



Upskilling in Immersive Literature and Film Tourism

Welcome To The UPLIFT VET Trainer's Guide

www.uplifttourism.eu

By
VSGT MARIBOR



This resource is licensed
under CC BY 4.0



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

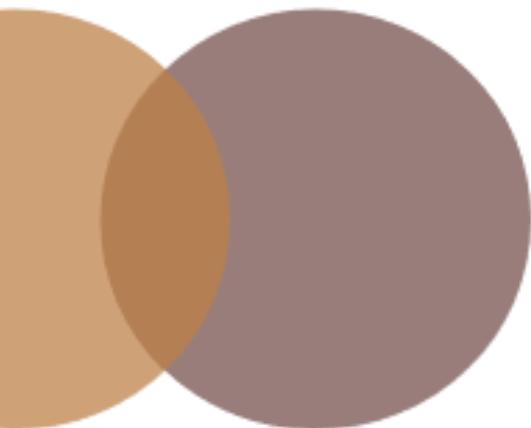


Table Of Contents

| PART 1: GETTING STARTED WITH UPLIFT 5

 Welcome to the UPLIFT Trainers Guide 5

 About this Guide 5

 Who is this Guide for? 6

 What will this Guide help you do? 8

 How to use this Guide 9

| PART 2: FIND YOUR WAY THROUGH THE UPLIFT RESOURCES 11

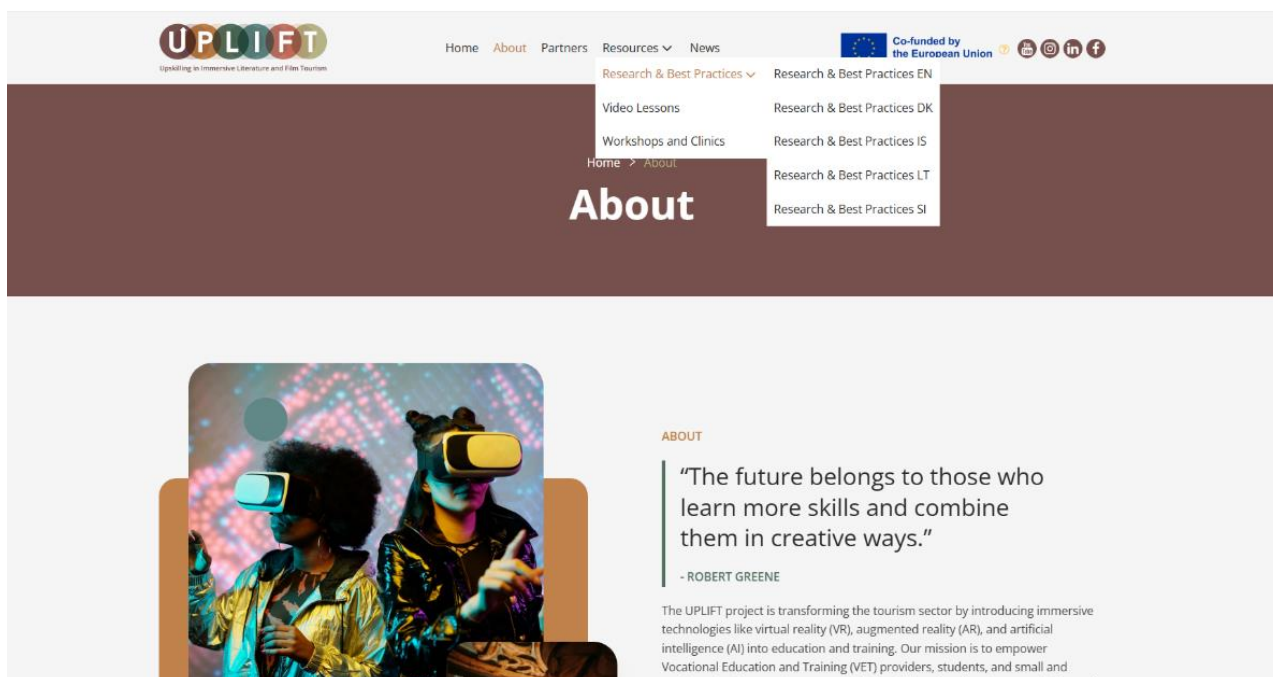
 What UPLIFT Resources Are Available? 11

 A Flexible Learning Pathway 14

 How to Navigate the Resources 15

 Choosing the Right Resource..... 17

 Before You Move On 17



.....	18
[PART 3: FACILITATING STAKEHOLDER WORKSHOPS & IMPLEMENTATION CLINICS	19
Understanding the learning model	19
The four-topic pathway	21
How the Workshops & Implementation Clinics Work	25
1. The relationship between the Workshop and Clinic	26
2. Workshop stage: discussion and exploration	27
How the trainer uses this page	28
3. Capture what was explored	28
4. The bridge: from exploration to implementation	29
The Clinic is linked by purpose, not by question number	30
5. Clinic stage: map the visitor journey	31
6. Clinic stage: audit what is already available	32
7. Clinic stage: turn the decision into action	33
8. Adapting the same walkthrough for different learners	36
9. Repeat this pattern across Topics 2–4	37
3. How to facilitate the sessions	38
5. What the trainer should capture	39
5. Inclusive and responsible delivery	39
[PART 4: UPLIFT PRACTICAL WORKSHOPS & VIDEO LESSONS	41
Workshop & Video Resource 1	41
Workshop & Video Resource 2	44
Workshop & Video Resource 3	47

Workshop & Video Resource 4	50
Bringing the Four Resources Together	53
 PART 5: USING OTHER UPLIFT RESOURCES	54
Research Report	54
Best Practices	54
Connect the Resources	55
.....	56
 PART 6: PLANNING YOUR OWN UPLIFT SESSION	57
6.1 Choose Your Starting Point.....	57
Choose and Combine Resources.....	57
Decide How Much Time You Have	58
Keep the Session Practical	58
Before You Deliver.....	59
 PART 7: FACILITATION, ASSESSMENT & REFLECTION.....	60
Facilitate, don't Over-Direct	60
What Can You Assess?.....	60
A Simple Assessment Rubric.....	61
Peer Feedback	61
Learner Reflection	61
Assessment Should Support Improvement.....	62
.....	62
 PART 8: READY-TO-USE TRAINER TOOLS	63
UPLIFT Resource Selection Checklist.....	63
Quick Session Planning Template	64
Learner Activity Sheet.....	64
Peer Feedback Sheet.....	65
Learner Reflection Sheet.....	65
Trainer Reflection	66
Accessibility & Responsible Practice – Quick Check	66
Use Existing UPLIFT Tools First	66
.....	67
 PART 9: UPLIFT RESOURCE DIRECTORY	68
RESEARCH & BEST PRACTICES	68
WORKSHOPS & IMPLEMENTATION CLINICS.....	68
PRACTICAL WORKSHOPS & VIDEO LESSONS.....	68
Start from the UPLIFT Website	69

.....	69
 PART 10: GLOSSARY OF KEY TERMS	70
.....	70
 PART 11: Project Links and Social Media	71

| PART 1: GETTING STARTED WITH UPLIFT

UPLIFT – Upskilling in Immersive Literature and Film Tourism is an Erasmus+ project that supports the development of skills for creating engaging literary and film tourism experiences through storytelling and immersive technologies. The project brings together education, tourism and technology, providing practical resources for VET trainers, learners and tourism stakeholders. Through research, best practices, workshops, implementation clinics and video lessons, UPLIFT helps turn creative ideas into meaningful and accessible visitor experiences.

Welcome to the UPLIFT Trainers Guide

Tourism experiences are changing. Visitors increasingly look for meaningful ways to connect with places, stories, characters and cultural heritage. Literary and film tourism offer many opportunities to create these connections, while digital and immersive technologies can help bring stories to life in new and engaging ways.

The **UPLIFT – Upskilling in Immersive Literature and Film Tourism** project has developed a collection of practical resources to support this process. These resources bring together research, examples of good practice, workshops, implementation clinics, video-based learning and practical activities.

The **UPLIFT VET Trainers Guide** has been created to help trainers make practical use of these resources in vocational education.

It is not a traditional textbook and it is not intended to be followed as a fixed curriculum. Instead, it provides a flexible pathway through the UPLIFT resources. Trainers can select the materials that best match their learners, teaching context, available time and level of experience.

You may use one activity during a lesson, combine a Workshop with its related Implementation Clinic, use a video to demonstrate a practical approach, or bring several UPLIFT resources together into a longer training programme.

The starting point is always the same:

What do my learners need, and which UPLIFT resource can best support them?

About this Guide

The purpose of the UPLIFT VET Trainers Guide is to help VET trainers confidently find, select, prepare, deliver and adapt the resources developed through the UPLIFT project. This Guide shows how the existing UPLIFT resources can be used in teaching, training and work with tourism stakeholders.

Throughout the Guide, you will find practical guidance on:

- selecting the most appropriate UPLIFT resource for your learners or participants;

- preparing and facilitating Workshops and Implementation Clinics;
- using the UPLIFT video resources as part of teaching and practical learning;
- connecting discussion with practical application;
- using case studies and examples to support learning;
- organising individual activities, short workshops or longer learning experiences;
- adapting activities for different VET learners and professional contexts;
- supporting learners to move from ideas to realistic actions;
- assessing practical learner outputs and encouraging reflection and peer feedback; and
- using UPLIFT resources in an accessible, responsible and realistic way.

The Guide also explains how the different project resources connect. You do not need to use all of them, and you do not need to follow them in one fixed order. You can start with the resource that best matches the current needs of your learners or participants.

This principle reflects the way the Workshops and Implementation Clinics themselves were designed: users may work through the complete sequence or begin with the topic that is most relevant to the challenge they currently face.

The UPLIFT resources can support different forms of learning. A trainer may use them:

- **as a complete learning journey** by combining several resources over a number of sessions;
- **as a short training programme** by selecting one or more related topics
- **as a single workshop or lesson** by focusing on one particular need; or
- **as bite-sized learning** by using an individual video, discussion activity, case study, worksheet or practical exercise.

The role of the trainer is to select the most useful resources and create a learning experience that is appropriate for the people taking part.

Who is this Guide for?

The UPLIFT VET Trainers Guide has been developed primarily for **vocational education and training trainers**

and trainers working in tourism and related fields. It can also support trainers and facilitators working with tourism businesses, cultural organisations and other stakeholders interested in developing or improving immersive literary and film tourism experiences.

The Guide may be particularly useful for:

- VET teachers and trainers;
- tourism and hospitality trainers;
- practical-training mentors;
- adult-learning providers;
- tour guides and visitor-experience professionals;
- tourism SMEs and experience providers;
- museums, heritage sites and cultural venues;
- destination and tourism organisations;
- community and local-development organisations;
- writers, filmmakers and other creative professionals; and
- organisations interested in using digital and immersive approaches in tourism.

This broad target group reflects the audiences for whom the UPLIFT Workshops and Implementation Clinics were developed.

No advanced technical knowledge is required

Trainers and learners do not need to be experts in virtual reality, augmented reality, artificial intelligence or other immersive technologies before using the UPLIFT resources. The resources are designed to help users explore what is realistic within their own context.

A useful immersive experience does not have to begin with expensive technology.

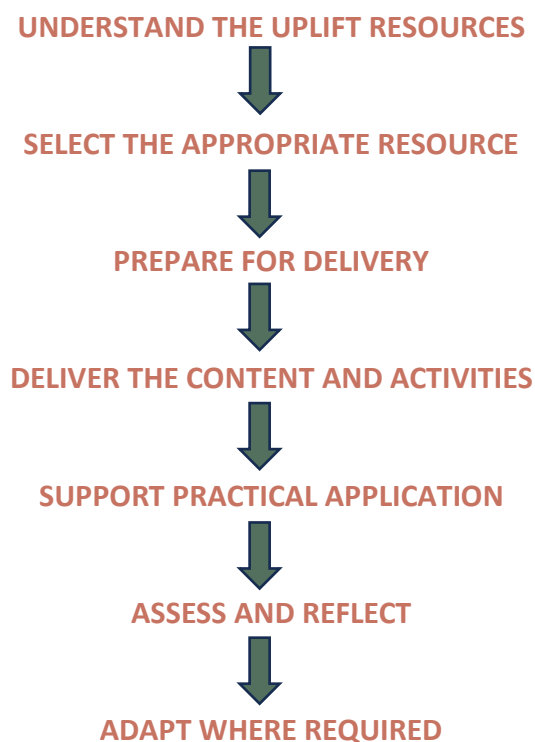
A tourism SME may work with a QR code and an existing audio story. A museum may explore interactive interpretation. A destination may investigate AR or VR. A VET class may develop and test a simple prototype rather than create a finished commercial product. The important question is not: “What technology can we use?” but: **“What story or visitor need are we trying to address?”** *This principle is central* to the workshop and implementation clinic guidance: **technology should strengthen the experience rather than become the experience itself.**

What will this Guide help you do?

The UPLIFT VET Trainers Guide will help you move from **finding a relevant project resource to using it confidently with learners or stakeholders**. It will help you:

- **FIND** - Understand what UPLIFT resources are available and where to find them.
- **CHOOSE** - Select a workshop, implementation clinic, video, case study or supporting resource according to the needs of your group.
- **PREPARE** - Understand what you need to read, download, prepare or test before the session.
- **DELIVER** - Use practical instructions, prompts, examples and activities to guide learners through the resource.
- **APPLY** - Help learners move beyond discussion and apply what they have learned to a real or selected tourism business, destination, attraction, story or cultural asset.
- **ASSESS** - Use practical outputs, reflection, peer feedback, checklists and assessment tools to see whether the intended learning has been achieved.
- **ADAPT** - Adjust the activity according to the learners, available technology, teaching context, time and local circumstances.

The Guide therefore supports the following practical process:



This does not mean that every learner has to complete every stage or every UPLIFT resource. The pathway is flexible.

For example, a trainer working with learners who are new to immersive tourism may begin with introductory resources and examples. A group that already has a tourism concept may go directly to a relevant workshop and implementation clinic. A tourism business looking for a practical solution may select only the topic that addresses its current challenge.

How to use this Guide

You do not need to read the UPLIFT VET Trainers Guide from beginning to end before using the resources.

Start with your learners or participants. Ask:

- **Who am I working with?** Are they VET learners, tourism businesses, guides, cultural organisations or a mixed group?
- **What do they already know?** Are they completely new to immersive tourism or already developing an experience?
- **What do they need?** Do they need inspiration, practical technology skills, help understanding their audience, financial planning, promotion or support in turning an idea into action?
- **How much time do we have?** Do you have one lesson, a 90-minute workshop, half a day, a full day or several sessions?
- **What resources and technology are available?** Can learners work with smartphones and computers? Is VR equipment available? Would a simpler QR, audio or web-based solution be more appropriate?

Once you know this, select the UPLIFT resource that best fits the situation. You can use the Guide in different ways.

If you are new to UPLIFT, continue to **Part 2 – Find Your Way Through the UPLIFT Resources**. It provides an overview of the resources and helps you decide where to begin.

If you want to **run a workshop or implementation clinic**, go to **Part 3 – Facilitating Stakeholder Workshops & Implementation Clinics**. This section explains the relationship between the two formats and provides practical guidance for moving from discussion to implementation.

If you want to **use the practical workshops and video lessons**, go to **Part 4 – UPLIFT Practical Workshops & Video Lessons**. This section shows how trainers can use the video and workshop resources to support practical learning.

If you need **examples and background evidence**, go to **Part 5 – Using Other UPLIFT Resources**, where the Research and Best Practices Report and Best Practice resources are introduced.

If you are **planning a training session**, go to **Part 6 – Planning Your Own UPLIFT Session**.

If you need **assessment or reflection tools**, go to **Part 7 – Facilitation, Assessment & Reflection**.

If you need **ready-to-use materials**, go to **Part 8 – Ready-to-Use Trainer Tools**.

Whichever route you choose, keep the learning practical. Encourage learners to connect activities with a real place, story, visitor group, tourism business or cultural asset whenever possible. Do not begin with the most advanced technology. **Begin with the visitor need and the story.** Consider what is already available, select a realistic intervention, test it at an appropriate scale and learn from feedback.

Start small. Use what is already available. Choose technology that serves the story. Test the experience with real users and stakeholders, learn from their feedback and improve it over time.

SUMMARY PART 1

HOW TO USE THE UPLIFT VET TRAINERS GUIDE

1. WHO ARE YOUR LEARNERS?
2. WHAT DO THEY NEED?
3. CHOOSE THE RIGHT UPLIFT RESOURCE
4. PREPARE & DELIVER
5. APPLY IN PRACTICE
6. ASSESS & REFLECT
7. ADAPT & IMPROVE

Remember:

You do not have to follow a fixed route.

Start where you are → Choose what you need → Apply it in practice.



| PART 2: FIND YOUR WAY THROUGH THE UPLIFT RESOURCES

UPLIFT has developed a range of resources to support VET trainers, learners, tourism businesses and other stakeholders in exploring and applying immersive approaches to literary and film tourism.

The resources are connected, but they are not designed as a traditional curriculum that must be completed from beginning to end. The workshops and implementation clinics can be followed in sequence or used independently, depending on where participants are in their development journey. This flexibility is one of the strengths of UPLIFT resources. You can use the resources to introduce learners to immersive tourism, explore successful examples, discuss a business or destination challenge, develop an idea, test whether it is realistic, learn how a particular technology can be used, or plan the next steps towards implementation.

Start with the need – then choose the resource.

What UPLIFT Resources Are Available?

The UPLIFT resources have different purposes. Some provide research and inspiration, some support discussion and decision-making, while others demonstrate practical approaches and help learners move towards implementation. Together, they create a flexible set of tools that trainers can combine according to their learners, teaching context and available time.

Research and Best Practices Report

The Research and Best Practices Report provides the evidence base for UPLIFT. It explores developments in immersive literary and film tourism across the participating European countries. It combines academic sources with insights from the sector and examines the role of technologies such as VR, AR and AI in tourism. It also considers the opportunities and challenges faced particularly by tourism SMEs.

USE THIS RESOURCE TO:

- introduce the context behind UPLIFT;
- discuss changing visitor expectations;
- explore skills gaps and industry needs;
- identify opportunities and barriers for tourism SMEs;
- provide evidence for classroom discussion or project work; and
- help learners understand why immersive skills are increasingly relevant to tourism.

Trainer tip: You do not need to use the whole report. Select a finding, country example or issue that is relevant to your learners and use it as a starting point for discussion. For example: *What opportunities or skills gaps identified in the UPLIFT research can you also recognise in your own destination or tourism sector?*

Best Practice Showcase / Library of Experiences

The UPLIFT Research and Best Practices Report provides real examples of how immersive approaches can be used in literary and film tourism. They are particularly useful for helping learners move from an abstract idea of “immersive tourism” to seeing how visitor experiences can work in practice.

USE THIS RESOURCE TO:

- introduce learners to real-world examples;
- provide inspiration before a Workshop or practical activity;
- compare different approaches to immersion;
- support case-study discussions;
- examine how story, place and technology work together;
- identify ideas that could be transferred or adapted to another destination.

A simple learner activity could be:

Choose one UPLIFT example and identify:

- **STORY** – What story, film, book, character or cultural connection is being interpreted?
- **VISITOR** – Who is the experience designed for?
- **EXPERIENCE** – What does the visitor actually do?
- **IMMERSION** – What makes the experience engaging or participatory?
- **TECHNOLOGY** – What technology, if any, is used?
- **TRANSFER** – What could be adapted to your own destination or tourism context?

The purpose is **not to copy an existing experience**, but to **understand why it works and what can be learned from it**.

Stakeholder Workshops

The UPLIFT Workshops are the exploration and discussion part of the learning process. They help participants understand a topic, explore their current situation, challenge assumptions and identify needs, opportunities, concerns and possible directions. The workshops are therefore primarily about understanding and exploring – not yet about implementing a solution.

The UPLIFT resources contain four linked Workshop topics:

1 – WHY IMMERSION?

Why Immersive Technologies Matter for Your Business

Understand immersive tourism, explore current visitor experiences and identify where immersive storytelling could add meaningful value.

2 – WHO AND WHY?

Positioning, Branding and Audience Goals

Consider the organisation's identity, story, audience, values and goals and make sure that an immersive idea fits them. This will be a starting point for your marketing.

3 – CAN IT WORK?

Budgeting, Costs, Financial Planning & Responsible Practice

Explore whether an idea is financially and operationally realistic while considering risk, copyright, ethics, accessibility and sustainability.

4 – HOW WILL PEOPLE FIND IT?

Promoting and Selling Immersive Film & Literary Experiences Through Storytelling

Explore how the story itself can support promotion and how potential visitors move from discovering an experience to booking and participating in it.

The workshops include questions for exploration and discussion that can be used with a class, tourism business, group of stakeholders or individual participant. The original workshop structure also provides introductions, objectives, challenges and opportunities, suggested approaches and examples.

USE A WORKSHOP WHEN YOU WANT LEARNERS TO:

- EXPLORE
- DISCUSS
- QUESTION
- IDENTIFY NEEDS AND OPPORTUNITIES

Detailed guidance on facilitating these workshops is provided in Part 3 – Facilitating Stakeholder Workshops & Implementation Clinics.

Implementation Clinics

Every Workshop is linked to an Implementation Clinic. The clinics have a different role. While the Workshop creates understanding and discussion, the implementation clinic helps participants apply the learning to a real situation and decide what can realistically be done next.

This distinction is important:

WORKSHOP = EXPLORE

Understand, discuss, question and identify.

IMPLEMENTATION CLINIC = APPLY

Map, audit, prioritise, test and plan.

The Clinic does not simply provide an answer to each Workshop question. Instead, it takes the needs, opportunities and gaps that emerged through the discussion and turns them into practical exercises and decisions.

For example, after exploring why immersive technologies might matter in Workshop 1, participants use Implementation Clinic 1 to:

- map the visitor journey;
- identify points where immersion could add value;
- select possible immersive touchpoints;
- audit technology and content they already have;
- try a simple AR experience; and
- develop an initial action plan.

The four Workshop - Clinic pairs therefore create a progression from:

WHY IMMERSION? > WHO AND WHY? > CAN IT WORK? > HOW IT WORKS? > HOW WILL PEOPLE FIND IT?

However, participants do not have to complete all four. They can begin with the Workshop and Clinic pair that best reflects their current challenge.

Video Lessons / Video Repository

UPLIFT also provides practical workshop and video-based resources that give learners additional support and demonstrate approaches visually.

These resources are particularly useful when a trainer wants to move from talking about an approach to showing learners how it can work in practice.

They can be used:

- before an activity to introduce a practical approach;
- during a session as demonstration material;
- after a workshop or clinic when learners need additional support;
- as independent or self-paced learning;
- as inspiration for a learner project; or
- as visual support for learners who benefit from seeing an example rather than only reading instructions.

USE THESE RESOURCES TO:

WATCH > UNDERSTAND > TRY > APPLY

Detailed trainer guidance for the practical Workshops and Video Lessons is provided in Part 4 – UPLIFT Practical Workshops & Video Lessons.

Supporting Learning Materials

The UPLIFT resources also contain practical materials that help learners move from discussion to action.

Depending on the resource, these may include:

- discussion questions;
- worksheets;
- practical exercises;
- templates;
- case studies;
- action-planning activities;
- links to tools and further resources; and
- feedback materials.

Where an original UPLIFT worksheet or template already exists, trainers should use that resource rather than recreate the same activity.

A Flexible Learning Pathway

As stated above, UPLIFT is not a linear course. This is important when planning how to use the resources. A learner, trainer or tourism business does not necessarily need to start with Resource 1 and finish with the final resource. Instead, the appropriate starting point depends on:

- current knowledge;

- current business or learning challenge;
- stage of development;
- available time;
- available technology;
- budget and resources; and
- intended outcome.

The workshop and clinic resources explicitly encourage participants to “start where you are” and choose the topic that best reflects their current challenge.

Start by asking: Where are you now?

- **I AM NEW TO IMMERSIVE TOURISM**
Start with introductory UPLIFT material, research findings and best practice examples. Then consider Workshop 1 – Why Immersive Technologies Matter for Your Business.
- **I WANT TO KNOW WHERE IMMERSION COULD IMPROVE AN EXISTING EXPERIENCE**
Use Workshop 1 + Implementation Clinic 1 to explore the current visitor journey and identify realistic opportunities.
- **I HAVE AN IDEA, BUT I AM NOT SURE WHO IT IS FOR**
Use Workshop 2 + Implementation Clinic 2 to consider positioning, brand, audience and visitor goals.
- **I HAVE AN IDEA, BUT I NEED TO KNOW WHETHER IT IS REALISTIC**
Use Workshop 3 + Implementation Clinic 3 to explore costs, resources, risk, responsibility and feasibility.
- **I NEED TO PROMOTE OR SELL THE EXPERIENCE**
Use Workshop 4 + Implementation Clinic 4 to develop story-led promotion and strengthen the journey from discovery to booking.
- **I NEED PRACTICAL OR VISUAL SUPPORT**
Use the relevant UPLIFT practical Workshop, Video Lesson or Video Repository resource.
- **I NEED INSPIRATION FROM REAL EXPERIENCES**
Explore the Best Practice Showcase.
- **I NEED EVIDENCE ABOUT INDUSTRY NEEDS OR SKILLS GAPS**
Use the Research and Best Practices Report.

How to Navigate the Resources

There are several ways to use UPLIFT. The best approach depends on who you are working with and what you want to achieve.

OPTION 1 – Explore independently

A learner, trainer or tourism professional can use UPLIFT independently.

Start by identifying a current question or challenge, select the most relevant resource and work through the material at your own pace.

For example: “We already offer a literary walking tour, but we want visitors to become more involved in the story.” A useful starting point could be Workshop 1 and its Implementation Clinic, supported by examples from the Best Practice resources and a relevant Video Lesson.

This approach works particularly well for tourism SMEs, entrepreneurs and trainers who want to explore one specific issue.

OPTION 2 – Use UPLIFT in bite-sized learning

You do not need to use a complete Workshop or programme. Select a small element that supports your learning objective.

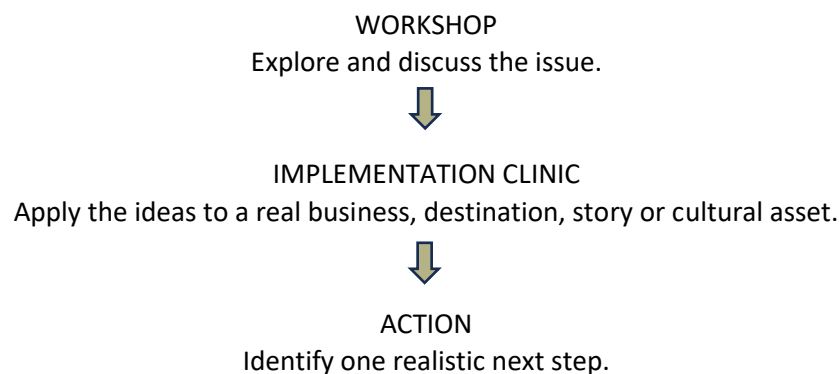
For example, you could use:

- one Workshop discussion question;
- one case study;
- one clinic exercise;
- part of a video lesson;
- one visitor-journey activity;
- one technology demonstration; or
- one reflection task.

This makes UPLIFT particularly easy to integrate into existing VET subjects.

OPTION 3 – Combine a Workshop and Implementation Clinic

For a more complete learning experience, use the linked pair:



A useful final question is:

What is one decision, one action and one support need that you are taking away from this session?

This reflects the recommended Workshop–Clinic sequence in the existing trainer material.

OPTION 4 – Add a Video Lesson for practical support

A trainer can combine different types of UPLIFT resources using the video lessons at any stage of the process.

OPTION 5 – Build a longer learning experience

Several UPLIFT resources can also be combined into a longer training programme.

Choosing the Right Resource

Before selecting a resource, ask three simple questions:

1. WHAT DOES MY GROUP NEED?

Do participants need to:

UNDERSTAND? > Research, Best Practices, Workshop

DISCUSS? > Workshop

APPLY? > Implementation clinic

SEE HOW IT WORKS? > Practical workshop / Video lesson

TRY SOMETHING? > Clinic exercise / practical activity / supporting material

PLAN NEXT STEPS? > Implementation clinic / action plan

2. WHERE ARE THEY IN THEIR JOURNEY?

Starting out > Explore and build confidence.

Exploring an opportunity > Use a workshop.

Developing an idea > Combine workshop + clinic.

Testing feasibility > Use the relevant clinic and practical resources.

Ready to implement > Create an action plan and use video/practical resources for additional support.

Already operating an experience > Use selected UPLIFT resources to identify improvements rather than starting again.

3. WHAT IS REALISTIC IN THIS CONTEXT?

Consider:

TIME – 30 minutes, 90 minutes, half a day or several sessions?

TECHNOLOGY – smartphones, laptops, VR equipment or other technology?

BUDGET – what can realistically be tested?

LEARNERS – beginners, experienced learners or tourism professionals?

CONTEXT – classroom, tourism business, destination, museum, heritage site or community project?

UPLIFT was deliberately developed with SMEs and organisations with different levels of budget, access to resources and technological capacity in mind.

It is the resource that helps your learners make the most useful next step.

Before You Move On

You now know what the main UPLIFT resources are and how to choose between them. You do not need to master every resource before you begin. Keep three principles in mind:

START WHERE YOU ARE.

Choose the topic that reflects the current need.

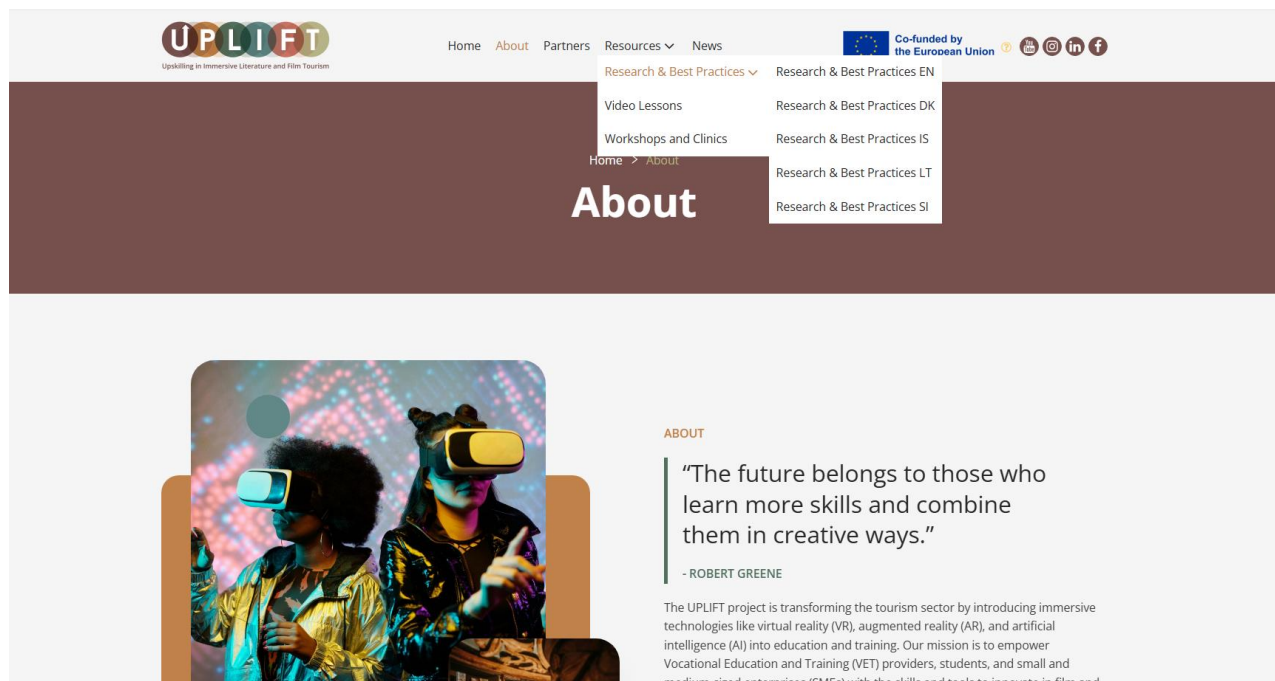
START SMALL.

Use what is already available and choose a realistic first action.

CONNECT LEARNING WITH PRACTICE.

Whenever possible, work with a real story, place, visitor experience, tourism business or cultural asset.

The UPLIFT workshop and clinic materials reinforce this approach: participants are encouraged to use what they already have, select technology that strengthens the story, test with real visitors and stakeholders, learn from feedback and build from there.



| PART 3: FACILITATING STAKEHOLDER WORKSHOPS & IMPLEMENTATION CLINICS

Turning discussion into practical action and meaningful stakeholder feedback



Purpose of this section

To help trainers understand, prepare, facilitate and evaluate the linked UPLIFT Workshops and Implementation Clinics. It explains how the two formats work together and how feedback can be used to improve the project resources.

Understanding the learning model

UPLIFT uses two connected learning formats. The Workshop creates understanding and discussion; the Implementation Clinic turns that discussion into a practical decision or action. Trainers should present them as one learning journey rather than two unrelated resources.

The Workshop and Clinic have different jobs

STAKEHOLDER WORKSHOP

Explore the topic, challenge assumptions, share experience and identify needs, opportunities and concerns.

IMPLEMENTATION CLINIC

Apply the learning, complete practical exercises, select a realistic option and develop an action plan.

The complete learning cycle

1 EXPLORE Understand the topic and why it matters.	2 APPLY Use the Clinic tools in a real context.	3 FEEDBACK Record stakeholder needs and recommendations.	4 REFINE Use findings to improve resources and plans.
---	--	---	--

Key message for learners

You are not expected to choose expensive or advanced technology. Begin with the story, visitor need and intended outcome. Technology should strengthen the experience, not become the experience.

Who are these resources for?

The Workshops and Implementation Clinics are relevant to:

- tourism SMEs and experience providers;
- film and literary tourism businesses;
- tour guides and visitor attractions;
- museums, heritage sites, cultural venues and festivals;
- destination and tourism organisations;
- community organisations and local development groups;
- VET trainers, trainers and learners;
- writers, filmmakers, storytellers and creative professionals; and
- technology, innovation and tourism development partners.

What will you achieve?

By working through the series, you will be able to:

- recognize opportunities to enrich film and literary tourism through immersive storytelling;
- make choices based on visitor needs, business goals and available resources;
- develop an idea that fits your brand and target audience;
- assess costs, risks, responsibilities and potential value;
- test an affordable pilot before making a larger investment;
- communicate and promote the experience more effectively; and
- create a realistic action plan for implementation.

Start where you are

You do not need to complete every topic at once. Begin with the workshop that best reflects your current challenge, then use the matching implementation clinic to turn your ideas into an achievable plan.

Start small. Use what you already have. Choose technology that strengthens the story. Test the experience with real visitors and stakeholders, learn from their feedback and build from there.

Or If you want to deliver them in sequence this is what is recommended;

1. **Before the session:** Review the relevant Workshop and Clinic; choose examples suited to the group; prepare links, worksheets and simple materials.
2. **During the Workshop:** Introduce the topic, invite discussion and capture shared challenges, good practice, needs and ideas.
3. **During the Clinic:** Move from broad discussion to a real business, place or cultural asset. Support participants to complete the practical task and choose a next step.
4. **At the end:** Ask each participant or group to state one decision, one action and one support need. Complete the feedback survey and record recurring themes.

The four-topic pathway

The four topics form a progressive pathway. Participants may complete the full sequence or begin with the topic that best matches their current challenge.

1 Why Immersion?	Understand immersive tourism, map the visitor journey and identify one meaningful opportunity.
2 Who And Why?	Align the idea with the brand, target audience, story, values and visitor goals.
3 Can It Work?	Test costs, resources, risk, copyright, ethics, accessibility and long-term sustainability.
4 How Will People Find It?	Create story-led promotion and a clear journey from discovery to booking and participation.

Topic 1: Why Immersive Technologies Matter for Your Business

Discover what immersive tourism means and why it matters for film and literary tourism businesses, destinations and cultural organisations.

The workshop introduces immersive approaches in a simple, non-technical way. It explores changing visitor expectations, common concerns, available technologies and the opportunities to make stories and places more engaging, accessible and memorable.

In the implementation clinic, you will:

- map the visitor journey from discovery to reflection;
- identify moments of curiosity, emotion or engagement where immersion could add value;
- choose suitable immersive touchpoints;
- audit the technology, stories, images, audio and other content you already have;
- try a simple AR experience; and

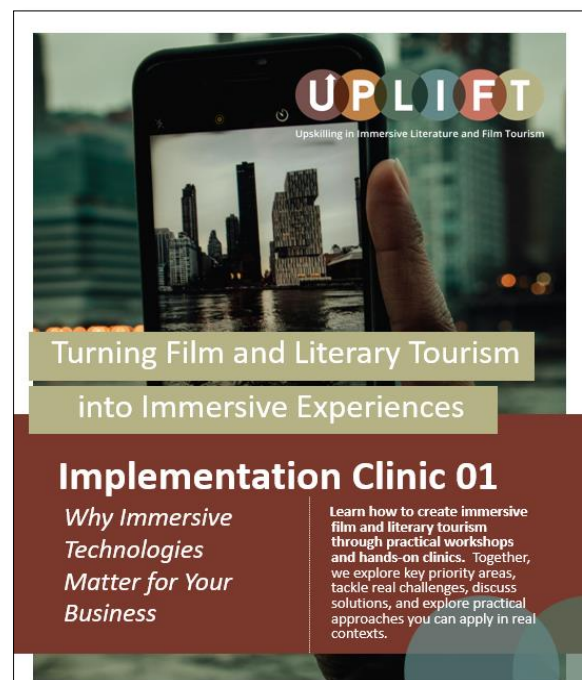
- develop an initial action plan.

What you will gain: A clearer understanding of where immersive storytelling could improve your visitor experience and which practical opportunity is worth exploring first.

Trainer focus: Build confidence and remove the assumption that immersion always means expensive VR. Introduce audio, QR codes, projections, smartphone content, AR, VR, interactive media and AI as options with different levels of complexity.

Workshop conversation: Where are visitors curious, emotionally engaged or missing part of the story?

Clinic output: A mapped visitor journey, one proposed immersive touchpoint and a basic audit of available technology and content.



LINK TO RESOURCES [Link to Workshop and Implementation Clinics](#)

Topic 2: Positioning, Branding and Audience Goals

Move from asking, "What could we create?" to asking, "Who are we creating it for, and why?"

This topic helps you connect an immersive idea to your identity, values, audience and wider business goals. You will explore how a strong story-led brand can help visitors understand what makes your experience distinctive and build a deeper emotional connection with your place.

In the implementation clinic, you will:

- map your existing brand, story, media and people assets;
- identify the audience most likely to connect with your experience;
- clarify what you want visitors to feel, learn, do or share;
- prototype a small, branded minimum viable experience;

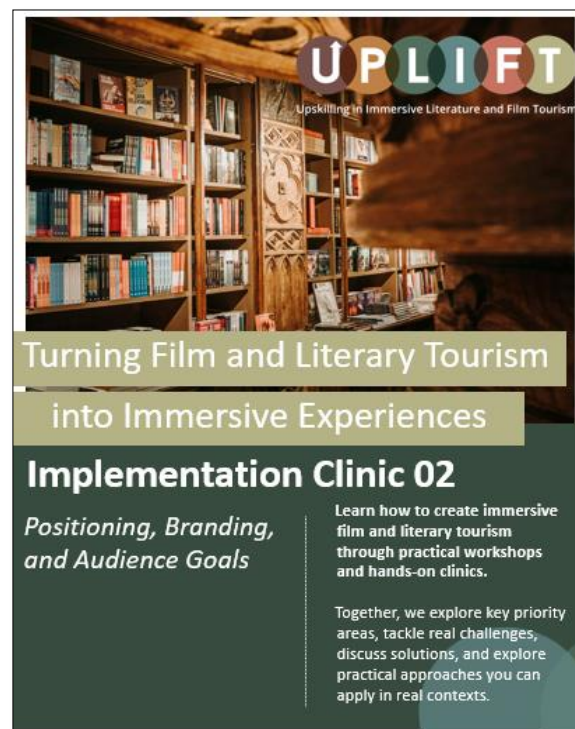
- select a high-impact location or story moment for an immersive layer; and
- develop an action plan that remains authentic to your place and values.

What you will gain: A focused, audience-led concept that supports your brand rather than using technology for its own sake.

Trainer focus: Shift the conversation from “What can the technology do?” to “Who is this for, what should they feel or do, and how does it fit the place and brand?”

Workshop conversation: What is distinctive about the story, place or cultural asset, and which audience is most likely to value it?

Clinic output: A mapped set of brand assets and a small audience-led concept or minimum viable experience.



LINK TO RESOURCES [Link to Workshop and Implementation Clinics](#)

Topic 3: Budgeting, Costs, Financial Planning & Responsible Practice

Understand what your immersive idea could realistically cost, how it could be delivered in phases and what is needed to make it sustainable.

This topic breaks financial planning into manageable steps. It explores one-off and ongoing costs, cost drivers, break-even thinking, return on investment, funding and partnership opportunities, low-cost pilots and phased development. It also introduces the legal, ethical and operational responsibilities that should be considered from the beginning.

In the implementation clinic, you will:

- define the scope of an immersive concept before costing it;
- identify capital, operating, staffing, content and maintenance costs;
- distinguish the core experience from optional enhancements;

- build a realistic pilot budget and explore break-even scenarios;
- identify ways to adapt or repurpose existing resources;
- plan a phased route from pilot to evaluation and growth;
- complete copyright, intellectual property, permissions and due-diligence checks; and
- consider data protection, accessibility, public safety, cultural sensitivity and long-term maintenance.
-

What you will gain: A more realistic financial model, a lower-risk pilot approach and a responsible plan for implementation and growth.

Trainer focus: Make the financial, legal and ethical considerations manageable. Encourage pilots, phased investment and realistic costing rather than early commitment to a fully developed product.

Workshop conversation: What will it cost to create, operate, maintain and promote, and what permissions or safeguards are required?

Clinic output: A scoped pilot budget, phased plan and checklist covering copyright, permissions, GDPR, accessibility, safety and cultural sensitivity.



LINK TO RESOURCES [Link to Workshop and Implementation Clinics](#)

Topic 4: Promoting and Selling Through Storytelling



LINK TO RESOURCES [Link to Workshop and Implementation Clinics](#)

Trainer focus: Help participants use the story itself as the strongest promotional asset and make the offer easy to discover, understand and book.

Workshop conversation: Which character, scene, location, emotion or narrative moment will make a potential visitor curious?

Clinic output: A story-led promotional message, shareable visitor moment and clearer discovery-to-booking pathway.

How the Workshops & Implementation Clinics Work

A visual walkthrough using Topic 1: Why Immersive Technologies Matter for Your Business



Actual screen grab from the Topic 1 Workshop: the discussion and exploration section.

What this guide demonstrates

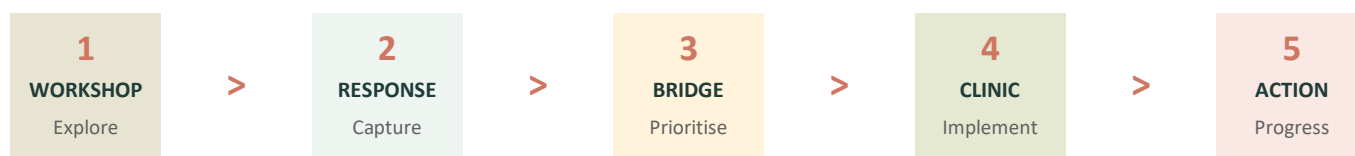
How an trainer moves from open discussion in the Workshop to practical application in the linked Clinic. The Clinic does not provide a direct answer to every Workshop question. It takes the needs, ideas and gaps identified through discussion and helps learners decide what could realistically be implemented.

1. The relationship between the Workshop and Clinic

The key distinction

The Workshop is the discussion and exploration piece. It helps participants understand their current situation, identify needs, question assumptions and explore possibilities. The Implementation Clinic is the practical next stage. It uses the themes emerging from that exploration to help participants map, audit, prioritise, test and plan what should be implemented.

How learners navigate the resources



What happens at each stage?

Stage	Trainer and learner task
Workshop - Explore	Use the discussion questions to identify existing stories, visitor needs, gaps, opportunities, concerns and possible technologies.
Response - Capture	Record what participants said. Do not force agreement or a final solution. The response pages provide evidence of stakeholder exploration.
Bridge - Prioritise	Review the discussion and select one real need or opportunity worth taking forward. Not every question needs a separate Clinic task.
Clinic - Implement	Complete the most relevant practical exercise: map the visitor journey, identify touchpoints, audit available resources and choose a feasible intervention.
Action - Progress	Turn the chosen intervention into immediate, medium-term and longer-term actions, then collect feedback and revise.

2. Workshop stage: discussion and exploration



Workshop Topic

Exploring Digital & Immersive Opportunities

Q1

Purpose of this discussion
To identify immersive potential in their place — whether visible, hidden, underused, or not yet developed — and to understand how visitors currently experience (or miss) these film and literature experiences.

Discussion Questions

- Existing Film &/or Literature Connections**
What film or literary stories, places, or connections are linked to your area — if any?
(This helps you identify what you already have, and what can be translated into engaging visitor experiences.)
- Is your area associated with a **book, film, TV series, author, poet, playwright, or screenwriter** (even loosely)?
- Was anything **filmed here, set here**, or clearly **inspired by this place** (landscapes, towns, buildings, atmosphere)?
- Which connection is **easiest to “show”** on-site, and which is harder to explain without help?
- What **existing materials already exist** (quotes, photos, archives, scenes, locations, interviews, local memories)?

Immersive Digital Technology Considerations

Which stories are hard to communicate with just words and would benefit from being **seen/heard/experienced** (e.g., a scene overlay, narrated excerpt, interactive map)?

What story or content could be enhanced with an **interactive element**? For example, do you have a famous scene or piece of lore that people love — and could you let visitors see or hear something extra about it through AR, or perhaps let them choose a path in the

Topic 1 Workshop, slide 26: Exploring Digital & Immersive Opportunities - discussion questions.

How the trainer uses this page

- Introduce the purpose: to uncover film and literary connections that are visible, hidden, underused or not yet developed.
- Give participants time to think about their own area, business, attraction or chosen case example.
- Use the questions as prompts, not as a questionnaire that must be completed word for word.
- Draw out existing assets, what visitors already ask about and where explanation is difficult using words or signage alone.
- Record concerns and opportunities without moving too quickly to a preferred technology.
-

Trainer prompt

“Before we decide what technology could be used, what story or visitor need are we actually trying to address?”

3. Capture what was explored



Question Responses

Use this space to respond directly to the discussion questions.

Share your thoughts, ideas, reflections, or examples based on your own experience or context. There are no right or wrong answers, and not every question needs a response right now — this is about exploring possibilities..

1. Existing Film &/or Literature Connections

Question 1: [add response]

Question 2: [add response]

Question 3: [add response]

Question 4: [add response]

Question 5: (Immersive & Digital Technology Considerations)
[add response]

Upskilling in Immersive Literature and Film Tourism

Worked response example: Yeats-inspired Sligo walking experience

Workshop prompt	Illustrative participant response
Existing connection	The route passes landscapes and places associated with W. B. Yeats, but visitors may not understand the connection without a guide.
Film/literary association	Poetry, local stories and the wider Yeats cultural landscape provide the main literary connection.
Easiest and hardest to show	The landscape is easy to see; the emotional and literary meaning is harder to communicate on-site.
Existing materials	Local photographs, guide knowledge, website text, a route map and an audio interview with a local storyteller.
Possible immersive enhancement	Short audio stories and archival images accessed by QR code at selected points, rather than a costly custom application.

What the trainer does next

Review the responses with the group and circle one priority. In this example the priority is: help independent visitors connect a physical viewpoint with the story and poetry associated with it. This priority becomes the bridge into the Clinic.



UPLIFT
Upskilling in Immersive Literature and Film Tourism

Turning Film and Literary Tourism
into Immersive Experiences

Implementation Clinic 01

Why Immersive Technologies Matter for Your Business

Learn how to create immersive film and literary tourism through practical workshops and hands-on clinics. Together, we explore key priority areas, tackle real challenges, discuss solutions, and explore practical approaches you can apply in real contexts.



Implementation Clinic 1

1. Mapping Your Visitor Journey and Identifying Immersive Opportunities
2. Quick Tech and Content Audit
3. Try an AR Demo App

Upskilling in Immersive Literature and Film Tourism

4. The bridge: from exploration to implementation

The Workshop may produce many ideas. The trainer now helps participants move from broad exploration to one practical implementation question.

Workshop finding	Decision at the bridge	Relevant Clinic task
Visitors miss the meaning of key places.	Choose one point in the journey where interpretation would add most value.	Map the visitor journey and identify an immersive touchpoint.
The business has useful content but assumes new equipment is required.	Check what resources already exist before costing a new solution.	Complete the Quick Technology and Content Audit.

The Clinic is linked by purpose, not by question number

The Clinic does not take Workshop Question 1 and provide Clinic Answer 1. Instead, it groups the practical work needed after the discussion. Several Workshop findings may lead to the same Clinic exercise, and one Workshop question may lead to different actions for different participants.

Example

A classroom learner may use a selected local attraction and propose a credible prototype. A tourism business uses its actual visitor journey, content, staff capacity and budget to make a real operational decision. Both use the same Clinic template, but the evidence and expected level of commitment differ.

5. Clinic stage: map the visitor journey

Mapping Your Visitor Journey and Identifying Immersive Opportunities

In this clinic you will explore how immersive storytelling could enhance your visitor experience.

You will complete three practical exercises:

1. Mapping the visitor journey
2. Identifying immersive touchpoints
3. Auditing available technology and content

1 Mapping Your Visitor Journey

Understanding the visitor journey helps identify the moments where storytelling and immersive elements can have the greatest impact.

Identify where visitors naturally pause, become curious, or ask questions. These moments are ideal opportunities to introduce immersive storytelling elements. Take a piece of paper and map out the current visitor journey for your tour or site. Mark points where visitors tend to be *most excited* or *curious*.

Now brainstorm one immersive element you could add at those points to amplify that excitement or satisfy the curiosity. For example: at a scenic lookout used in a film scene, maybe you provide a tablet with the film clip so they can compare; at a museum corner with a famous quote, you could use an audio recording of it being read dramatically. The key is to link story

Use the Editable Immersive Visitor Journey Map (with Touchpoints) Below

Step 1: Identify the stages of your visitor journey
Consider each stage of the visitor journey. Edit the below if needed.

- Before the Visit (Discovery & Anticipation)
- Arrival & First Impressions
- Key Story Moments (Curiosity & Emotion Peaks)
- Deep Engagement (Understanding the Story)
- Reflection & Memory
- After the Visit (Sharing & Connection)

Mapping Your Visitor Journey and Identifying Immersive Opportunities

Identifying Moments of Curiosity

Step 2: Add & Name each Touchpoint (the little dots) on the Map

Where do visitors ask questions?
Where do they pause or take photos?
Where do they become emotionally engaged?

These moments often provide the best opportunities for immersive storytelling.

Now name and map (use a simple word if possible) on the digital and physical touchpoints on the journey where visitors are most engaged or asking questions (use conversational human and experience-led language, don't be too technical)

Choose one or two moments in the visitor journey where immersive storytelling could enhance the experience. Examples:

- QR code linking to a film scene
- Audio narration of a story excerpt
- Augmented reality overlay
- Short dramatic reading

Note: See next page for more help with this part.

Topic 1 Implementation Clinic, slide 4: introduction to the three practical exercises.

Walk the learner through the task

- 1. Choose the context:** Name the real or selected business, site, trail, attraction or destination and the visitor group.
- 2. Map the stages:** Consider discovery before the visit, arrival, key story moments, deeper engagement, reflection and after-visit sharing.
- 3. Identify moments of curiosity:** Mark where visitors pause, ask questions, feel emotion, become confused or miss an important connection.
- 4. Add possible touchpoints:** Suggest a digital and/or physical intervention only where it strengthens the story or solves a visitor problem.
- 5. Select one priority:** Choose one touchpoint that is useful, proportionate and realistic enough to test.

Example learner output

Visitor-journey stage	Yeats-inspired trail example
Before the visit	A short website story introduces the link between landscape and poetry.
Arrival	A simple route map explains the three pilot stops and accessibility information.
Key story moment	At a viewpoint, visitors scan a QR code and hear a two-minute local narration.
Deeper engagement	An archival image and short interpretation help visitors compare past and present.
Reflection and after visit	A prompt invites visitors to record a reflection and explore nearby cultural sites.

6. Clinic stage: audit what is already available

2 Quick Technology and Content Audit

Many tourism businesses already have the tools needed to create simple immersive experiences. This exercise helps identify **existing resources you can use immediately**.

Assess what technology you already have access to.

- Do you have an iPad or a projector lying around?
- Do most visitors carry smartphones (almost certainly, yes)?

List what's available, including digital content you already own (photos, videos, audio clips related to your story). Often you can start immersive experiences using existing tech – like uploading a 360° photo of your location to Facebook or Google so people can “virtually visit” online, or using simple QR codes. This audit will be handy in planning low-cost implementations.

List Devices and Match Content You Already Have and start There

- Wi-Fi available on-site
- 1 laptop for admin and marketing
- Several famous quotes from the book/film associated with the site
- A short-written backstory used on the website

Action: add existing 2 short promo videos filmed on different social media (e.g., TikTok, YouTube, Instagram, Website, LinkedIn, Twitter etc.)

- 1 iPad at reception (used occasionally for bookings)

Action: Play an existing short looping video introducing the story and setting

- Small portable projector (used for talks and events)

Action: Use it for an evening screening of a film scene or a literary reading

- Visitors' smartphones (almost all visitors carry one)

Action: QR codes linking to audio clips or behind-the-scenes stories

- Existing 30+ high-quality photos of the location and surroundings

Action: Upload a 360° photo to Google Maps or Facebook for virtual visits

- Have 1 audio interview with a local storyteller

Action: Create a “Listen here” moment at a key story location

ü No new equipment needed to get started

3 Testing Immersive Technologies

A hands-on way to grasp immersive tech is to try it yourself. Download a free AR app such as **Google Arts & Culture** (for virtual exhibits) or an app like **Historik** (which recreates historical scenes via AR) rockpaperreality.com.

Imagine how something similar could apply to your site. For instance, if you point your phone at a particular spot in your town, what digital content would wow a visitor (a historic photo overlay, an animation of a book character, etc.)?

Make a list of 2-3 ideas. Don't worry yet about how to build it – just envision the possibilities.

Historik app uses AR to combine the modern world with historical events, landmarks

Published Sep 23, 2021 | Jeremy Sney

When you use iPhonelinks to buy products, the app may earn a fee.

Augmented reality (AR) may be modern technology, but entrepreneur Chris Whalen wants to use the tech and a new app, **Historik**, to bring back the past. Using a smartphone with AR capabilities, **Historik** can recreate historic buildings and objects at specific markers and let users learn more about the past, swipe through artifacts and even explore an old area in full 3D. Users will even be able to set up self-guided tours.

We leverage the power of geospatial data to bring North Idaho's history to life. Swipe through historical markers to explore the region's rich past—from hidden landmarks to well-known sites—all based on your location. Never unknowingly pass by history again.

<https://www.historik.com/>

Download App Historik

Topic 1 Implementation Clinic, slide 13: Quick Technology and Content Audit.

How to guide the audit

Ask learners to separate what they already have, what they can adapt and what genuinely needs to be created. The purpose is to avoid designing an unrealistic solution before understanding available capacity.

Audit category	Example finding and implementation decision
Visitor devices	Most visitors carry smartphones - use browser-based QR content rather than purchasing devices.
Existing digital channels	The partnership has a website - host simple mobile pages instead of commissioning an app.
Story and media assets	Photographs, local knowledge and one audio interview already exist - assess rights and quality, then adapt suitable material.
On-site equipment	No permanent equipment is available or required for the pilot.
Gaps	Three short scripts, audio recording, accessible transcripts, QR signage and testing are needed.

Trainer check

Challenge unnecessary technology. Ask: “Could the visitor need be met with a simpler tool?” If yes, the simpler solution may be the stronger first implementation.

7. Clinic stage: turn the decision into action

Approaches & Solutions

If your exploration above identified some exciting ideas *and* some worries, that's perfectly normal. **Starting small and being strategic** is the name of the game. Here are some approaches to consider.

- **Start with "Why"** – always tie tech use to a purpose. Don't use VR just because it's trendy; use it because it helps tell your story better or solves a problem (like showing an inaccessible view). This ensures technology adds value rather than distracts. It is important to have a clear goal (e.g. *"make visitors feel like characters in the story"* or *"explain complex history in a visual way"*) this will guide your tech choices.
- **Leverage What You Have** – You might not need custom software. There are many **off-the-shelf apps and platforms** for tourism. For instance, some companies offer AR tour apps where you can plug in your own content without coding. Even **simple tools like QR codes** can trigger audio or video on visitors' phones – a low-cost form of AR. Using free or inexpensive platforms initially can be a smart way to test what works with your audience.
- **Combine Tech with Human Touch** – One of the best approaches is using technology to *enhance* your personal or guided experience, not replace it. For example, a guide can carry a tablet to show AR visuals to the group, or you can give visitors an audio device that plays character voices at certain spots while you narrate live. This way, tech remains a *tool* in your storytelling toolbox, and you still engage with visitors directly.
- **Prototype and Iterate** – Treat your first immersive tech addition as an experiment. It doesn't have to be perfect. Maybe you create a short 2-minute VR video of a re-enacted scene and set up a single VR headset at your site for visitors to try. Gather feedback: *Did people enjoy it? Was it easy to use?* Use those insights to improve or decide on your next investment. Immersive tech is evolving, so a continuous improvement mindset will serve you well.
- **Mind Accessibility** – When implementing tech, also plan alternatives for those who can't or won't use it. For instance, if you have an AR app, ensure there's also a pamphlet or sign with similar information for visitors without smartphones. If a VR experience isn't wheelchair accessible (due to space or hardware), consider having a 2D video version. This inclusive approach keeps the experience positive for all.

Develop Your Action Plan

Immediate next steps (0–6 months)

Pick one small immersive element that you can realistically implement soon – something that costs little and you're curious about.

It could be as simple as adding an **audio storytelling segment** (downloadable via QR code) at a point of interest, or collaborating with a local tech student to create one 3D model for AR.

Implement it and observe how visitors respond.

Mid-term (6–24 months)

If the trial went well, plan a modest expansion. You might develop a dedicated **mobile app** or **guided AR tour** with multiple points, apply for a small grant to get a couple of VR headsets, or invest in training staff on delivering interactive performances (mixing tech and theater).

At this stage, consider how the immersive feature can be marketed to attract more visitors – for example, promote it on social media with enticing visuals.

Long-term (2–5 years)

Envision a more **integrated immersive experience** across your entire offering. Perhaps you transform your site into a semi-virtual environment (holographic guides? interactive walls?) or you partner with tech providers to create a unique product (like an escape-room style adventure through the whole town).

Keep an eye on tech trends – hardware is constantly improving (e.g. lightweight AR glasses could replace phone screens soon, making it easier for visitors to engage vs get st).

By having already experimented in the short term, you'll be ready to adopt bigger innovations when they become affordable and user-friendly.

Topic 1 Implementation Clinic, slide 20: Develop Your Action Plan.

Use the case studies throughout for realistic, immersive examples

Case Study

Implementation: New Zealand's Middle-earth & Beyond

Film Tourism and Immersive Storytelling: These examples help you **visualise implementation**.

To illustrate *why embracing immersive storytelling can be so powerful*, consider *New Zealand's success with film tourism*.

After *The Lord of the Rings* hit the screens, New Zealand famously branded itself as the real-world Middle-earth. Guided by Tourism New Zealand's marketing campaigns, fans from around the globe flocked to see Hobbiton and the stunning landscapes from the films.

The results were dramatic: in the five years after the first LOTR film, tourist numbers shot up by about 40%, and by 2006 arrivals had climbed from 1.7 to 2.4 million annually cathaypacific.com/onlinemba.com. Many visitors cited the films as a key reason for choosing New Zealand. This influx brought substantial economic gains – *all sparked by effectively leveraging a story*.

Now, New Zealand didn't stop at simply pointing out film locations – they **created immersive experiences around them**. Hobbiton isn't just a movie set; it's a guided experience where visitors feel like inhabitants of the Shire, complete with hobbit costumes and a mug of ale at the [Green Dragon Inn](#). In Wellington, the [Weta Workshop](#) (the props/design studio for the films) offers interactive tours where you can see and even handle movie props, learning how the fantasy was made real. These are examples of **layering immersive elements onto a film tourism draw**: theatrical guides, hands-on exhibits, and detailed storytelling turn a passive sightseeing trip into an engaging journey.

The takeaway: You might not have a blockbuster movie filmed in your backyard, but the principle holds true on any scale. If you have a story (a film, TV show, famous book, legend, etc.) connected to your location, leveraging it can significantly boost interest. And by designing immersive ways for visitors to experience that story – be it through tech, interactive tours, or creative storytelling – you transform curious visitors into *enthusiastic participants*. The rest of this guide will show you how to do exactly that, step by step.

[The Economic Impact of LOTR](#)

[Visit Middle Earth and see New Zealand through Frodo's eyes!](#)

[10 Day Lord of the Rings & Hobbit Holiday Package](#)

[Best Lord of the Rings filming locations in New Zealand](#)

Weta Workshop, Wellington, NZ

<https://www.weta.co.nz/>



Most Popular

Tour
Take an exclusive glimpse into the world of movie magic on a guided tour through our creative home. Open late nights in the summer.

Guided Transfers & Tour
We'll pick you up in the city centre for a guided return transfer. Includes our 90-minute tour.
From \$115 NZD

Half day: Tour, Transfers & Lunch
Tour movie magic and taste Kiwi cuisine! Combine both of our tours with kai (lunch) at Karaka Café.



Weta Workshop: Immersive Storytelling and Film Tourism

20

Visit Middle Earth and see New Zealand through Frodo's eyes!

Practical Implementation Tips

- Start small
- Test with one location
- Use existing content
- Measure visitor engagement



© Tourism New Zealand. All rights reserved.

21

Green Dragon Inn, Matamata, NZ

<https://www.hobbitontours.com/discover/the-green-dragon-inn/>

The Green Dragon Inn

4.8 ★ (5,300) 40% Tourist attraction



Lord of the Rings: Filming Locations, NZ

<https://www.moatrek.com/blog/best-lord-of-the-rings-filming-locations>



Peter Jackson directing at the Pelorus River

Lord of the Rings Scenic Tour



Mt Doom scene from Lord of the Rings

Weta Workshop: Immersive Storytelling and Film Tourism

22

Example action plan

Planning horizon	Yeats-inspired trail example
Immediate: 0-6 months	Confirm three stops; verify rights and permissions; produce one prototype audio story with transcript; test the QR journey with a small visitor group.
Medium term: 6-24 months	Refine the pilot from feedback; complete the remaining stops; train guides and visitor-centre staff; seek a small grant or partner contribution if expansion is justified.
Long term: 2-5 years	Integrate the trail with wider cultural experiences, review content and accessibility annually, and consider additional features only where visitor evidence supports them.

What good trainer guidance sounds like

- “Which action can genuinely be completed with the people, permissions, time and money available?”
- “What evidence will tell you whether the pilot improved understanding or engagement?”
- “Who owns the next action, and when will it be reviewed?”
- “What needs to be checked before anything is published or installed?”

End product

The learner should leave with a chosen visitor need, one prioritised immersive touchpoint, an audit of available resources, a small testable action and a method for collecting feedback.

8. Adapting the same walkthrough for different learners

Element	Classroom or VET learner	Tourism business / stakeholder
Context	Use a familiar local attraction, a supplied case study or a researched film/literary location. Clearly label assumptions.	Use the participant’s actual business, visitor journey, audience, assets and operational constraints.
Trainer role	Teach the method, provide examples, challenge assumptions and assess the quality of reasoning.	Facilitate discussion, protect commercial sensitivity and help the business reach a realistic decision.
Workshop output	Completed response template showing research, needs, gaps and possible opportunities.	Recorded stakeholder insights, business challenges, visitor needs and priorities.

Clinic output	A credible prototype plan supported by research and justified choices.	An implementable pilot or improvement with named actions, owners and review points.
Evidence	Completed templates, presentation, reflection and peer feedback.	Action plan, staff or partner responsibilities, visitor testing, feedback and operational learning.
Follow-up	Reflect on what would need verification before real implementation.	Review results, costs, access issues and visitor feedback before expanding.

Suggested 90-minute delivery

10 mins - Orientate: Introduce Topic 1 and explain the Workshop-to-Clinic pathway.

20 mins - Explore: Use one Workshop discussion page with the group.

10 mins - Capture: Complete or review the Question Responses template.

10 mins - Bridge: Agree the single visitor need or opportunity to take forward.

25 mins - Implement: Complete the visitor-journey map and technology/content audit.

10 mins - Act: Write one immediate action, owner and evidence measure.

5 mins - Feedback: Record what was useful, unclear or missing.

9. Repeat this pattern across Topics 2-4

Topic 1 is shown in detail, but the same educational logic applies throughout the full UPLIFT sequence.

Workshop exploration	Clinic implementation arising from the discussion
Topic 2: Explore identity, audience, visitor goals, differentiation and partnerships.	Map brand and story assets; define the audience; prototype a Minimum Viable Experience; choose a branded story moment.
Topic 3: Explore costs, risks, funding, copyright, ethics and sustainability.	Scope the concept; build a pilot budget; test ROI and break-even; complete rights, permissions, GDPR, accessibility and risk checks.
Topic 4: Explore story hooks, characters, shareable moments, discovery and booking.	Draft promotional messages; create a story-led visitor moment; map discovery channels; simplify the information and booking journey.

Trainer preparation checklist

- Open the selected Workshop and matching Clinic before the session.
- Choose the exact Workshop discussion page and Clinic exercise that support the desired output.
- Prepare the editable response template or a shared version for group recording.
- Select one case study only where it helps learners understand the task.
- Decide whether learners will work with a real business, a local example or a supplied case.
- Prepare accessibility alternatives and test links, QR codes and media.
- Plan how responses, feedback, participant numbers and agreed actions will be retained.
-

One sentence to remember

The Workshop helps participants discover what matters; the Implementation Clinic helps them decide what to do about it.

3. How to facilitate the sessions

Create the right environment

- Reassure participants that no technical expertise is required.
- Use plain language and explain abbreviations such as AR, VR and AI.
- Invite examples from tourism businesses, trainers, cultural groups and community stakeholders.
- Keep discussion connected to a real place, story, visitor group or business decision.
- Make space for concerns about cost, skills, copyright, accessibility and cultural impact.
- Allow participants to work alone, in pairs or in small groups according to confidence and context.

Use the trainer prompt cycle

NOTICE What is happening now? What do visitors currently experience?	IMAGINE What could improve the story, access, emotion or engagement?	CHOOSE Which idea best fits the audience, purpose and available resources?
TEST What is the smallest useful version that could be piloted?	LEARN What feedback and evidence will show whether it works?	ACT Who will do what next, and what support is needed?

Suggested session structure

Welcome and context - 5 mins: Explain the topic, purpose and expected output.

Workshop input - 15 mins: Introduce the ideas and use examples to build understanding.

Stakeholder discussion - 20 mins: Use the Workshop questions and capture shared needs and insights.

Implementation Clinic - 30 mins: Complete the practical task using a real business, story or place.

Share-back - 15 mins: Each group presents its proposed action, challenge and support need.

Feedback and close - 10 mins: Complete the survey, note recurring findings and agree next steps.

Adapt the timing

The materials are modular. Short sessions may use one Workshop discussion and one Clinic exercise. Longer sessions can include the full topic, case studies and action planning.

5. What the trainer should capture

Stakeholder feedback is not an add-on at the end. It is evidence that the materials were tested with the people they are intended to support and a mechanism for improving their relevance and usability.

NEEDS	REACTIONS	IDEAS	ACTIONS
Skills, knowledge, tools or support participants require.	What participants found clear, useful, difficult or irrelevant.	Examples, adaptations and improvements suggested by stakeholders.	Decisions, pilots, partnerships or next steps arising from the session.

Minimum evidence to retain

- session date, location or online format and facilitator;
- participant numbers and stakeholder types;
- agenda and resources used;
- attendance record, where appropriate and GDPR-compliant;
- completed feedback surveys or aggregated results;
- facilitator notes summarising the main findings;
- photographs or screenshots where consent has been obtained; and
- agreed improvements, follow-up actions and responsibilities.

Activity 4.4 link

Formal expected result

The approved UPLIFT application names Activity 4.4 as Stakeholder Feedback and Project Implementation Clinics. It expects three feedback sessions involving more than 50 stakeholders, including community organisations and industry partners. The purpose is to gather direct input and refine project outputs so they remain aligned with industry needs.

The practical immersive Workshops are formally described under WP3, while stakeholder feedback and the Implementation Clinics sit within WP4. Trainers may present the resources together as one learning pathway, but project reporting should maintain this distinction.

5. Inclusive and responsible delivery

Immersive tourism should remain accessible, culturally respectful and proportionate to the needs of the place and audience. Trainers should model responsible decision-making throughout all four topics.

Digital access Offer alternatives for participants or visitors without smartphones, headsets or strong connectivity.	Accessibility Consider mobility, sensory, cognitive and language needs. Provide captions, transcripts and non-digital alternatives where possible.
Privacy and data Avoid unnecessary collection of personal data. Explain consent, storage and platform responsibilities.	Copyright and permissions Check rights before using film clips, book extracts, music, images, characters, trademarks or archive materials.
Community and culture Involve people connected to the story or place and avoid reducing living communities to entertainment or stereotypes.	Environmental and operational impact Consider equipment, energy, maintenance, visitor flows, staff capacity and the long-term life of the experience.

Trainer closing questions

- What visitor or learner need are we trying to meet?
- How does the idea strengthen the story or sense of place?
- Is the proposed technology necessary and appropriate?
- Can it be tested at a smaller scale first?
- Who needs to be involved or consulted?
- What risks, rights, access needs or ongoing costs must be addressed?
- What will success look like, and how will feedback be collected?

Recommended closing statement Start small. Use what is already available. Choose technology that serves the story. Test the experience with real users and stakeholders, learn from their feedback and improve it over time

6. Trainer preparation checklist

- Select the most relevant Workshop and matching Implementation Clinic.
- Identify the expected practical output for the session.
- Choose examples that suit the country, stakeholder mix and digital confidence of participants.
- Test all links, media, QR codes and demonstrations in advance.
- Prepare printed or digital copies of the exercises and feedback survey.
- Confirm accessibility arrangements, consent and data-protection requirements.
- Plan how discussion points, participant numbers, feedback and actions will be recorded.
- End with a named next step, responsible person and realistic timeframe.



| PART 4: UPLIFT PRACTICAL WORKSHOPS & VIDEO LESSONS

Learning from the UPLIFT Workshops and Video Repository

<https://uplifttourism.eu/video-lessons/>

The UPLIFT practical Workshops and Video Lessons show how immersive technologies and storytelling can be applied in real tourism contexts.

They were developed from practical workshops delivered with tourism stakeholders in the UPLIFT partner countries. The workshops were documented through video, and the resulting material was used to create four video lessons. This allows learners and trainers who did not attend the original workshops to benefit from the demonstrations, examples and practical experience developed during the project.

The four resources focus on different but complementary areas:

1. Marketing, Branding & Goals
2. VR, AR and XR in Tourism: From Technology to Experience
3. Creating a VR Experience
4. Creative Uses of QR Codes

These are not four compulsory modules that must be completed in sequence. A trainer can select the resource that best matches the learners' needs.

The Video Lessons can be used before, during or after other learning activities. They can introduce a topic, demonstrate a practical process, support a learner activity or provide additional help after a Workshop or Implementation Clinic.

A simple way to use a Video Lesson

WATCH - Introduce the resource and watch the relevant section.

PAUSE & DISCUSS - Ask learners what they noticed and how the approach could relate to their own tourism context.

TRY - Use the Workshop activity or a simple practical task.

APPLY - Connect the idea to a real or selected tourism destination, business, attraction or story.

REFLECT - Discuss what worked, what would need to change and what the next realistic step could be.

Trainer tip: You do not have to show an entire video or reproduce the complete original Workshop. Select the part that supports the learning goal of your session. The Video Repository can provide visual support, while screenshots from the actual resources can help trainers understand quickly what to use and how.

Workshop & Video Resource 1

Marketing, Branding & Goals

ABOUT THIS RESOURCE

A successful immersive tourism experience needs more than interesting technology. Learners also need to understand **who the experience is for, what makes it distinctive and what they want visitors to feel, remember or do.**

This resource helps learners connect storytelling and immersive experiences with marketing, audience engagement and clear goals.

The UPLIFT materials on branding and audience goals focus on **defining the story and brand, identifying the target audience, setting visitor-experience goals, differentiating the offer and considering partnerships and community engagement.**

USE THIS RESOURCE IF...

Use this resource if your learners:

- have an idea but are not sure who it is for;
- need to identify a target audience;
- want to connect an immersive idea with an existing tourism brand;
- need to clarify what visitors should feel, learn, do or share;
- are developing a tourism product and need clearer goals; or
- are focusing on marketing, destination management, entrepreneurship or tourism product development.

BEFORE YOU START

Ask learners to select one real or familiar tourism example.

This could be:

- a literary attraction;
- a film location;
- a museum;
- a heritage site;
- a guided tour;
- a tourism business; or
- a destination.

Learners should have access to the relevant UPLIFT Video Lesson and simple materials for recording their ideas. No specialist immersive technology is required for this activity.

HOW TO USE IT

1. Introduce the challenge

Ask: **Who is this experience really for, and why would they choose it?**

Explain that immersive technology should support the identity, story and goals of the experience rather than determine them.

2. Watch

Show the relevant part of the Marketing, Branding & Goals Video Lesson.

Ask learners to listen particularly for ideas relating to audience, storytelling, positioning and goals.

3. Pause and discuss

Ask: **Who is the main audience?**

- What makes this place or story distinctive?
- What should visitors feel or remember?
- What action would you like visitors to take?

- How could immersion strengthen the experience?

4. Apply

Learners apply the questions to their selected tourism example.

5. Share

Each learner or group presents the concept in no more than two minutes.

TRY IT WITH YOUR LEARNERS

From tourism idea to visitor experience

Ask learners to complete four short statements:

OUR STORY - The story, place or cultural connection we want visitors to experience is...

OUR VISITOR - The main visitor we are designing for is...

OUR GOAL - After the experience, we want the visitor to feel / understand / do...

OUR IMMERSIVE IDEA - One way technology or interactive storytelling could support this goal is...

EXPECTED OUTPUT

A short audience-led tourism concept that connects:



The important outcome is not the complexity of the technology. Learners should be able to explain **why their proposed experience is appropriate for the selected audience and tourism context**.

TRAINER TIP

If learners immediately begin discussing VR, AR or another technology, bring them back to:

Who is the visitor, what is the story and what are we trying to achieve?

ADAPT IT

Low-tech: Develop the concept on paper without choosing any technology.

Short session: Use only the four statements above.

More advanced: Ask learners to develop a visitor persona and justify how the proposed experience supports wider business or destination goals.

UPLIFT RESOURCES

Use:

- Marketing, Branding & Goals Video Lesson;
- relevant practical Workshop materials;
- UPLIFT case studies for inspiration;
- where appropriate, the branding/audience materials available in the wider UPLIFT resource set.

By the end of this lesson, you can...

- | | |
|--|---|
| <p>01 Position an immersive experience within a brand</p> <p>03 Write a clear value proposition for an immersive product</p> | <p>02 Define your audiences with segmentation & personas</p> <p>04 Set measurable marketing goals and refine them</p> |
|--|---|

position an immersive experience so it strengthens

UPLIFT Lesson 1: Marketing, Branding & Goals

Video lesson 1: Marketing, Branding and Goals

Workshop & Video Resource 2

<https://uplifttourism.eu/video-lessons/>

VR, AR and XR in Tourism: From Technology to Experience

ABOUT THIS RESOURCE

This resource was developed from the Slovenian UPLIFT Workshop **VR, AR, and XR in Tourism: From Technology to Experience**, delivered in April 2026 in **Vocational College of Hospitality and Tourism Maribor, Slovenia**.

Its central message is very simple:

Don't choose the technology. Choose the experience – then comes the technology.

The Workshop explored destination and product development, storytelling, VR, AR and XR, the strengths and limitations of different technologies, the role of AI and the importance of matching technology to the story. Participants then developed their own immersive product concepts.

USE THIS RESOURCE IF...

Use this resource if learners:

- are new to VR, AR or XR;
- find it difficult to distinguish between immersive technologies;
- tend to choose technology before defining the experience;
- want to upgrade an existing tourism product;
- need to choose an appropriate technology for a tourism story; or

- are developing a new immersive tourism concept.

BEFORE YOU START

Select a local tourism destination, attraction or story that learners know. Learners do not need access to VR headsets. The main aim is choosing technology meaningfully, not learning to operate every immersive tool.

HOW TO USE IT

1. Introduce

Ask learners: *Imagine that you have been given funding for immersive technology. Would you immediately buy VR headsets?*

Use their answers to introduce the main Workshop principle: **Experience first. Technology second.**

2. Watch

Show the relevant part of the UPLIFT Video Lesson.

Learners identify:

- what makes a good tourism story;
- what VR, AR and XR can offer;
- advantages and disadvantages of different technologies;
- how technology can be adjusted to a story.

3. Discuss

Ask: *What should the visitor experience before we decide which technology to use?*

4. Try

Give groups a small historical town, attraction, film location or literary story. Ask them to develop one immersive visitor experience.

5. Choose

Only after the story and experience have been defined should learners select the technology.

TRY IT WITH YOUR LEARNERS

Experience first – technology second

Complete:

PLACE - Where does the experience happen?

STORY - What story should the visitor discover?

VISITOR ROLE - What will the visitor do?

EXPERIENCE - What should the visitor feel or remember?

TECHNOLOGY - Which technology would support this best?

WHY? - Why is this technology more appropriate than another solution?

EXPECTED OUTPUT

A simple product concept including:

story + visitor experience + mechanics + justified technology choice

TRAINER TIP

Do not assess learners according to whether they selected the most advanced technology.
Ask instead: **Does this technology add meaningful value to the visitor experience?**

ADAPT IT

No technology available: Learners design and justify the concept without building it.

Short session: Compare only VR and AR for one tourism story.

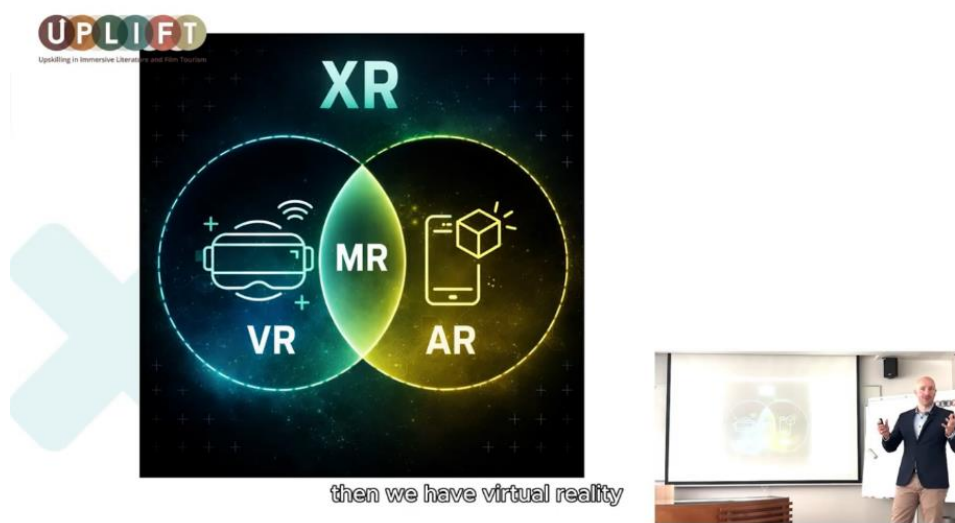
Advanced group: Learners compare two possible technologies and evaluate advantages, limitations, accessibility and costs.

UPLIFT RESOURCES

Use:

- VR, AR and XR in Tourism: From Technology to Experience Workshop/Video Lesson;
- demonstrations and examples used in the original Workshop;
- UPLIFT case studies.

The original Slovenian Workshop included examples from the Pilon Gallery, the Russian Chapel and the “Family Mission” at Golte.



JPLIFT Lesson 2: Immersive Technologies and Storytelling in Modern Tourism

Video Lesson 2: Immersive Technologies and Storytelling in Modern Tourism



Workshop in Slovenia: Creating a visitor engaging story

Workshop & Video Resource 3

<https://uplifttourism.eu/video-lessons/>

Creating a VR Experience

ABOUT THIS RESOURCE

This resource comes from the UPLIFT Workshop held at the **Technological University of the Shannon (TUS), Ireland**, in 2026. It demonstrates that creating a simple immersive 360° VR experience does not necessarily require advanced programming skills or expensive equipment.

The lesson guides users through an accessible process for designing, creating, publishing and testing a basic online 360° experience. It also introduces more advanced possibilities for users who want to continue developing their skills.

USE THIS RESOURCE IF...

Use this resource if your learners:

- want to create something practical rather than only discuss VR;
- have little or no previous VR-development experience;
- want to explore 360° storytelling;
- want to create a simple VR experience for a tourism business or website; or
- want to explore how AI tools can support immersive content creation.

BEFORE YOU START

Learners need:

- computer or suitable device;
- internet access;
- a tourism place or story;
- a 360° image or a way to create/source one;
- access to the tools demonstrated in the UPLIFT resource.

VR headsets are not essential for the basic activity because the experience can be developed for browser-based viewing.

HOW TO USE IT

1. Watch the introduction

Introduce the idea that simple immersive experiences can be created using accessible tools.

2. Choose a story or destination

Each learner/group chooses a tourism story, destination or attraction.

3. Follow the UPLIFT demonstration

Step 1: **Select Your 360° Image Source**

Step 2: **Use AI to Create Your Theme Description**

Step 3: **Create a 360° VR Background Using Skybox AI**

Step 4: **Add an Audio Narrative Overlay with AI**

Step 5: **Generate and Save the Website Code with AI**

Step 6: **Upload Your Image & Audio**

Step 7: **Create a Link to Your Website**

Step 8: **Test the Online 360° VR Experience**

Step 9: **Create an Advanced 360° Tour with Marzipano**

Step 10: **Create an Advanced 360° Tour with Matterport**

TRY IT WITH YOUR LEARNERS

Create a simple 360° tourism experience

Learners choose one local story or attraction. They then:

1. **SELECT** one 360° environment.
2. **CREATE** a short theme or story.
3. **ADD** a short narration.
4. **BUILD** the basic experience following the UPLIFT instructions.
5. **TEST** it with another learner.
6. **IMPROVE** one element following feedback.

EXPECTED OUTPUT

A simple testable 360° tourism experience or, where technology does not allow full production, a detailed prototype. This reflects the original Workshop goal: viewers should **create and publish their own simple 360° VR experience and adapt it to their own destination, story or visitor experience.**

TRAINER TIP

A useful finding from the original Workshop was that several participants realised that advanced technical skills and expensive equipment were not necessary to start building simple VR experiences. Use this to reassure learners who are hesitant about technology.

ADAPT IT

Beginner / low-tech: Create a storyboard and 360° concept without publishing it.

Standard: Complete the basic browser-based 360° experience.

Advanced: Explore a multi-scene experience using the advanced options introduced in the resource.

UPLIFT RESOURCES

Use:

- Creating a VR Experience Video Lesson;
- original step-by-step handout;
- sample VR experiences produced through TUS;
- UPLIFT European case studies.

The original lesson also uses the Anne Frank House VR Experience as an inspirational European example of immersive storytelling in a cultural-heritage context.

Step by step

- 1. Plan your tour route**
Decide the points where visitors should "stand" in the tour (entrance, key rooms, viewpoints, etc.).
- 2. Set up the Insta360 camera**
Place the camera on a tripod at the first location, roughly at eye level.
- 3. Capture a 360 photo**
Use the Insta360 app or camera button to take a 360° photo of the scene.
- 4. Repeat for all locations**
Move the tripod to the next position along the path and take another 360° photo. Continue until all stops in the attraction are captured.
- 5. Transfer photos to your computer**
Export the stitched 360 images (usually equirectangular JPG files) from the Insta360 app or Studio software.
- 6. Open Marzipano Tool in a browser**
Go to the Marzipano Tool website and upload the exported 360 images.





UPLIFT Lesson 3: **Creating a VR Experience**

Video Lesson 2: Creating a VR Experience - Create the 360° environment

Step by step

- 7. Create scenes**
Each uploaded image becomes a scene in the tour.
- 8. Add hotspots between scenes**
Place clickable hotspots in each scene that link to the next (and previous) location, creating a walkable path.
- 9. Set scene titles and starting view**
Name each scene and adjust the initial viewing direction if needed.
- 10. Export the tour**
Download the generated tour files from Marzipano as a folder.
- 11. Create a Netlify account**
Sign up and log in to Netlify.
- 12. Upload the tour**
Drag and drop the Marzipano tour folder into Netlify to deploy the site.
- 13. Share the tour link**
Netlify provides a public URL where visitors can open and walk through the tour online.



you then add hotspots between the scenes



UPLIFT Lesson 3: **Creating a VR Experience**

Video Lesson 2: Creating a VR Experience - Create the 360° environment

Follow the original UPLIFT step-by-step resource. Learners do not need to complete the advanced stages during their first session.

Workshop & Video Resource 4

<https://uplifttourism.eu/video-lessons/>

Creative Uses of QR Codes

ABOUT THIS RESOURCE

This lesson is based on material from the UPLIFT Workshop held in Iceland in March 2026 by the **University of Akureyri (UNAK)**.

It demonstrates how QR codes can help tourism businesses create interactive, story-driven experiences without requiring expensive technology. The resource explores their use at film locations, literary landmarks, museums, hotels, cafés, guided tours and other tourism settings. QR codes can connect the physical place with videos, audio stories, interactive maps, archival images, voice acting and gamified content.

USE THIS RESOURCE IF...

Use this resource if learners:

- are beginners in immersive tourism;
- have limited technology or budget;
- want to connect physical places with digital stories;
- are developing a literary or film trail;
- need a practical digital activity that can be completed relatively quickly; or
- want to make an existing visitor experience more interactive.

BEFORE YOU START

Learners need:

- smartphone;
- internet access;
- a QR-code creation tool;
- a story/location;
- simple digital content to link to.

The digital content could be:

video | audio | image | text | map | quiz | webpage | interactive story

HOW TO USE IT

1. Watch

Use the relevant Video Lesson section to introduce what QR codes can do in tourism.

2. Explore

Show learners several possible uses.

For film tourism, the original Workshop suggests content such as movie scenes, director commentary, interviews, AR-enhanced content and “then vs. now” comparisons.

For literary tourism, examples include voice-acted readings, character diaries or letters, interactive story maps, historical information about authors and story-inspired soundscapes.

3. Choose

Learners choose one location and one story.

4. Create

They prepare one useful piece of digital content and connect it to a QR code.

5. Test

Another learner scans the code and tests the complete visitor journey.

How to Create and Use QR Codes
Simple Step-by-Step Guide

Step 1 — Decide the Purpose
Choose what the QR code will do:

- Open a webpage
- Play audio
- Show a video
- Download a guide
- Launch an interactive map

Step 2 — Create the Content
Examples:

- A narrated literary excerpt
- A short film clip
- A virtual tour
- Historical photos
- Interactive timelines

Step 3 — Generate the QR Code
Recommended QR Code Platforms

QR Code Monkey

- <https://www.qrcode-monkey.com>

Canva QR Generator

- <https://www.canva.com/qr-code-generator/>

Adobe Express QR Code Generator

- <https://www.adobe.com/express/feature/image/qr-code-generator>

Flowcode

- <https://www.flowcode.com>

Beaconstac

- <https://www.beaconstac.com>

Adobe Express and the site

Video Lesson 4: Creative Uses of QR Codes

How to Create and Use QR Codes
Simple Step-by-Step Guide

Step 4 — Test the Experience
Always test:

- Mobile usability
- Loading speed
- Accessibility
- Broken links

Step 5 — Place Strategically
Best locations:

- Posters
- Visitor signage
- Hotel rooms
- Café menus
- Museum displays
- Walking tours
- Souvenir packaging

Photo credit: Zoxyclick Visitor Management System

what your business could you do is check

UPLIFT Lesson 4: Creative Uses of QR Codes

Video Lesson 4: From developing content → generating the QR code → testing functionality → placing it strategically.

TRY IT WITH YOUR LEARNERS

Turn one location into an interactive story point.

Select one real place connected with:

- a film;
- a book;
- an author;
- a character;
- a local legend; or
- another cultural story.
-

Then decide:

LOCATION- Where will visitors find the QR code?

STORY - What should they discover?

CONTENT - What will open when they scan it?

ACTION - What should visitors do after viewing/listening?

PLACEMENT - Where should the code be placed so that it makes sense within the visitor journey?

Create the QR code and ask another group to test it.

EXPECTED OUTPUT

One functioning **QR-based immersive story point** consisting of:

physical location > QR code > digital content > visitor interaction

Learners should also be able to explain why the digital content adds value to the location.

TRAINER TIP

A QR code itself is not the experience. The quality of the experience depends primarily on **what happens after the visitor scans it**.

The Icelandic lesson emphasises that effective QR experiences depend on **creative, high-quality and accessible digital content**, while QR codes themselves provide an affordable, sustainable and versatile way of increasing engagement.

ADAPT IT

Very simple: Link the QR code to an existing webpage or short piece of text.

Standard: Learners create a short audio or video story.

More advanced: Create several QR points that form a literary/film trail or interactive story.

Accessibility: Provide the same information in another format where visitors cannot or do not wish to use a smartphone.

UPLIFT RESOURCES

Use:

- Creative Uses of QR Codes Video Lesson; <https://uplifttourism.eu/video-lessons/>
- original Iceland Workshop presentation;
- related UPLIFT case studies; <https://uplifttourism.eu/resources/immersive-tourism-insights-research-best-practices/>
- QR creation and testing tools introduced in the Workshop.

Bringing the Four Resources Together

The four practical resources address different needs, but they share one important principle:

Technology should support the tourism experience, not determine it.

A trainer can therefore use them separately or combine them.

If learners need to...	Start with...
understand audience, positioning and goals	Marketing, Branding & Goals
understand which immersive technology fits an experience	VR, AR and XR: From Technology to Experience
actually create a simple immersive experience	Creating a VR Experience
create an affordable link between place and digital storytelling	Creative Uses of QR Codes

For example, a learner could begin by identifying the **audience and goal**, develop the **story and visitor experience**, decide whether **VR, AR, XR or a simpler tool** is appropriate, and then create a small prototype using a **360° experience or QR code**.

However, this sequence is **optional**. The strength of the UPLIFT resources is that trainers and learners can select the resource that addresses the challenge they are facing now.

A simple trainer rule

SHOW – TRY – APPLY – REFLECT

SHOW - Use the UPLIFT Video Lesson or screenshot to demonstrate the idea.

TRY - Let learners complete one manageable practical task.

APPLY - Connect the activity with a real tourism story, place or business.

REFLECT - Ask whether the solution actually improves the visitor experience.

| PART 5: USING OTHER UPLIFT RESOURCES

Research & Best Practices

<https://uplifttourism.eu/resources/immersive-tourism-insights-research-best-practices/>

The UPLIFT Workshops, Implementation Clinics and Video Lessons are supported by additional project resources that can help trainers provide context, examples and inspiration.

Two particularly useful resources are the **UPLIFT research findings** and the **Best Practice Showcase**.

These resources do not require detailed delivery instructions. Trainers can select individual findings or examples and integrate them into existing lessons, Workshops, Clinics or learner projects.

Research Report

The UPLIFT research provides useful background on developments, needs, challenges and opportunities related to immersive literary and film tourism. Trainers do not need to work through the entire report with learners. Instead, select findings that are relevant to the topic, destination or group you are working with.

USE IT TO:

- introduce industry needs and emerging opportunities;
- explore skills gaps related to immersive tourism;
- provide evidence for classroom discussion;
- connect UPLIFT activities with current tourism challenges; and
- give learners a starting point for further investigation.

TRAINER IDEA: From research to local reality

Select a short section or several findings from the UPLIFT research. Ask learners to identify three findings that are particularly relevant to their own destination, tourism business or local tourism sector.

Then discuss:

Do we see the same challenge or opportunity locally?

Who is affected by it?

What could be done differently?

Could one of the UPLIFT resources help address it?

EXPECTED OUTPUT

A short summary of three relevant findings and their connection to the learner's local tourism context.

Trainer tip: Use the research as a starting point for discussion rather than as material that learners need to study in full.

Best Practices

<https://uplifttourism.eu/resources/immersive-tourism-insights-research-best-practices/>

The UPLIFT Best Practice resources bring learning closer to real tourism practice. They allow learners to explore examples of immersive literary and film tourism and examine how different destinations and organisations combine

story, place, visitors and technology.

USE IT TO:

- introduce real examples;
- inspire learners before developing their own ideas;
- stimulate discussion;
- compare different approaches to immersive tourism;
- support Workshop and Implementation Clinic activities; and
- provide examples for learner projects.

TRY THIS

Compare two experiences: Ask learners to select **two examples** from the UPLIFT Best Practice resources.

Compare them using six questions:

	Experience 1	Experience 2
Story	What story is being told?	What story is being told?
Visitor	Who is it designed for?	Who is it designed for?
Technology	What technology is used?	What technology is used?
Immersion	How is the visitor involved?	How is the visitor involved?
Strengths	What works particularly well?	What works particularly well?
Transferability	What could be adapted elsewhere?	What could be adapted elsewhere?

After the comparison, ask:

What could we learn from these experiences without simply copying them?

EXPECTED OUTPUT

A short comparison identifying **one idea or approach that could realistically be transferred or adapted to the learner's own tourism context.**

TRAINER TIP

Encourage learners to look beyond the technology.

An experience can be useful as a best-practice example because of its storytelling, visitor involvement, interpretation of place or creative use of existing resources – not only because it uses advanced technology.

Connect the Resources

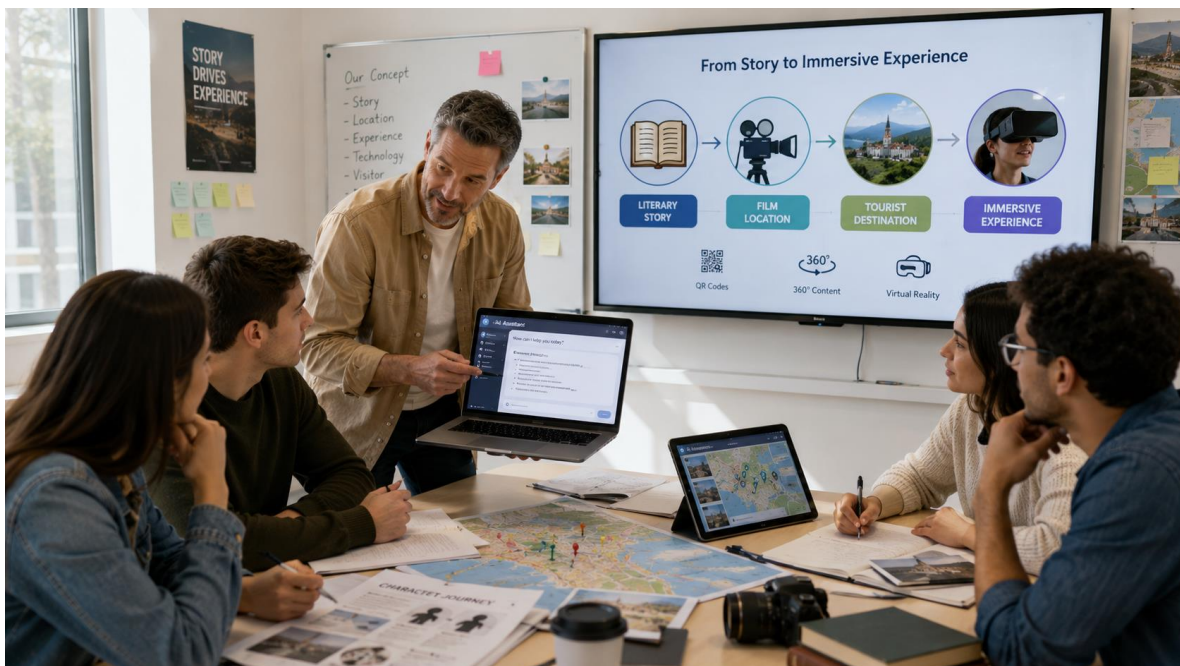
Research and Best Practices are most useful when they support another UPLIFT activity rather than becoming separate lessons.

A simple approach is:



In this way, the additional UPLIFT resources provide evidence and inspiration, while the Workshops, Video Lessons and Implementation Clinics support learning and practical action.

Keep it simple: Select only the research findings and examples that help learners answer the question they are currently working on.



| PART 6: PLANNING YOUR OWN UPLIFT SESSION

From Resources to a Training Session

UPLIFT resources are designed to be used flexibly. You can use a single activity in an existing lesson, combine several resources in a workshop, or build them into a longer learning experience. There is no fixed delivery model.

Start with three simple decisions:

What do my learners need?

Which UPLIFT resource can support this?

How much time do we have?

6.1 Choose Your Starting Point

Begin with the learning need rather than with the resource.

For example:

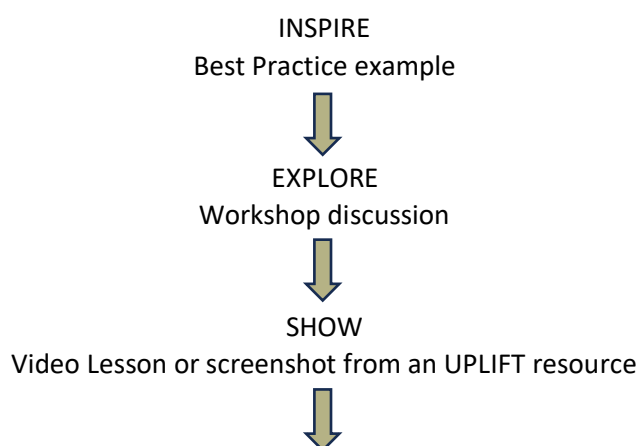
Learners need to...	Possible starting point
understand a topic or challenge	Research / Workshop
see real examples	Best Practice resources
explore and discuss an issue	Workshop
turn an idea into action	Implementation Clinic
see how something is done	Video Lesson
practise a digital approach	Practical Workshop / activity
develop their own solution	Combine several UPLIFT resources

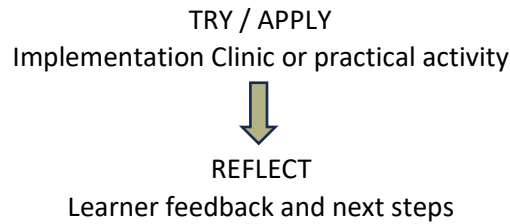
You do not need to use all the available resources. **Choose what supports the learning goal – leave out what does not.**

Choose and Combine Resources

Different UPLIFT resources can support different stages of learning.

A simple combination could be:





This is only an example. Trainers may change the order, use fewer resources or add activities from their existing VET programme.

The aim is not to complete as much UPLIFT material as possible. The aim is to create a **coherent and useful learning experience**.

Decide How Much Time You Have

QUICK SESSION – 60–90 MINUTES

Choose **one clear learning goal** and a small number of resources.

For example:

Introduce the challenge → Show an UPLIFT example/video → Practical learner activity → Reflection

This model works well when UPLIFT is integrated into an existing VET lesson.

HALF-DAY SESSION

Combine several connected resources:

Workshop / discussion → Video Lesson or Best Practice example → Practical activity or Clinic exercise → Learner output → Feedback

Allow enough time for learners to work on a real or selected tourism example.

FULL-DAY OR MULTI-SESSION LEARNING

Use several UPLIFT resources to support a more developed learner project.

For example:

Explore the opportunity → Analyse examples → Develop the story and visitor experience → Select appropriate technology → Create or prototype → Test → Receive feedback → Improve

Learners can work individually or in teams and develop their idea over several sessions.

Keep the Session Practical

Whichever delivery model you choose, learners should have opportunities to do something with the resource, not only read or watch it.

Whenever possible, connect activities to:

- a real tourism business;
- a destination;
- a literary or film location;
- a museum or heritage attraction;
- an existing visitor experience; or
- a learner's own tourism idea.

A simple session-planning question can help:

What will learners be able to show, explain, create or decide by the end of this session?

The output does not have to be a finished immersive product. It could be a visitor journey, concept, storyboard, QR experience, VR prototype, marketing idea or practical action plan.

Before You Deliver

Before the session, check:

LEARNING GOAL – Is it clear what learners should achieve?

RESOURCE – Have I selected only the UPLIFT resources I actually need?

TIME – Is the activity realistic within the available time?

TECHNOLOGY – Have I tested any links, videos, QR codes or digital tools?

ACTIVITY – Will learners actively apply what they learn?

OUTPUT – Do learners know what they are expected to produce?

ADAPTATION – Do I need a simpler or low-tech alternative?

Trainer tip: Start small. One well-chosen UPLIFT resource and one meaningful practical activity can be more effective than trying to cover too much material in one session.

QUICK PLANNING TEMPLATE

My UPLIFT Session

Learners / participants	
Learning goal	
UPLIFT resource(s)	
Time available	
Main learner activity	
Expected output	
How will we reflect / assess?	

| PART 7: FACILITATION, ASSESSMENT & REFLECTION

Supporting and Assessing Learners

UPLIFT activities are practical and exploratory. Assessment should therefore focus not only on the final product, but also on how learners connect the story, visitor needs, technology and practical feasibility.

Not every UPLIFT activity needs formal assessment. Depending on the learning context, trainers can use observation, discussion, peer feedback, learner reflection or a simple rubric.

The purpose is to help learners answer:

Does our idea create a meaningful, realistic and responsible visitor experience – and how could we improve it?

Facilitate, don't Over-Direct

The trainer's role is to guide learners through the process rather than provide the “right” solution.

During UPLIFT activities:

- encourage learners to explain their choices;
- ask questions rather than immediately provide answers;
- connect ideas to real tourism contexts;
- encourage participation and collaboration;
- remind learners to consider the visitor, not only the technology; and
- allow ideas to change after testing and feedback.

Useful trainer questions include:

- **Who is this experience for?**
- **What does the technology add to the story?**
- **Is this realistic with the resources available?**
- **How would a visitor actually experience it?**
- **What could be improved?**

Trainer tip: A technically sophisticated solution is not automatically a better solution. Look for meaningful connections between visitor, story, experience and technology.

What Can You Assess?

Assessment should match the activity and expected learner output. For a concept, prototype, VR experience, QR activity, visitor journey or action plan, trainers can consider:

VISITOR - Is the intended visitor or target audience clear?

STORY & EXPERIENCE - Does the idea use the story or place in a meaningful way?

TECHNOLOGY - Is the selected technology appropriate and does it add value?

FEASIBILITY - Is the idea realistic in terms of time, skills and available resources?

RESPONSIBILITY - Have accessibility, sustainability, ethics or other relevant considerations been taken into account?

REFLECTION - Can learners explain their decisions and identify possible improvements?

The emphasis can change according to the activity. For example, a QR-code exercise does not need to be assessed in the same way as a larger immersive tourism project.

A Simple Assessment Rubric

Where a more structured assessment is useful, trainers can use or adapt this simple three-level rubric.

Criteria	Developing	Competent	Strong
Visitor need	Visitor needs are only partly identified.	The target visitor and main needs are clear.	The experience is clearly designed around relevant visitor needs.
Story & experience	The connection between story and experience needs development.	Story and experience are meaningfully connected.	Story, place and visitor experience work together particularly effectively.
Technology	Technology is selected without a clear purpose.	Technology supports the intended experience.	Technology is well justified and adds clear value.
Feasibility	Important practical issues are not yet addressed.	The idea is realistic within the proposed context.	Resources and limitations are carefully considered and the solution is realistic.
Responsible practice	Limited consideration of accessibility, ethics or sustainability.	Relevant responsible-practice issues are considered.	Responsible practice is clearly integrated into the proposed experience.

Keep assessment proportional. For a short activity, select only two or three relevant criteria rather than using the complete rubric.

Peer Feedback

Peer feedback works particularly well with practical UPLIFT activities.

After learners present or demonstrate their work, ask another learner or group to provide feedback using three questions:

TWO STRENGTHS + ONE NEXT STEP

What works well?

What else works well?

What is one realistic next step that could improve the experience?

Encourage feedback that is specific and constructive.

Instead of: *"The VR experience was good."*

ask learners to explain:

"The audio story helped me understand the location, but the visitor instructions could be clearer."

Learner Reflection

Reflection can be very short.

At the end of an activity, workshop or project, ask learners to complete:

STOP – START – CONTINUE

STOP- What would I change or stop?
START -What should I try next?
CONTINUE- What worked well and should be kept?

Alternatively, use three simple questions:

What did I learn?
What worked or did not work?
What would I do differently next time?

For longer projects, learners can also explain how feedback influenced the development of their idea.

Assessment Should Support Improvement

UPLIFT activities often involve experimentation. A first idea or prototype therefore does not need to be perfect.

A useful learning cycle is:

CREATE → TEST → RECEIVE FEEDBACK → REFLECT → IMPROVE

Assessment should support this process rather than focus only on the finished product.

The aim is for learners to understand **why they made particular choices, how those choices affect the visitor experience and what they could improve next.**

Remember

Assess the thinking as well as the product. A simple, well-justified solution can demonstrate more learning than a complex technology used without a clear purpose.



| PART 8: READY-TO-USE TRAINER TOOLS

Templates & Checklists

This section provides a set of practical tools that can be used across different UPLIFT activities.

They are designed to support selection, planning, learner feedback and reflection. Where an UPLIFT workshop or implementation clinic already provides a specific worksheet or template, use the original UPLIFT resource rather than creating a duplicate.

Choose only the tool you need. There is no requirement to use all of them.

UPLIFT Resource Selection Checklist

Use this checklist before planning your session.

WHAT DO MY LEARNERS NEED?

- ☐ Inspiration and real examples
- ☐ Background and evidence
- ☐ Discussion and exploration
- ☐ Help turning an idea into action
- ☐ A practical technology demonstration
- ☐ Hands-on practice
- ☐ Feedback and reflection

WHICH UPLIFT RESOURCE FITS THIS NEED?

- ☐ Research resources
- ☐ Best Practice Showcase
- ☐ Workshop
- ☐ Implementation Clinic
- ☐ Video Lesson
- ☐ Practical Workshop resource

BEFORE I START

- ☐ The learning goal is clear.
- ☐ I have selected only the resources I need.
- ☐ Links and digital tools have been tested.
- ☐ The activity fits the available time.
- ☐ Learners know what they are expected to produce.
- ☐ A low-tech alternative is available if needed.

Quick Session Planning Template

MY UPLIFT SESSION	NOTES
Learners / participants	
Learning goal	
UPLIFT resource(s)	
Time available	
Main learner activity	
Expected output	
Feedback / assessment	
Adaptation needed	

Keep it focused: One clear learning goal and one meaningful learner output are often enough for a successful session.

Learner Activity Sheet

This simple template can accompany a Workshop, Video Lesson, Best Practice example or practical activity.

MY UPLIFT ACTIVITY

The place / story / tourism experience we are working with:

.....

Who is the visitor?

.....

What are we trying to improve or create?

.....

Our idea:

.....

How does it improve the visitor experience?

.....

What technology or approach could support it – and why?

.....

Our next realistic step:

.....

Peer Feedback Sheet

After a presentation, prototype or practical activity, use:

TWO STRENGTHS + ONE NEXT STEP

Strength 1 – What works well?

.....

Strength 2 – What else works well?

.....

Next step – What is one realistic improvement?

.....

One question I would ask the team:

.....

Learner Reflection Sheet

Reflection can be completed in just a few minutes.

STOP – START – CONTINUE

STOP

What would I change or stop doing?

.....

START

What should I try next?

.....

CONTINUE

What worked well and should be kept?

.....

My most important learning from this activity:

.....

Trainer Reflection

After the session, briefly consider:

- ☐ Did the selected UPLIFT resource support the learning goal?
- ☐ Were learners actively involved?
- ☐ Was the activity appropriate for their level?
- ☐ Did learners connect the activity to a real tourism context?
- ☐ Was the technology appropriate and manageable?
- ☐ Was enough time available for practical work?
- ☐ What would I adapt next time?

One thing I will keep:

One thing I will change:

Accessibility & Responsible Practice – Quick Check

Before using or developing an immersive activity, consider:

- ☐ Can learners and visitors access the experience easily?
- ☐ Is there an alternative where technology creates a barrier?
- ☐ Is the content understandable for the intended audience?
- ☐ Have privacy and personal data been considered?
- ☐ Are copyright and permissions respected?
- ☐ Is the story represented respectfully?
- ☐ Is the proposed technology realistic in terms of cost and maintenance?
- ☐ Can the experience be updated or improved after feedback?

This checklist is intended as a quick prompt, not as a replacement for the more detailed responsible-practice activities contained in the relevant UPLIFT Workshop and Implementation Clinic resources.

Use Existing UPLIFT Tools First

Before creating a new worksheet, check whether the relevant UPLIFT resource already contains one.

The Workshops and Implementation Clinics include practical questions, exercises, action-planning activities and

supporting templates developed specifically for their topics.

A simple rule for trainers is:

- If the tool already exists in UPLIFT – use it.
- If you only need a simple general tool – use the templates in this section.

This keeps delivery consistent with the project resources and avoids unnecessary duplication.

QUICK TOOL FINDER

I need to...	Use...
choose a resource	Resource Selection Checklist
plan my session	Quick Session Planning Template
structure a learner task	Learner Activity Sheet
give peer feedback	Peer Feedback Sheet
support reflection	Learner Reflection Sheet
review my own delivery	Trainer Reflection
check accessibility/responsibility	Quick Check
complete a specific Workshop/Clinic task	Original UPLIFT template



| PART 9: UPLIFT RESOURCE DIRECTORY

Find the UPLIFT Resources

All key UPLIFT learning resources are available online and can be used independently or combined according to your learners' needs.

Use the links below to access the resources.

UPLIFT RESOURCE	USE IT FOR	ACCESS
Research Resources	Understanding needs, opportunities, trends and skills gaps	Link Research
Best Practice Showcase / Library of Experiences	Exploring real examples and finding inspiration	Link Best Practice Compendium
Stakeholder Workshops 1–4	Exploring and discussing key challenges	Link Workshops
Implementation Clinics 1–4	Turning discussion into practical action	Link Implementation Clinics
Video Lessons / Video Repository	Visual explanation and practical learning	Link Video Lessons

Research & Best Practices

Explore the **UPLIFT Research Report** and **Best Practice Compendium** for background, evidence, trends, skills needs and real examples of immersive literary and film tourism.

[UPLIFT Research & Best Practice Compendium](#)

Workshops & Implementation Clinics

Access the four Workshop–Clinic pairs:

Topic 1 – Why Immersive Technologies Matter for Your Business

Topic 2 – Positioning, Branding, Audience Goals & Designing Immersive Storytelling

Topic 3 – Budgeting, Costs, Financial Planning & Responsible Practice for Immersive Experiences

Topic 4 – Promotion & Selling Immersive Experiences Through Storytelling

The official page provides the downloadable Workshop and Implementation Clinic materials for each topic.

[UPLIFT Workshops & Implementation Clinics](#)

Practical Workshops & Video Lessons

The UPLIFT Video Repository contains four practical lessons:

Lesson 1 – Marketing, Branding & Goals

Lesson 2 – VR, AR and XR in Tourism: From Technology to Experience

Lesson 3 – Creating a VR Experience

Lesson 4 – Creative Uses of QR Codes

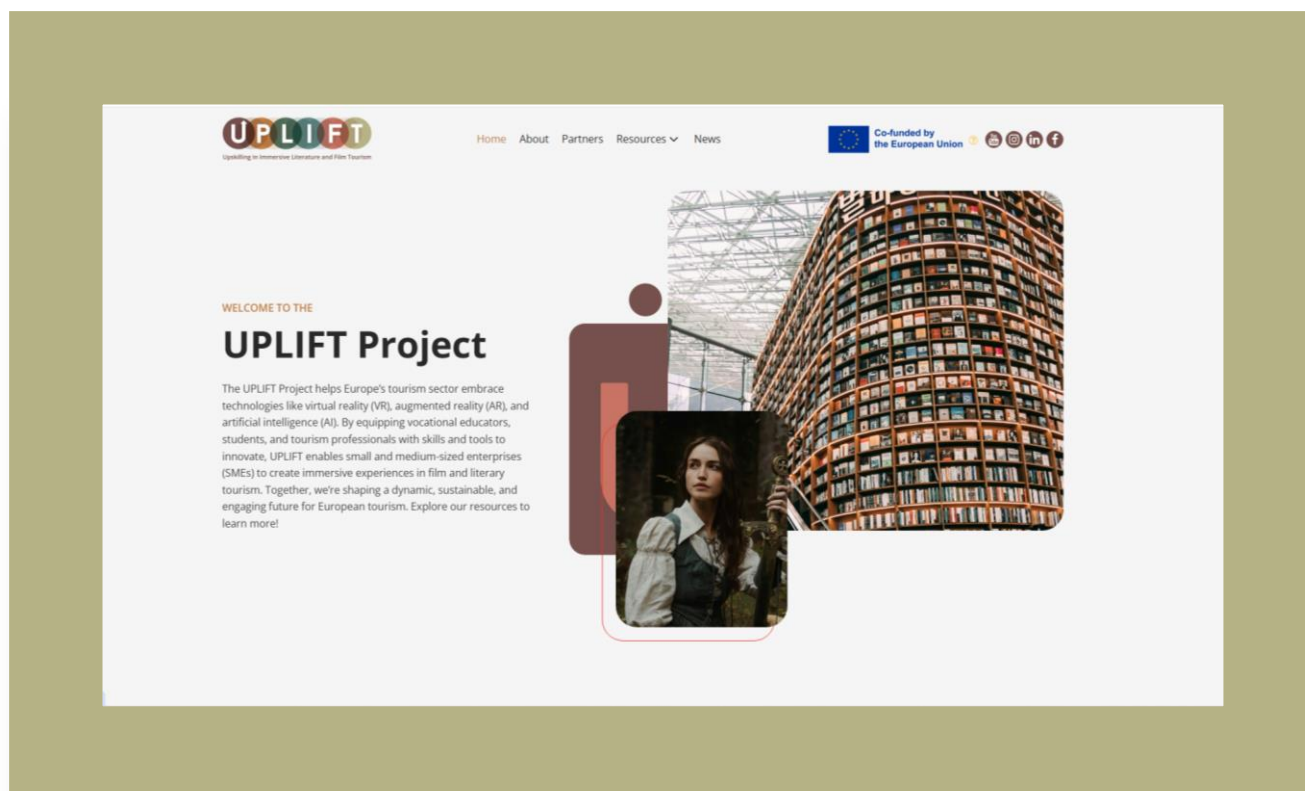
Each lesson can be used independently or integrated into a wider lesson, Workshop or training session. The official Video Lessons page also links to the UPLIFT YouTube channel.

[UPLIFT Video Lessons](#)

Start from the UPLIFT Website

All project information and resources can also be accessed through the official UPLIFT website:

[UPLIFT – Upskilling in Immersive Literature and Film Tourism](#)



PART 10: GLOSSARY OF KEY TERMS

- AR – Augmented reality, where digital content complements the real environment.
- Digital storytelling – The use of digital media for storytelling.
- Gamification – Use of game elements in non-game environments.
- Immersive tourism – Tourism that actively involves the visitor in the experience.
- Heritage interpretation – A way of presenting cultural or natural heritage that encourages the visitor to understand and experience it.
- Persona – A description of a typical user or target group.
- QR code – A two-dimensional code for accessing digital content.
- Storytelling – Storytelling as a method of interpretation and teaching.
- VR – Virtual reality.
- WebXR – The standard for displaying VR and AR content in a web browser.
- XR – A common term for VR, AR and MR technologies.



PART 11: Project Links and Social Media

The UPLIFT project maintains an active online presence where teachers, learners and tourism stakeholders can find up-to-date resources, news and contact details.

Project Website

Official website: uplifttourism.eu

Partners: uplifttourism.eu/partners

Resources & Research: uplifttourism.eu/resources

News: uplifttourism.eu/news

Social Media

Instagram: [instagram.com/uplifttourismeu](https://www.instagram.com/uplifttourismeu)

LinkedIn: [linkedin.com/company/uplifttourism](https://www.linkedin.com/company/uplifttourism)

Facebook: [facebook.com/uplifteu](https://www.facebook.com/uplifteu)

Project Partners

University of Akureyri (Iceland): unak.is

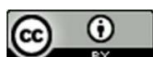
VSGT Maribor (Slovenia): vsgt.si

Technological University of the Shannon (Ireland): tus.ie

Vilnius Tech (Lithuania): vilniustech.lt

FEL Tech (Ireland): feltech.ie

EUEI (Denmark): euei.dk



This resource is licensed under CC BY 4.0



Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.