for the visitors. Tour guide perceptions of the ecotour experience are a valuable component of the interaction between the tourist characteristics and tour characteristics. I recommend incorporating the viewpoint of the tour guides into future research. This will help scholars to more fully understand the interaction between the visitor and tour guide during an ecotour but can also help to create appropriate recommendations for interpreters of different cultural backgrounds.

Additionally, an attempt was made to differentiate between assimilation and accommodation pathways in constructivist learning theory. To do so, survey questionnaires included items aimed to gauge incoming knowledge, departing knowledge and any instances of perturbation during the tour. Some evidence can be seen in this study of participants reaffirming their previous constructs and other participants needing to reflect on information that is at odds with previously held notions. This study was limited however in its ability to confidently and clearly differentiate when visitors learned through assimilation versus accommodation. One method future researches may take to make this process more clear is to develop more appropriate survey items for the construct of perturbation. In this study, participants were asked on the second survey (post-tour survey) whether they ever felt uncomfortable. This survey item had very little variability; nearly all respondents indicated that they 'never' felt uncomfortable. Additionally, this survey included the open-ended question: "Did you find any aspect of the tour

surprising? If so, please explain”. Responses to this survey question was quite varied but did not provide any clear links to visitor responses regarding what they learned on the tour. Glasersfeld (1995) asserts that action schemes “cannot be properly understood unless one realizes that assimilation and accommodation are presumed to be subjective and depend on unobservable states in the particular cognizing agent” (p.66). Future research may benefit from more formal interviews of visitors that includes interview probes aimed at uncovering aspects of perturbation at a greater depth.

References

- Ardoin, Nicole M., Wheaton, Mele., Bowers, Alison W., Hunt, Carter A., Durham, William H. 2015. "Nature-Based Tourism's Impact on Environmental Knowledge, Attitudes and Behavior: A Review and Analysis of the Literature and Potential Future Research." *Journal of Sustainable Tourism* 23(6):838-58.
- Ballantyne, Roy and Jan Packer. 2011. "Using Tourism Free-Choice Learning Experiences to Promote Environmentally Sustainable Behavior: The Role of Post-Visit 'Action Resources'." *Environmental Education Research* 17(2):201-15.
- Beaumont, Narelle. 2001. "Ecotourism and the Conservation Ethic: Recruiting the Uninitiated or Preaching to the Converted?". *Journal of Sustainable Tourism* 9(4):317-41.
- Brooks, Jacqueline Grennon and Martin G. Brooks. 1999. *In Search of Understanding: The Case for Constructivist Classrooms*. Alexandria, Va: Assoc. for Supervision and Curriculum Development.
- Chaminuka, P., R.A. Groeneveld, A.O. Selomane and E.C. van Ierland. 2012. "Tourist Preferences for Ecotourism in Rural Communities Adjacent to Kruger National Park: A Choice Experiment Approach." *Tourism Management* 33:168-76.
- Cobb, Tom 1999. "Applying Constructivism: A Test for the Learner-As-Scientist." *Educational Technology Research and Development* 47(3):15-31.
- D' Antonio, Ashley, Christopher Monz, Peter Newman, Steve Lawson and Derrick Taff. 2012. "The Effects of Local Ecological Knowledge, Minimum-Impact Knowledge, and Prior Experience on Visitor Perceptions of the Ecological Impacts of Backcountry Recreation ". *Environmental Management* 50:542-54.
- D'Amato, Laura Galen and Marianne E Krasny. 2011. "Outdoor Adventure Education: Applying Transformative Learning Theory to Understanding Instrumental Learning and Personal Growth in Environmental Education." *The Journal of Environmental Education* 42(4):237-54.
- Decrop, Alain. 2004. "Trustworthiness in Qualitative Tourism Research." in *Qualitative Research in Tourism: Ontologies, Epistemologies and Methodologies* edited by J. Phillimore and L. Goodson. London: Routledge.
- del Bosque, Ignacio Rodriguez and Hector San Martin. 2008. "Tourist Satisfaction a Cognitive-Affective Model." *Annals of Tourism Research* 35(2):551-73.
- Jaringan Ekowisata Desa. 2015, "Village Ecotourism Network ". 2015 (<http://www.jed.or.id/index.html>).
- Eisenhardt, Kathleen. 1989. "Building Theories from Case Study Research." *Academy of Management Review* 14(4):532-50.
- Elliott, Jane. 2005. *Using Narrative in Social Research*. Thousand Oaks, California SAGE Publications Inc..
- Falk, John H., Moussouri, Theano., Coulson, Douglas. 1998. "The Effect of Visitors' Agendas on Museum Learning." *Curator: The Museum Journal* 41(2):107-20.
- Falk, John H. and Dierking, Lynn D.. 2000. *Learning from Museums: Visitor Experiences and the Making of Meaning* Lanham, Maryland: AltaMira Press.
- Falk, John H. and Adelman, Leslie M. . 2003. "Investigating the Impact of Prior Knowledge and Interest on Aquarium Visitor Learning." *Journal of Research in Science Teaching* 40(2):163-76.

- Falk, John H., Ballantyne, Roy., Packer, Jan., Benckendorf, Pierre. 2012. "Travel and Learning: A Neglected Tourism Research Area." *Annals of Tourism Research* 39(2):908-27.
- Festinger, Leon 1957. *Theory of Cognitive Dissonance*: Row, Peterson and Company.
- Glaserfeld, Ernst von. 1995. *Radical Constructivism: A Way of Knowing and Learning*. London, England: Falmer Press.
- Glaserfeld, E. v. 2001. The Radical Constructivist View of Science. *Foundations of Science*, 6, 31-43.
- Gogus, A. (2012). Constructivist Learning. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning* (Vol. 1, pp. 783-787): Springer US.
- Ham, Sam H. 2009. "From Interpretation to Protection: Is There a Theoretical Basis?". *Journal of Interpretation Research* 14(2):49-57.
- Hammit, William E. and Cary D. McDonald. 1983. "Past on-Site Experience and Its Relationship to Managing River Recreation Resources." *Forest Science* 29(2):262-66.
- Hewson, P. W., & Hewson, M. G. (1989). Analyzing and Use of a Task for Identifying Conceptions of Teaching Science. *Journal of Education for Teaching*, 15, 191.
- Higham, James and Anna Carr. 2002. "Ecotourism Visitor Experiences in Aotearoa/New Zealand: Challenging the Environmental Values of Visitors in Pursuit of Pro-Environmental Behavior." *Journal of Sustainable Tourism* 10(4):277-94.
- Kimmel, James R. 1999. "Ecotourism as Environmental Learning." *The Journal of Environmental Education* 30(2):40-44.
- Kinghorn, Alan 1991. "A Constructivist Approach to Concept Attainment." *Nurse Education Today* 11:310-14.
- Knollenberg, Whitney, Nancy G McGehee, B. Bynum Boley and David Clemmons. 2014. "Motivation-Based Transformative Learning and Potential Volunteer Tourists: Facilitating More Sustainable Outcomes." *Journal of Sustainable Tourism* 22(6):922-41.
- Mathis, Elain F. , Hyelin (Lina) Kim, Muzaffer Uysal, Joseph M. Sirgy and Nina K. Prebensen. 2016. "The Effect of Co-Creation Experience on Outcome Variable." *Annals of Tourism Research* 57:62-75.
- Moscardo, Gianna. 1996. "Mindful Visitors." *Annals of Tourism Research* 23(2):376-97.
- Orams, Mark B. 1997. "The Effectiveness of Environmental Education: Can We Turn Tourists into 'Greenies?'". *Progress in Tourism and Hospitality Research* 3:295-306.
- Powell, Robert B. and Sam H. Ham. 2008. "Can Ecotourism Interpretation Really Lead to Pro-Conservation Knowledge, Attitudes and Behavior? Evidence from the Galapagos Islands." *Journal of Sustainable Tourism* 16(4):467-89.
- Powell, R. B., Kellert, S. R., & Ham, S. H. (2009). Interactional Theory and the Sustainable Nature-Based Tourism Experience *Society and Natural Resources*, 22, 761-776.
- Powell, R. B., Brownlee, T. J., Kellert, S. R., & Ham, S. H. (2011). From Awe to Satisfaction: Immediate Affective Responses to the Antarctic Tourism Experience. *Polar Record*, 48(245), 145-156.
- Prebensen, Nina K. and Tove I. Dahl. 2013. "Value Co-Creation Significance of Tourist Resources." *Annals of Tourism Research* 42:240-61.
- Prebensen, Nina K., Hyelin (Lina) Kim and Muzaffer Uysal. 2016. "Cocreation as Moderator between the Experience Value and Satisfaction Relationship." *Journal of Travel Research* 55(7):934-45.
- Qualtrics (2016) [Computer software]. Location: Provo, Utah,USA. <http://www.qualtrics.com>

- Russell, Constance L. 1994. "Ecotourism as Experiential Environmental Education?". *The Journal of Experiential Education* 17(1):16-22.
- Saldana, Johnny. 2013. *The Coding Manual for Qualitative Researchers*, Edited by J. Seaman: SAGE Publications Ltd.
- Sander, Ben. 2012. "The Importance of Education in Ecotourism Ventures: Lessons from Rara Avis Ecolodge, Costa Rica." *Journal of Sustainable Society* 4(4):389-404.
- Society, T. I. E. (2015). TIES Announces Ecotourism Principles Revision. Retrieved from <https://www.ecotourism.org/news/ties-announces-ecotourism-principles-revision>
- Stein, Taylor V., Denny, Christine B., Pennisi, Lisa A.. 2003. "Using Visitors' Motivations to Provide Learning Opportunities at Water-Based Recreation Areas." *Journal of Sustainable Tourism* 11(5):404-25.
- Stern, Marc J., Powell, Robert B., McLean, Kevin D., Martin, Emily, Thomsen, Jennifer M., Mutchler, Bethany A. 2013. "The Difference between Good Enough and Great: Brining Interpretive Best Practices to Life." *Journal of Interpretation Research* 18(2):79-100.
- Stern, Marc J., Robert B. Powell and Karen S. Hockett. 2011. "Why Do They Come? Understanding Attendance at Ranger-Led Programs in Great Smoky Mountains National Park." *Journal of Interpretation Research* 16(2):35-52.
- Storksdieck, Martin. Ellenbogen, Kirsten. Heimlich, Joe E. 2005. "Changing Minds? Reassessing Outcomes in Free-Choice Environmental Education." *Environmental Education Research* 11(3):353-69.
- Tilden, Freeman. 1957. *Interpreting Our Heritage: Principles and Practices for Visitor Services in Parks, Museums and Historic Places*. Chapel Hill: University of North Carolina Press.
- Tisdell, Clem and Clevo Wilson. 2005. "Perceived Impacts of Ecotourism on Environmental Learning and Conservation: Turtle Watching as a Case Study." *Environment, Development and Sustainability* 7:291-302.
- The International Ecotourism Society. 2015, "Ties Announces Ecotourism Principles Revision". Retrieved 11/11, 2015 (<https://www.ecotourism.org/news/ties-announces-ecotourism-principles-revision>).
- Tung, Vincent Wing Sun and J.R. Brent Ritchie. 2011. "Exploring the Essence of Memorable Tourism Experiences." *Annals of Tourism Research* 38(4):1367-86.
- Walker, Kaye and Gianna Moscardo. 2014. "Encouraging Sustainability Beyond the Tourist Experience: Ecotourism, Interpretation and Values." *Journal of Sustainable Tourism* 22(8):1175-96.
- Yager, Robert E.. 1991. "The Constructivist Learning Model." *The Science Teacher* 67(1):44-45.
- Yin, Robert K. 1984. *Case Study Research*. Beverly Hills, CA: Sage Publications.

Appendix A
Pre-tour Survey

Welcome!

Hello! I am a research student at Virginia Tech University in Virginia, USA. I am conducting a research study to help improve the quality of programs offered by the Village Ecotourism Network (JED) and to complete my Master's degree thesis. Your participation in the study includes completing the survey on the next page, a second survey after completing the JED program and then a final survey online three months after your tour. You will receive an email invitation to participate in the final survey. Each survey will take less than ten minutes to complete.

The results from this study will be used to benefit the Village Ecotourism Network and similar ecotourism organizations. If you are on the tour during May 24th and August 15th, there is a chance that I might be another participant on the tour. I will be there to observe various aspects of the tour to help JED understand how to improve their offerings for future guests. I would love to hear your feedback and may ask you for your thoughts. It is up to you if you want to provide them. All of your input will be kept strictly confidential within the research team. Your participation in the study is voluntary.

If you have any questions regarding this study, please feel free to visit my webpage at http://sere.frec.vt.edu/ecotourism_study/ or email me at Hoffman@vt.edu.

Thank you for your help!

Brittany Hoffman
Hoffman@vt.edu
Virginia Tech University
Blacksburg, Virginia
United States

Should you have any questions about the study's conduct or your rights as a research subject, or need to report a complaint or problem regarding the study, you may contact the Virginia Tech IRB chair, Dr. David Moore at moored@vt.edu.

1. What is your name? _____

2. What is your highest level of education completed?

3. Is this your first time visiting Bali, Indonesia?

- Yes
 No

4. Have you ever participated in a JED tour before?

- Yes
 No

5. Approximately how many countries have you visited within the past five years? Please do not include your current trip to Indonesia, your home country or flight layovers in the count.

6. Approximately how many countries have you visited in your lifetime? Please do not include your current trip to Indonesia, your home country or flight layovers in the count.

- none
 1 country
 2-5 countries
 6-10 countries
 11-20 countries
 More than 20 countries visited

7. How knowledgeable do you consider yourself to be with regard to the following?

	Not Knowledgeable at all	Slightly Knowledgeable	Moderately Knowledgeable	Very Knowledgeable	Extremely Knowledgeable
Bali's Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bali's Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent do you agree with the statements below?

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
I am an experienced traveler.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
JED will be totally different than anything I have experienced before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Which of the following reflects how you prepared for your visit?

	Not at all	A little	A moderate amount	A great deal
I have spent time learning about Bali's culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have spent time learning about Bali's environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10.

	No, not before this trip.	Yes, once before	Yes, more than once, but less than five times before	Yes, five or more times before	I'm not sure
Have you ever spent the night in a home as part of a cultural experience before?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you ever participated in any other eco-tourism experience before?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you ever participated in a tourism experience focused on learning about a local culture?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. To what extent was each of the following a motivation for participating in this JED tour?

	Not a motivation at all	A minor motivation	A major motivation	My primary motivation
To have an adventure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have a quality experience with friends and/or family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have fun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To view nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To experience a new culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have a religious or spiritual experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To escape everyday stressors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For another reason that is not listed above.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you indicated that you were motivated to participate in this JED tour for another reason that is not listed above, please explain.

12. What attracted you most to Bali as a destination?

13. What do you most hope to get out of your JED experience?

14. To what extent do you expect the JED tour to be:

	Not at all	Slightly	Somewhat	Moderately	Extremely
Educational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thrilling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spiritual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secluded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entertaining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. I expect the quality of this tour to be:

Very Poor	Poor	Fair	Good	Very Good	I have no expectations for the tour
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. As I mentioned earlier, I may be in the village when you are visiting. Please check below if you consent to allow me to use my observations of your tour for my research. All data will be kept strictly confidential.

- Yes
- No

Thank you for completing this survey!

Welcome!

Hello, again! Thank you for your help thus far in my study to better understand the JED tour experience. Your continued participation in this study includes completing the survey below regarding your tour experience with JED and then a final survey online three months from now. Each survey will take less than ten minutes to complete. If you are willing, please provide your email address so that I may send you an invitation to the final survey.

Your responses to the survey questions, comments made to me personally and your personal information will be kept strictly confidential within the research team. You are free to withdraw from the study at any time.

If you have any questions regarding this study, please feel free to visit my webpage http://sere.frec.vt.edu/ecotourism_study/ or email me at Hoffman@vt.edu

Thank you for your continued participation in our study!

Brittany Hoffman
Hoffman@vt.edu
Virginia Tech University
Blacksburg, Virginia
United States

Should you have any questions about the study's conduct or your rights as a research subject, or need to report a complaint or problem regarding the study, you may contact the Virginia Tech IRB chair, Dr. David Moore at moored@vt.edu

1. What is your name: _____

2. What is your email address: _____

3. To what extent would you agree with the statements below?

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
My experience with JED was one of the best of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt free to learn what I wanted to during the tour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel disappointed by my tour experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would love to take similar tours in other places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tour has made me think about things in a new way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The JED tour has made me reconsider some of my previous ideas about Bali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the tour, I was reminded of experiences I have had in the past.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect the tour will change the way I feel about things after I leave here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned something on the tour that will be applicable to my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Overall, how satisfied are you with your JED experience?

Completely Dissatisfied 1	Mostly Dissatisfied 2	Somewhat Dissatisfied 3	Neither Satisfied or Dissatisfied 4	Somewhat Satisfied 5	Mostly Satisfied 6	Completely Satisfied 7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The JED tour:

- Fell very short of my expectations
- Fell somewhat short of my expectations
- Exactly met my expectations
- Somewhat exceeded my expectations
- Greatly exceeded my expectations

6. To what extent did the following occur during the tour?

	Never	Rarely	Occasionally	Almost always	Always
I felt unsafe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt well oriented	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tour guide answered questions well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Please use this space to expand on your response from above.

8. How much time did you spend on each of the activities listed below?

	Not enough	Enough	Too much	Not Applicable
Interacting with local people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with other tourists in addition to the people I traveled with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sightseeing in natural areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sightseeing in the village.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time alone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focusing on the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focusing on the culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. During the tour, did you:

	No, not at all	Somewhat	Yes, very much so	I'm not sure
have an adventure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a quality experience with friends and/or family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
learn something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
view nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
experience a new culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have a religious or spiritual experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
escape everyday pressures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. What aspect of the tour was most meaningful to you?

11. Did you find any aspect of the tour surprising? If so, please explain.

12. What is the most memorable thing that you learned on your JED trip?

Thank you for completing this survey!

Welcome!

Hello! I am very thankful for your participation in my study. We are nearing the end. Your continued participation in the study includes completing this final short survey. The survey will take less than ten minutes to complete.

Some of the questions below ask for more detailed answers. If you would prefer to discuss these questions over the telephone, I would be happy to talk with you! Please just send me an email at Hoffman@vt.edu and I will contact you. If you are willing to participate in a follow up phone call, the call will be recorded but only heard by the research team. Your responses to the survey questions, comments made to me personally and your personal information will be kept strictly confidential within the research team. This phone conversation can be as long or as short as you want. If you would prefer to write your responses, you may simply continue with the questions below. You are free to withdraw from the study at any time

Thank you for your continued participation in our study. It was a pleasure to experience Bali, Indonesia with you!

Brittany Hoffman
Hoffman@vt.edu
Virginia Tech University
Blacksburg, Virginia
United States

Should you have any questions about the study's conduct or your rights as a research subject, or need to report a complaint or problem regarding the study, you may contact the Virginia Tech IRB chair, Dr. David Moore at moored@vt.edu.

1. Name: _____

2. To what extent would you agree with the statements below?

	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree or Disagree	Somewhat Agree	Agree	Strongly Agree
My experience with JED was one of the best of my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel disappointed by my tour experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would love to take similar tours in other places.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tour has made me think about everyday things in a new way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The JED tour has made me reconsider some of my previous ideas about Bali.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tour has changed the way that I feel about things that are important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I learned on the tour is applicable to my life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Balinese guide seemed interested in learning about my culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What impact, if any, has the JED experience had on you personally?

4. As a result of this tour, do you intend to do anything differently than you would have done had you not taken the tour? If so, what?

5. Have you thought of your memories from your JED experience while you've been doing something else? Please tell us when. What were you doing? What was the connection to the JED tour?

6. How did your JED experience compare to the other activities you did in Bali?

7. How was Bali different than you expected, if at all?

8. What aspect of the tour was most meaningful to you?

9. What is the most memorable thing that you learned on your JED trip?

Thank you for completing this survey!

Your continued participation in our study is most appreciated. If you would like to discuss your experience with me further, please send me an email.

Brittany Hoffman
hoffman@vt.edu

Appendix B

Example Excerpt from Field Notes

<p>Ryan: “irrigation here is pretty incredible” Guide: “ya but in 1970, Green Revolution” Ryan: “Green Revolution, never heard about that” Guide: explains, the president forced to use new seed, but now we are trying to go back, new can produce 3 times a year but need pesticides, the old can only produce 1 time a year” Ryan: says that “at the Four Seasons, had a tour of their rice fields, black is for ceremony and dessert”, “So which is native?” Guide: “all is native” I: explain more about the nutritional impact of the Green Revolution, that the new imposed rice was produced more often but had less nutritional value than the old Guide: says now plant veggies too</p>	<p>Prior knowledge/positive impression Instruction/Factual Prior knowledge (lack of) Instruction/explanation Instruction/Factual Prior Experience Visitor Question-show understanding (or lack of) Instruction/factual Social w/ researcher / as tour guide Researcher explanation Instruction/explanation</p>
<p>Guide: explains “now it’s hard to follow our own calendar, but w/ climate change can’t follow own calendar” Ryan: “for these farmers, who do they sell to? Who are the main buyers?” Guide: explains sell to Bali communities, in Bali now, trash is a major problem Courtney: “do people burn?” Guide: not so much anymore, hard to change people minds (its funny to me that he tells people that they don’t burn trash as much anymore. When there was at least once when I saw a pile of trash burning in Kiadan Plaga) Courtney: “ya” Ryan: “at the hotel we would get like 10 bottles a day of water and there has to be like over 50 guests each getting 10 bottle a day” Guide: “you know land reclamation?” Ryan: “where you build land up in the sea and put trash on it?” Guide: “exactly, an investor wants to build an island and put a resort on it”, explains that one of the main problems is that the community doesn’t receive any benefit,</p>	<p>Pathos Instruction/explanation Problem Visitor Question-general Visitor Question-general Instruction/explanation Problem Visitor Question-prior knowledge Instruction/explanation Problem Research Note-inaccurate information Visitor Simple Answer Visitor Story/Share Prior Experience Guide Question/about prior knowledge Prior Knowledge Instruction/ explanation Problem</p>

<p>they “just watch” Ryan: “one of the things we realized was that none of the hotels we stayed were owned by Balinese but by other people. So the big thing will be decentralizing ownership so that the money goes back to the people”</p>	<p>Pathos Visitor Story/Prior Experience Share Prior Knowledge</p>
--	---

Appendix C

Recommendations for the Village Ecotourism Network (JED), Bali

Brittany Hoffman, Virginia Tech University October 26th, 2016

Initial Recommendations

From May 26th, 2016 to July 17th 2016, I visited Bali, Indonesia to observe tours conducted by The Village Ecotourism Network (JED) and administered a series of surveys to the visitors on these tours. I observed tours in Kiadan Plaga, Sibetan, Perancak and Tenganan village. One tour, to Sibetan, stayed overnight in a homestay. All other tours were single day visits. I observed ten tours directly and collected data from 19 visitors on 11 tours in total.

At this time, data is still being collected and analyzed. The final participant surveys in the series are being administered online. Based on the data collected thus far, I make the following recommendations to JED in an effort to promote visitor satisfaction and JED's goal of instilling appreciation of Balinese culture in visitors.

1. Authentic Balinese Experience

In conversations and survey responses, visitors routinely mentioned that they are looking for an alternative to the typical Bali experiences. For example, visitors have remarked that they came to JED to “understand life outside main tourism center”, to do “something different”, and to get an “impression of real life in Bali besides tourism places”.

Based on this desire to have an authentic Balinese experience, I recommend the following:

- a. Do not worry too much about perfect English. Although fluent English makes for easier conversation, what is most important is that the visitor believes that the conversation with the guide is sincere and authentic.
- b. When the tour guide does not speak fluent English, have a staff member assist the guide. The visitors responded well when the driver participated in the tour and assisted the tour guide in explaining concepts or finding the right words in English to describe something.
- c. Distinguish JED from other tour activities in Bali. I recommend replacing the term “tour guide” with “local farmer” in all marketing materials. There are many organizations in Bali where a “tour guide” will show a visitor the sights around Bali but few organizations where “a local farmer” will take a break from his daily routine to show a visitor his community's gardens.

2. Sincere Relationships with Balinese People

Visitors indicated that they wanted “close contact with Balinese people” and experiences of “interacting with locals”. Frequently, the most meaningful aspect of the tour for visitors was “interacting with the local people from the village,” “discussions with the local guide,” “being with the guest family” and “being part of a community”.

Based on this desire to have a sincere relationship with the tour guide and local Balinese, I recommend the following:

- a. Continue to tell personal stories. Visitors responded well when the tour guide would tell stories about his childhood in the village, things that happened while farming or personal religious experiences. Personal stories help to make social connections with visitors. Stories are better than facts, though both are important.
- b. Continue to be positive. It is important to convey what is wonderful, beautiful or unique about village life. Visitors responded well when the tour guide talked about what he found interesting or special in his village.
- c. Have fun with visitors. Visitors responded well when the tour had elements of humor and playfulness. Telling appropriate jokes and being playful helped to build a positive relationship with the visitors.
- d. Try to avoid the following:
 - walking away from the visitor and leaving them by themselves.
 - looking at your phone while on the tour
 - talking in Indonesian or Balinese when in front of the visitors
 - sitting silently during meals
 These actions create distance between the tour guide and the visitor. In some cases, it is helpful to have the driver help the tour guide with this. For example, if the tour guide needs to take a break, the driver can stay and talk with the visitors until the tour guide returns.

3. Tour Organization

This set of recommendations focuses more broadly on tour organization and planning. The recommendations are based on my tour observations and my understanding of principles that work well in ecotourism settings:

- a. Tour guides can develop a central message for each village that they are passionate about to help guide communications. Choose a message based on how you would like the visitor to feel or act after leaving the village. Some examples might be:
 - The traditional practice of growing many different types of plants in a garden, rather than a single crop, is better for the environment and our livelihoods.
 - Every aspect of village life is influenced by our faith as Balinese Hindus.
 - Our traditions are slipping away but they are worth fighting to save!
- b. Provide visitors with a clear and consistent choice of activities for each village tour. There were a few examples of visitors who thought that they would be doing one activity based on information from the JED website but then found out on the tour that it might not be possible to do it. Other times, visitors were not fully aware of all the options that they had at a village and therefore, may have missed something of interest to them. I recommend discussing all of the common options for activities as well as opportunistic activities (ex: participating in the upcoming cremation ceremony) when the visitors first register for a tour and allowing the visitor to choose which activities would be most enjoyable for him or her.
- c. Continue to encourage visitors to use their senses and participate in activities. Visitors responded well when the tour guide encouraged the visitors to smell, taste and feel different plants or food. The visitors also responded well when they were able to actually

participate in an activity, such as playing the gamelan at Perancak or making an offering at Sibetan.

- d. Try to avoid talking to the visitors when there is a lot of noise around. For example, guides can move away from the road or other noisy places for discussion.
- e. Have an English version of all pamphlets shared with visitors. In Perancak, there is a pamphlet regarding their work protecting sea turtles, but it is difficult for visitors to understand because it is not written in English.
- f. The end of the tour is a great opportunity to thank the visitors for coming, reiterate how their visit helps the village and tell the visitors how they may continue to help. Some tours concluded very nicely and gave the visitor a clear action to take after the tour (for example, tell your friends about this program). Other tour guides just simply said goodbye to the visitor. A few final words about the impact of the program and how the visitor can help will leave a lasting impression on the visitors.

I would like to thank you for the opportunity to visit the villages of JED. It was a pleasure to meet all of you. I hope that my thoughts and recommendations are of value to you. Please let me know if you have any questions or concerns.