



MASTER THESIS

Wine education as a touristic product: a case study over The Wine School of World of Wine.

DIEGO ARRUDA VENTURA

**Internship developed at The Wine School of World of Wine.
Vila Nova de Gaia, Porto. Portugal**

Professional Supervisor
José Manuel Ferreira de Sá

Academic Supervisor
Catarina Roseira

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ABSTRACT

The research about wine tourism and how it impacts regions, companies, and customers have been increasing over the last years, as the industry itself. The present study focusses in a particularity of this niche market: educational activities for tourists. Specifically, it studies the case of The Wine School of The World of Wine. It was developed during an internship, as part of the Wine Tourism Innovation master program – WINTOUR. Throughout the research, the literature review has led into the method that should be applied. Using observation and a survey, the audience of attendees was set, as their opinions about wine education. After evaluating the literature, matching it with the data gathered, a project is proposed to enhance the possibility of success and positive impact on touristic audience by wine educational experience. Such project was developed using the scope of the Edutainment concept.

Keywords: WINTOUR, Wine Tourism, Educational Activities, Edutainment, The Wine School, World of Wine.

LIST OF ABBREVIATIONS

TWS – The Wine School

UNESCO – United Nation Educational, Scientific and Cultural Organization

WOW – World of Wine

1. INTRODUCTION

The present research was established during an internship in The Wine School of The World of Wine, located in Vila Nova de Gaia, Portugal. The Wine School is a new project that has started a year ago. The idealization of the Wine School in the World of Wine is to develop a full series of courses to cater for all levels and audiences, from those seeking an introductory course on how to taste wine to those seeking more practical and technical program. The goal is to always engage in the concept of demystifying wine, stripping away pompous slogans and technical language restrained to it.

There are short courses that aim to offer visitors of Porto and Gaia a basic guidance and a moment of learning, focusing on winemaking processes, different wine producing regions and their unique terroirs, and so on. There will be more advanced and intensive courses, extending the level for those who seek for a deeper knowledge of wine. Professional courses targeted at local workers are also in the scope of the project to help develop the quality of the services offered by hotels and restaurants in the area, aiming on becoming a bridge between the World of Wine and the local community. In a near future, The Wine School will also offer international certifications in different levels.

The Wine School is located in an old Port Wine warehouse converted to an elegant and careful place with all the establishment necessary to proper taste wine. The Wine School is part of the World of Wine, a cultural district that englobes seven contemporary museums, seven restaurants, five cafes, shops, and the school. The purpose of the World of Wine is to create a new bundle of cultural concepts to Porto, aiming local community, and first-time or returning visitors. To summarize, the objective of WOW is to provide a game-changing cultural addition to the attractions of the city.

During the last decade, Portugal has been experiencing a significant growth in tourism. Before the Corona Virus pandemic outbreak, the tourism in Portugal had been rising since 2012, and in the first years of industry recovery the tourism is playing a key role in the country's optimistic economic recovery shown by the forecast from the European economy commission (European Commission, 2022). In the first three months of 2022, Portugal has led the tourism recovery in the Iberic Peninsula and figuring as one of the main countries in Europe (TravelBI, 2022).

Unquestionably, Porto has been one of the main European destinations for tourism, being considered three times the European Best Destination, in 2012, 2014 and 2017, and in other years always in the top 5 (European Best Destinations, 2022). Porto has a significant role in the world wine heritage, and the relation between wine, heritage and tourism is an important factor for creating singularity for a touristic destination, especially after UNESCO recognition of Porto and Douro valley as world heritage in 2000. Specifically in wine, the relation with heritage, such as the denomination of origin, is understood as a quality indicator (Asero and Patti, 2009).

The present study aims at analyzing the literature about educational experience and its relation with positive impacts on wine tourists, and applying a new approach to the activities proposed by The Wine School. By doing so, a project will be presented using educational tools related to the edutainment concept.

The results of this present research have shown that educational experiences, when specifically developed for a touristic audience and applied properly in a hybrid environment between a standard educational business model and a touristic entertainment activity have a positive impact on the attendee perception and increases the loyalty and awareness of the related products as it will be described during the development of this study.

1.1 Objectives

Wine tourism is a highly growing activity that contributes economically for the development of the wine regions and educational experiences play a major role on it (Thanh and Kirova, 2018). Existing literature shows that educational experiences play a key role in a wine tourism environment, being related with the majority of the most common activities done by wineries and other touristic operators, such as wine tastings, wine pairings and winery visits (Serras, 2020). When the focus is aimed toward wine education products done by an educational business, the current literature doesn't present any relevant result. As the object of the present study is a Wine School, a business model that have some specificities, it is not yet contemplated by the literature when it comes to wine tourism research. Thus, it is necessary to question if the results found in other in research applied in other business models with similar audience would have the same impact and applicability to what is to be proposed. This information gap has triggered a demand for further research on the theme. To do so, the objectives of the present study are:

- I. To analyze and correlate the applicability of the results found in previous studies on the perception of wine tourists about educational experience to The Wine School audience.
- II. To gather a clearer view of the profile of visitors and the values generated by the educational experience in The Wine School.
- III. To propose a wine education product specifically designed for a touristic audience.

It is hoped that by achieving these objectives, the present study would be able to shine a light over the wine education market by a tourism perspective, linking the current literature with the results to be obtained, and doing so while designing a new product offer focused to the touristic profile of The Wine School of the World of Wine. With these achieving, it is expected that the data to be gathered, and its analysis can overcome a gap over the subject and help the wine tourism community to perceive wine education for tourists as a promising product offer and the benefits that it can bring to the audience and to stakeholders as well as for companies with the same business model or that are planning to increase their offer. By having access to its data, a better decision-making process can be developed, and wine touristic activities can be enhanced.

Regarding the structure of the present research, after the introduction and objectives, the literature review is presented and divided in four subthemes that address wine tourism and consumer experience, the importance of educational activities, edutainment concepts, and the hypothesis development. Later, in the third chapter, the method is explained, and it starts by contextualizing the object of the research, describes the activities realized during the internship and construe the method used to gather and analyze data. Subsequently the results and outcomes are discussed by the data presentation and the sampling exemplification of the results are analyzed and then the project to be created is conferred followed by the conclusion.

2. LITERATURE REVIEW

During this part of the present study, it is highlighted the crucial parts to develop the thesis and to better understand the potential of the wine education as a touristic product, and to enhance the perception of value during the experience of the tourist. Thus, the literature review covers the following topics: wine tourism and consumer experience (section 2.1), the importance of educational experience (section 2.2), the edutainment concepts (section 2.3) and hypothesis development (section 2.4).

2.1 Wine tourism and consumer experience

Wine tourism is described as a specific form of tourism, combining two industries into a special interest kind of offer (Hall et al, 2000), comprising tourists that aim to visit vineyards, wineries, wine festivals, wine shows in wine related destinations (Hall & Maciannis, 1998) including lifestyle and local attractions (Marzo-Navarro & Pedraia-Iglesias, 2010).

Charters and Ali-Knight (2002) propose that the wine tourism experiences embody not strictly in loco wine experiences such as wine tasting and cellar door sales, and winery tours, but also includes lifestyle, education, art, culinary, englobing the destination and enhancing the economic, social, and cultural values of a territory.

Wine Tourism is a highly growing activity that contributes economically for the development of the wine regions (Thanh & Kirova, 2018) and it has been a key factor to the growth of both industries since the mid 1990's (Getz & Brown 2006; Koch *et al*, 2013). The list of allowances is vast and very diverse, such as the opportunity of developing brands, products, sales possibilities, and educating consumers (Getz, 2000).

As in any other tourism specific industry, it is mandatory to offer experiences in wine tourism (Larsen, 2007), but not just any experience, it is decisive to create a "memorable" one (Pine & Gilmore, 1999). Related to this statement, one of the main research streams in wine tourism is based on the customer behavior and its many decisive points such as a guideline of decisions while selecting a wine destination, for instance (Carlsen & Borksberger, 2015).

To better present and understand this behavior guideline, Pine & Gilmore (1998, 1999) created a multi-dimensional consumer experience quadrant, divided in 4Es and connected by a sweet spot in the intersection between absorption and immersion and, passive/active participation. Quadri-Felitti & Fiore (2012) have adapted the same framework, adding changing and updating accordingly with a more actual perspective. The 4Es are: Entertainment, Educational, Esthetic and, Escapist, as depicted in Figure 1.

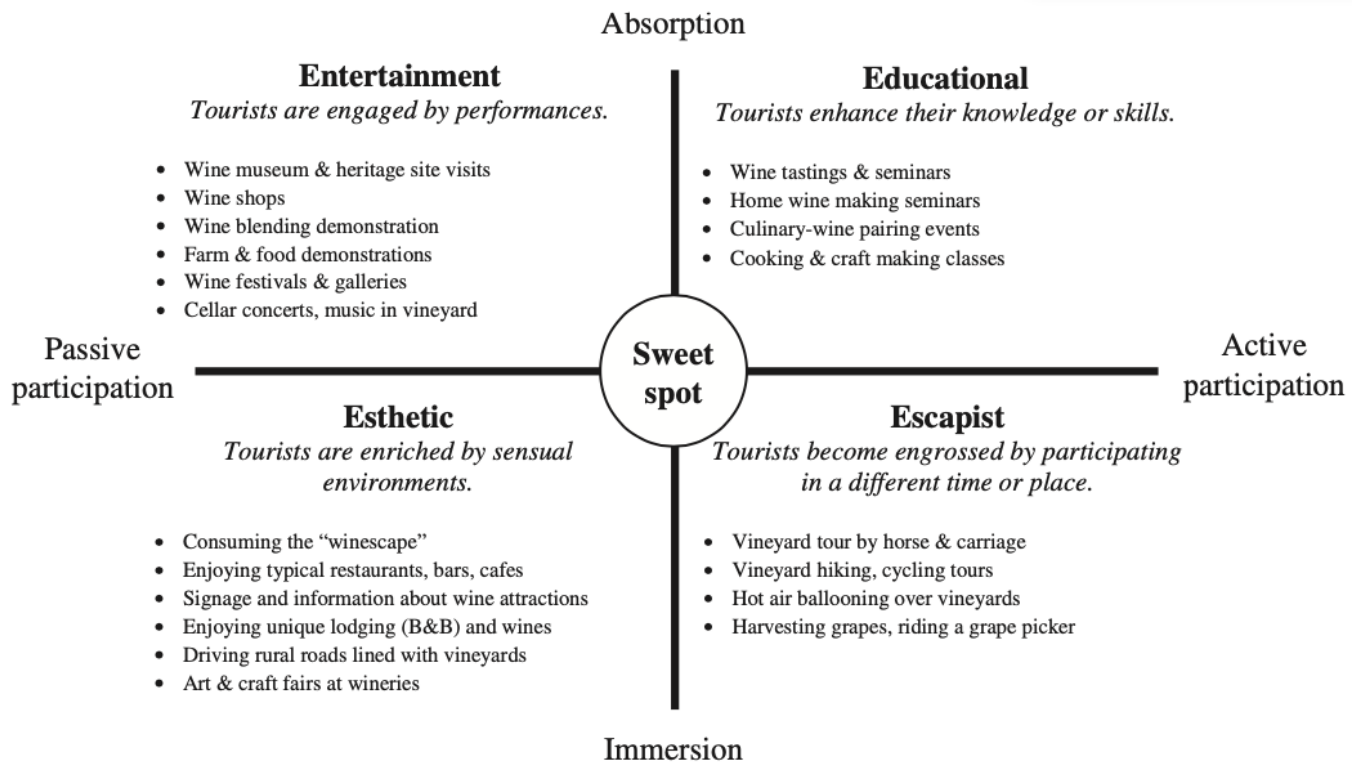


Fig. 1: Theoretical framework for understanding the wine tourism experience.

Source: Thanh & Kirova (2018). Adapted from Quadri-Felitti and Fiore (2012, p. 8); Adapted from Pine and Gilmore (1999).

The four dimensions can be summarized as follows:

- I. Entertainment – Events and cultural attractions, anchored or temporary, with multi-faceted essence, mixing culture, art, music, heritage to wine.
- II. Education – Informative and interactive activities, that hold as the main goal learning about wine and related subjects by sensorial activities.

- III. Esthetic – Immersion in local culture, an experience improved by the human factor in a wine environment.
- IV. Escapist – Different experiences compared to regular tourists, pursuit of escape from the daily routine during holidays.

Byrd et al (2015) have found that keeping the strategical focus on core consumer benefits of tasting and buying wine while also enhancing the supplementary options of services provided will not only have a positive impact on consumers but also facilitates the enjoyment of the wine product, bettering the overall experience and perception.

2.2 The importance of educational activities

The present research focusses on the impact of educational experiences in tourists. As Carlsen & Borksberger (2015), this research assumes that education is one of the reasons of the existence of wine tourism, and that education may appear in two forms in wine tourism: educational experiences or as a part of entertainment experiences.

Education regularly emerge as one of the main reasons for wine tourism research projects and identified as an important part of the wine tourism activities planned by travelers, commonly appearing in the top five reasons that motivates the choosing for a destination (Sparks, 2007; Getz & Carlsen, 2008; Bruwer & Alant, 2009; Thanh & Kirova, 2018).

Previous research regarding the impact of educational activities on wine tourist highlights some effects and link them to the approach suggested. For instance, Dodd (1995) specifies that educational activities are important especially when the focus is to create knowledge and awareness among visitors by enhancing their perception on the experience and creating value. This author also mentions the effect of increasing the consumption of the wine from that specific visited region after attending an educational experience. Furthermore, Ho and Gallagher (2005) highlight the positive results of the educational experience as a social activity, that leads to a higher possibility of sales and a stronger impact on the brand awareness by the word-of-mouth. Serras (2020) states that the educational experience is one of the four pillars of wine tourism experiences. It is classified as an experience that promotes the enhancement of knowledge, high level of satisfaction and active participation of the attendees. Educational experience is an

important part of creating long-lasting memories, satisfaction, and a positive impact on the overall evaluation of the wine related activity. As one of the results of her study, Serras (2020) found that Educational Experiences was the activity with higher score and with less negative rating, as shown in the table of Annex A. It shows positive results as the attendees were willing to pay more for an experience with educational approach.

The most assertive educational experiences were described as learning about food and wine pairing, learning how to taste wine, and how to properly store and age wine (Charters & Ali-Knight, 2002). Tomazzoni and Zanirato (2014) evaluated the impact of wine tastings and classes in the visitors' satisfaction of attending a wine festival and concluded that the wine educational activities caused an almost unanimous positive response with considerable creation of value by the attendees.

Besides expected reactions after attending wine related educational courses, such as knowledge increase on the subject, the consumption preferences also presented significant changes (Taylor, Dodd, & Barber, 2008). For instance, the perception of price/value of the wine and about the proposed activity as well. Moreover, the educational experience also helped to reduce the 'intimidating snobbery' (Charters & Ali-knight, 1999).

Even with all the previous positive research, Duarte *et al* (2013) have found a gap on the educational offer: normally it only focusses on wineries and the most common offers such as wine tasting and winery/vineyards visits. As educational experiences are not commonly offered by the most regular stakeholders, there are no research on this kind of activity applied by a school targeting tourists. Nevertheless, the results found in the existent literature that approaches wine education activities reinforce the perspective of generating value and the possibility of achieving a wider audience with bigger impact.

2.3 The Edutainment concepts

The word edutainment is derived from education and entertainment, and it is the association of both words in order to create a new spectrum of learning supported by entertainment activities (Colace et al., 2006, in Aksakal, 2014). Throughout the years, the definition of Edutainment has been developed by many researchers: Among those, Fossard (2008) explains education as a

methodological approach to attract learner's attention and provide them with a better learning environment. Wang (2007) defines Edutainment as a learning process through a funny and enjoyable experience, combining theory and application. It is also applied to teach learners how to use their own experiences to build knowledge by analyzing, perceiving, and evaluating the sensorial experience (Charsky, 2010) and, by doing so, to better link edutainment to the wine education for tourists.

2.4 Hypothesis development

The hypothesis development of the present study will be based on theoretical framework proposed by Thanh and Kirova (2018) mentioned previously in this chapter, and in Serra's (2020) findings about educational experience. To enhance the possibility of application of those findings to the object of this study, it is necessary to answer two questions that were not suppressed on the literature review, such as (1) the applicability of the same framework in an educational business model and not just as a supplementary service (Byrd et al, 2015), and (2) the understanding of the audience profile as a guide to build better experiences for tourists and by doing so increase positive impact and generate value. Bearing those points in mind, and the edutainment concepts discussed previously, the following hypotheses were raised:

- I. Edutainment activities specially planned for tourists enhance the willingness for educational services
- II. Edutainment activities specially planned for tourists increases the amount of word-of-mouth awareness
- III. Edutainment activities specially planned for tourists augment the intention of repurchase or revisit.

It is hoped that, by following the research, the results and outcomes can clarify these hypotheses and after evaluating the proposed objectives, highlight the findings and how the stakeholders of this niche touristic market can benefit from it.

3. METHOD

After a broad examination over the subject during the literature review, this chapter aims to contextualize the theme within the object of the study, with a wider and more informational presentation of The Wine School of The World of Wine. Matters such as the amount and profile of visitors, products and offers, infrastructure, goals, and challenges for the future, among other details will be discussed in the next paragraphs. As a second part of this chapter, this study will briefly report the activities developed during the internship and how those are related to the present study. Later, the methodology used during the gathering and analysis of data will be assessed, and finally the scope used to design the proposed project.

3.1 The Wine School of World of Wine

The Wine School (hereafter TWS) is part of the World of Wine cultural complex, and it was inaugurated in June 2021. During the planning, it was conceived to be a separated development from The Wine Experience – a museum that celebrates the culture of the wine around the world and highlights the main Portuguese wine producing regions. TWS focuses on offering an educational and personalized approach with the main goal of demystifying wine for those who are curious about it and being a place for deepening of knowledge for more advanced wine connoisseurs (The Fladgate Partnership, 2020).

TWS has two classrooms, one with fifteen places, and another one with six places, that can be merged into a big room for a bigger audience. It also has a private dining room and a kitchen ready for cooking classes or food and wine pairing (Annex C; fig. x). TWS is totally accessible for clients with disabilities.

The audience is normally divided by language as all the activities are held in Portuguese and English, and between local and tourists. The local visitors can also be divided in two groups: the visitors looking for a lighthearted experience and the visitors that seek to deepen their wine knowledge. The tourists are mainly visitors that have already booked some activity in advance or

visitors that were walking around the complex and decided to visit the TWS for one of the activities held.

At this moment, TWS provides regular workshops about four different subjects: Demystify wine and wine tasting; Demystify wine and chocolate pairing; Demystify Portuguese wines; Demystify international wines. This block of workshops was planned to be the first step of the educational project, using themes that demonstrably provoke and attract people, as Charters and Ali-knight (2002) have found in their '*Who is the wine tourist?*' article.

Besides that, TWS also provides the following offers:

- Guided tastings in a walk-in basis every day depending only on the availability of wine educators and vacancy. Those are offered as tastings of three or five wines, totally adaptable to the visitor's tasting profile, augmenting the possibility to tailor the experience around a theme, a region, or a style of wine.
- In the same walk-in tailor-made model, the TWS also offers three wines paired with three cheeses and a pairing of two wines and two chocolate truffles.

Also in a walk-in, TWS presents an option for those who want to discover more about Port Wine. This experience is an adaptation made to what once was a workshop, to be able to attend in a better way the tourist audience that wants this kind of offer. The Uncorking Port experience is a mini class about Port history, production and styles combined with a tasting of 5 different styles of Port wine including a Vintage and a *Colheita*. It's held in the lobby, and it only needs vacancy and availability of a wine educator, with no need to book in advance. The adaptation of this last option was made after a period of evaluation of the visitor's demand, number of attendees of the regular classroom workshops and client's feedback. The result was higher revenue, lower beverage cost and more visitors attending and learning more about Port wine. Bearing it on mind, all the workshops have been reformulated and the creation of news ones are in the plans for a near future.

- Every two weeks, TWS hosts a themed tasting on a given subject with a producer considered a specialist on that matter to help understand and taste the wines related to the theme. This event works as a bridge between the TWS and the local community. This

link is considered very important to the school given that the near future involves a higher participation and offers focused on local and professional markets.

- Along with those more common services, TWS also provides private and exclusive tastings for small groups, private events for companies and team building, and special themed events.

The objectives defined for TWS are focused on a multifaceted audience and the goal is to deliver the best educational experience in every level, for every type of crowd, in an inviting environment that helps to strip the pretentious atmosphere and creates a reliable, safe, and open-minded learning ambience. In the near future, TWS will start promoting and hosting the WSET courses. Wine and Spirits Education Trust is one of the most reliable educational programs in this industry. With this, TWS hopes to enhance its connection with the local community and start a movement that will impact the perception of Portuguese wines abroad.

3.2 Internship activities

During the internship at The Wine School, there were activities already set as regular intern duties and other activities steered to optimize and support the development of this research. The objectives and responsibilities required by the professional tutor were:

- I. Guarantee the operationalization of the daily activities.
- II. Help to develop and apply a framework of operational routine.
- III. Renew or design new content for Wine Educational courses.
- IV. Provide and support workshops, tastings and other TWS activities.

The first month of internship in the TWS was dedicated to training and learning the processes, the know-how and step-by-step of the internal procedures, and the customer service, considering TWS is run by a small team, the intern role in its daily operation is important. To make sure that the interns and the wine educators could attend the expectations of the customers, every task on the back-office was described and organized in a framework.

After this adaptation period, more specific activities were proposed, related directly to the education role and the research theme. The team was already applying some educational techniques with positive results, but in a very intuitive way. It was critical to develop the foundations using a scientific method and evaluated the impact of wine tastings and classes in the visitors' satisfaction of attending a wine festival to be able to properly assess the impact on the costumers.

To do so, the objectives of the presented study were directly related to the objectives of the internship program and the outcomes were focused mainly in two scopes: educational content and communication tools. This second scope of activities was focused on the communication tools and how TWS used them in its favor to create awareness of the brand. Prior to the start of this research, the analysis of the audience was conducted in an empirical way. As it is a key aspect for developing new products and to have better results on the communicational actions, one of the goals of the communicational activities developed was to help identify the audience and adapt the strategies to the correct target.

As every young project, the TWS was planned to operate first trusting word-of-mouth and the location as main drivers for attracting customers. As there was the necessity to attract new clients, especially local ones, as the near future projects predicts an increase in the activities for this particular audience, TWS decided to change the approach to social media communication. Due to the professional and educational intern's background, this project was also developed during the internship. The first step was building a strategy for the Instagram account together with the marketing department of the company. It was made a communication plan, an editorial post calendar, a study of design and visual aspects and the first posts. After a period of tests and assessment of the results obtained during this research, the strategy will be analyzed and adapted to start the project's second level: e-mailing list, attacking other social media networks, an independent data base on the website, and a platform for online short courses. The expertise gathered during the development of the communication tools and its implementation were taken in consideration while planning the present research. Subsequently, the internship activities report will be focused on the educational content and how their planification resulted on the beginning and development of the present study.

3.2.1 Educational content

The activities developed inside this scope were an outcome of a scanning evaluation of the wine related contents developed during the workshops, in other words, all the contents were reviewed and analyzed during the application of the workshops and, as a result of this evaluation, some measures were created and reinforced.

The first project to be assessed was to help develop a new workshop about international wines. *Demystifying Wines of the World* was designed with the goal of explaining the 6 main grape varieties in the international wine market. Always keeping in mind the challenge of promoting interaction and participation during the realization of this workshop, it was applied a gamification strategy, a technique included in the edutainment scope, as mentioned during the literature review, to stimulate the sensorial perception and, concurrently, the learning process. This gamification consisted of three moments: presenting the analytical profile of a wine made with three white grape varieties and its varietal specificities, explain the differences using flash cards – promoting sensorial and personal participation, and after a blind taste of three wines, ask the attendees to indicate which grape was the varietal used in which wine. The general outcome of this strategy was the discovery by the attendees of a skill they once thought it was beyond their personal capacity: to properly identify a grape variety in a mysterious wine. After the development of this workshop, two sessions were presented to an internal audience, with 14 people attending each session. Later, the same workshop started to be offered to the public. After a period of testing, the positive feedback presented by both audiences led to the application of the same strategy to the other workshops in a larger variety of interactive activities and other edutainment techniques.

Another activity asked during the development of internship was to renew of the content and the educational approach of other workshops already in practice. The main example was the adaptation of the offer of a workshop about Port Wine and transforming it into a daily walk-in basis offer. Such change had already started when the internship began due to an analysis of data about the audience and during the daily observation done by the school's principal. It became a responsibility of this scope of actions to create a new strategy to reach the more touristic audience, once the number of local attendees were low. Instead of a workshop held in a classroom, a more relaxed and playful activity was developed, taking place at the lobby with no need to book in

advance. To operate this, a new and self-educative material using QR codes was developed, to create a more independent and flexible practice. Considering internal reports, when comparing number of attendees, after the application of changes mentioned above, TWS has received a higher amount of people eager to discover Port wine through the *Uncorking Port* experience.

These two projects mentioned lead to the conclusion that a better evaluation of the audience and the development of a specific project for this more heterogeneous touristic crowd needed to be developed. As one of the outcomes of this study, the Summer School project is to be proposed. Nevertheless, most of the already hosted activities were empirically done inside the scope of edutainment, as the already mentioned literature suggest. The proper evaluation of the audience and a judicious planned and designed activity would certainly have a higher and better impact, what is to be proven by a future evaluation after the Summer School project is done.

3.3 Method to gather and analyze the data

In the present study, a broad appraisal is made towards the effects of educational experiences by a large reference base of different authors of different fields of research contemplated during the literature review chapter. Besides the analysis of the existent literature, and to help fill the gap found over the addressed topic and achieve the objectives set to this study, a survey was developed to establish and later test the hypotheses suggested. In order to better analyze the data, besides the primary data gather during the survey, secondary data found on existent literature by Serras (2020) will be considered in a later comparison with the founding in previous mentioned research.

The survey was designed to combine both quantitative and qualitative methods. Finn *et al* (2000) suggest that combining these two types of research increases the possibility of gathering better data, for instance, using quantitative methods for bigger a broad data collection while using qualitative to assess small-scale micro aspects of the project. Veal (2018) also states that the usage of a hybrid system, both qualitative and quantitative helps to increase the amount of data retrieve of each answer. It was conducted through a questionnaire (Annex B) built using a balanced scale with the same amount of positive and negative answers for the quantitative

questions (Mooi and Sarstedt, 2011). The qualitative questions reinforce the participation by asking the participants to use their own words to describe their experience, which turns the answers more personal and the participants more committed to it (Finn et al, 2000; Veal, 2018).

The survey was conducted in between the end of May and the beginning of June 2022, reaching the number 58 attendees. The questionnaires (Annex B, Annex C) were replied in person right after the attendance to one of the activities proposed. A control group was established with people that have not attended any activities related to TWS, reaching 33 people. Through the analysis of the data, a cross-tabulation of the results will point the outcomes of the research and indicate the liability of the results to be found (Finn, 2000).

3.3.1 Items and outputs of the questionnaire

The questionnaire (Annex B) was designed to assess mainly three outputs of the applied survey: the audience, the wine touristic experience, and the impact of the edutainment approach used by TWS activities. For the audience it was asked range of age, gender, place of origin, reason of the travel. For the wine tourism experience assessment, the questions were related to the type of activity, reason to choose TWS, frequency in wine tourism activities, participation in wine educational activities. For the impact of the educational approach, it was asked to rank the activity, the experience in TWS, about the possibility of attending another educational experience in the future, and in a qualitative part of the questionnaire, an open question that ask a brief description about the educational approach and its impact in the touristic experience. Finally, it was also assessed the more probable outcomes of the educational experience in future decisions and planning of touristic activities. A similar questionnaire (Annex C) was designed for the control group. Basically, there are the same questions, only removing the questions about the TWS. The control group is formed by people.

4. RESULTS AND OUTCOMES

During this chapter, the results obtained by the application of the questionnaire are compared to the data gathered during the literature review and the hypothesis proposed by the research is revisited according to the applicability of these results, cross-checking the findings with the objectives of the present research. At a second part of the chapter, it will be presented a project and a framework for an edutainment approach as a new product to be offered by TWS during the summer. It will present the development of the Summer School project, its reasons and what questions this project aims to answer. The application of this project would allow, afterwards, a deeper understanding and evaluation of the impacts highlighted during this study.

4.1 Data collection

The survey was made in person, using the questionnaire previously mentioned (Annex B). It was applied a similar questionnaire for the control group (Annex C). After 14 days of application, there were 58 answers from people that have attended at least one activity at TWS and 33 answers from people that have not engaged any.

The analysis of the data regarding the audience profile and the data about the present study's hypothesis were done using descriptive statistics and cross-checked with the results from the control group and the existent literature.

4.1.1 Sample exemplification of audience profile

The first aspect to be assessed in the questionnaire is the age of the visitors and the highest number of answers were from people between 25-35 years old, that represented 30.9% of the total samples. About origin, 30,9% were from the United States, 13,7% from Germany and the rest were from 9 different countries. Compared to the control group, the United States predominancy also prevails. From the total of samples, 55% were female, 73,2% classified their travelling main reason as tourism. Cross-checking this result with the findings of Serras (2020)

about wine consumption in Portugal and wine tourism related activities, it is possible to assume some similarities like the slightly higher percentage of female audience. In comparison, with the control group results, this number falls a little bit behind but still showing a majority of females. Another flagrant similarity to the above-mentioned research is the age profile.

Most of the answers regarding the type of activities attended in TWS were also cross-checked with the internal sales report and shows almost the same proportion of attendees of walk-in tastings, 55% and, workshops, 37,8%. From those, 44,7 visited TWS because they were already visiting the World of Wine cultural district, 24% were walking by and decided to stop and only 17,2% arrived at TWS by indication, by way of explanation, word-of-mouth.

From the total audience, 65,36% claim to have already participated in educational wine related activities, and 34,4% declared that it was their first time attending it. When asked about the frequency, 34,4% have said that it was the first time and that same amount answered, 'once or twice', 27,5% answered 'whenever I can' and only 3,4% answered every month.

When it comes to the educational experience at TWS, the samples show 79,1% would 'totally recommend, 65,3% would 'do it again' and from those, 61,9% would 'totally recommend' and 'do it again'. The following graphic explains a higher will to recommend and to enroll in a new wine education experience after attending to one at TWS.

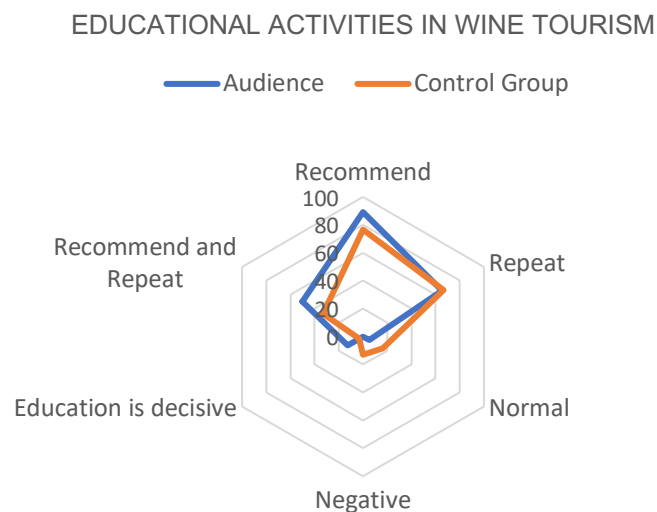


Fig. 2: Graphic shows how the attendees perceive the impact of their educational experience.

When asked to classify their perception about how important the educational side in their experience was using a scale from 0 to 10 where 0 is totally negative and 10 is totally positive, 41,2% ranked as '10', 27,5% ranked as '9', 10,3% ranked as '8', and 20,3% ranked as '7', being this last one the lowest score set. When cross-checking, the numbers of the control group were slightly lower: 39,9% ranked as '10', 36,6% ranked as '9', 16,6% ranked as '8', 6,6% ranked as '7', and 9,9% ranked as '6', being this last one the lowest classification marked. Regarding the satisfaction with the service provided by TWS the numbers present even more positive, 53,3% ranked it as '10', 30,9% ranked it as '9', 12% ranked it as '8', and 3,4% ranked it as '7', being this last one the lowest score. The following graphic shows the consistency of high grading evaluation and the positive perception over the impact the educational experiences have in a tourist point of view, and a higher-grade concentration in the audience that have attended TWS activities.

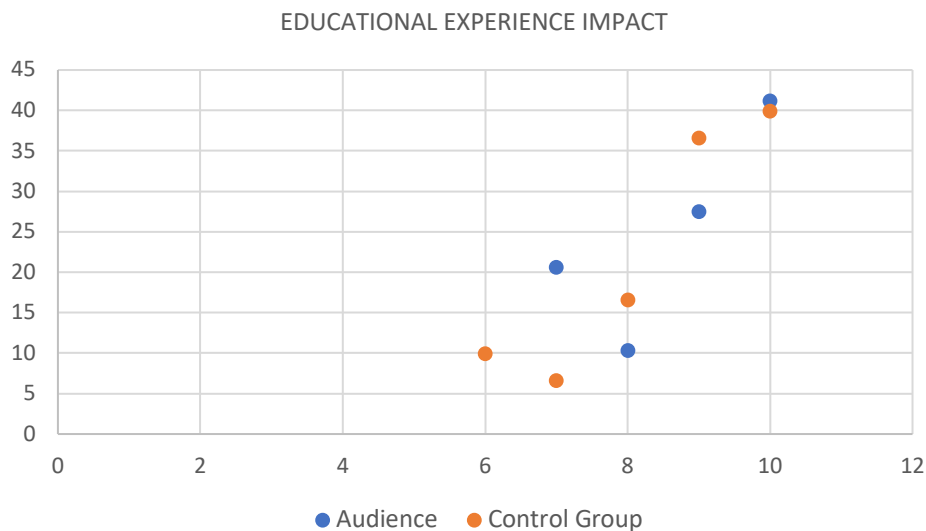


Fig. 3: Graphic shows the concentration of positive impact after an educational experience participation.

4.1.2 Analyzing results over the hypothesis suggested

TWS has been transitioning the offer of products as mentioned in previous chapters. It is adapting the educational products to the audience using as base for this decision daily observation and

empirical education knowledge. In other words, the beginning of this transition, TWS leans towards a more touristic designed offer, as a result of the observation by the responsible wine educator at the time. When he started the new role as director, he has started to apply changes in the style of the workshops and how they were presented empirically. Those changes match with what is considered by Wang (2007) as a more interactive way to achieve student's perception goals. Taking this in consideration it can be considered that since the start of those changes applied by José Sá, TWS was already using some Edutainment techniques. Bearing this in mind and recapping the numbers presented earlier, also taking in consideration the findings discussed during the literature review, it is honest to assume that the first hypothesis is possible, that Edutainment is a positive way into higher educational service consumption by wine tourists. It is also honest to admit that this needs a deeper attention in further research, what triggers even more the necessity of the Summer School project to happen.

With reference to the second and third hypothesis suggested, the numbers are clearer and demonstrate a positive result over them. The second hypothesis is about Edutainment as an enhancer of the willingness to recommend through word-of-mouth. In every way, the results found in the literature review and the data gathered by the present research indicates that educational activities planned for the touristic audience have a strong impact over the enthusiasm to recommend the activity. The data found, matches with the statement made by Thanh and Kirova (2018) when they highlight that education is not the main reason for choosing a wine touristic activity, but is one of the main pillars of this kind of tourism, and matches with Serras' founding in 2020 mentioned previously. Educational experiences are the main drivers to increase word-of-mouth awareness and disposition to rebuy or revisit, as the third hypothesis suggest. What can be measured further, in a deeper assessment, is the specific impact of different educational approaches.

4.2 The Summer School project

The idealization of the *Summer School* project was born from a need to better service the constantly growing touristic audience at TWS during the high season. Considering this, it was an excellent opportunity to propose some of the inputs found during this research, such as the

materialization of a carefully designed edutainment project, with focus on interactivity and availability of offers without the need to pre-book.

After a period of observation, it became clear that a big part of the touristic audience at TWS does not book in advance and mostly prefer to choose a walk-in activity. As one of the objectives of the present research was to gather data about the TWS audience, the survey has resulted in a better description of the regular audience. The analysis has shown that the data that was found during the research matches with what was observed in previous stages of TWS planning.

Another insight made possible by the results was to understand how the audience had chosen TWS. As mentioned earlier in this chapter, the vast majority did mainly because of the location, or they were already visiting the complex of WOW or walking by the building. Being cognizant of the fact that TWS operates inside a touristic complex and that the simple fact of its location already explains big part of the targeted audience. Sometimes, this audience has not that specific ideal of increasing wine knowledge, going towards a more fun but personalized wine activity. As shown in the results, generally, they considered that had taken part in that educational activity made their experience richer, which also matches with the results found in existent literature.

Other aspect that was considered while ripening the idea of this project, was to answer to some newly faced difficulties triggered by the increase of visitors. For instance, the quantity of places available for walk-in tastings, the number of wine educators in the team, and the pre-defined calendar.

Based on the results found and the analysis made, it is believed that more than a higher evaluation of costumer's reviews, this new proposal for a more interactive education concentrates its goals towards better experience for the attendees, and leads into value-creating activities, into a wider engagement on wine education and consumption. Inside this perspective and to optimize the space and work force in a small team, the *Summer School* project was designed.

4.2.1 Planning, operationalization, and proposed framework

As there is a significant increase in numbers of walk-in experiences, and it is commonly reaching the full capacity of seats, the Summer School was planned to better use the classrooms during the weekdays, when there is no offer of regular workshops. At the same time, to improve the offers for a touristic audience, by hosting 45-minute short courses with themes designed considering the research of Charters and Ali-Knight (2002) mentioned before and keeping it inside the scope of the edutainment.

The designing purpose of the Summer School project is to implement edutainment activities but also being able to better evaluate the ones that are already in place, while being capable to promote more tastings and the increase of the operation revenue with a better usage of the TWS space, offer, and promotion. As mentioned above, during the literature review, when planning an edutainment activity, there is a higher positive response from the attendees. Doing so based on the findings of Charters & Ali-Knight (2002), the project hopes to produce memorable moments and enlarge the relation with costumers to create on them a genuine will and awareness about wine education and the TWS itself.

The operationalization of this project will consist in offering three courses a day from Monday to Friday for a minimum of two participants and a maximum of fifteen. All the activities will hold a tasting of three wines and interactive challenges during each course. The subjects that will be addressed are: *How to taste wine*, *How to store and serve wine*, *Different styles of Port Wine*, *Wines from Northern Portugal*, *Wines from Southern Portugal*, and *Blind tasting challenge*:

- I. *How to taste wine* will address the color and structural characteristics of wine and will also an aroma and olfactive memory challenge.
- II. *How to store and serve wine* will teach about the optimal conditions to properly store wine and mention the proper temperature and glassware for wine services.
- III. *Different styles of Port Wine* will explain how Port wine is made and the importance of the aging in each style.
- IV. *Wines from Northern Portugal* and *Wines from Southern Portugal* will dig out a comparison of three different wine producing regions, their terroir, most common profile of wine, data, and so on.

V. *Blind Tasting Challenge*. It consists in a class about tasting and how to access a wine in a blind taste held on Fridays. The attendees that have the higher scores each Friday will have a memorable reward.

As in the developed chronogram (Annex G) and framework below (fig. 5), the project its planned to start during June and will happen until August. It aims to be a case of success, and to lead the TWS into a next phase in September 2022.

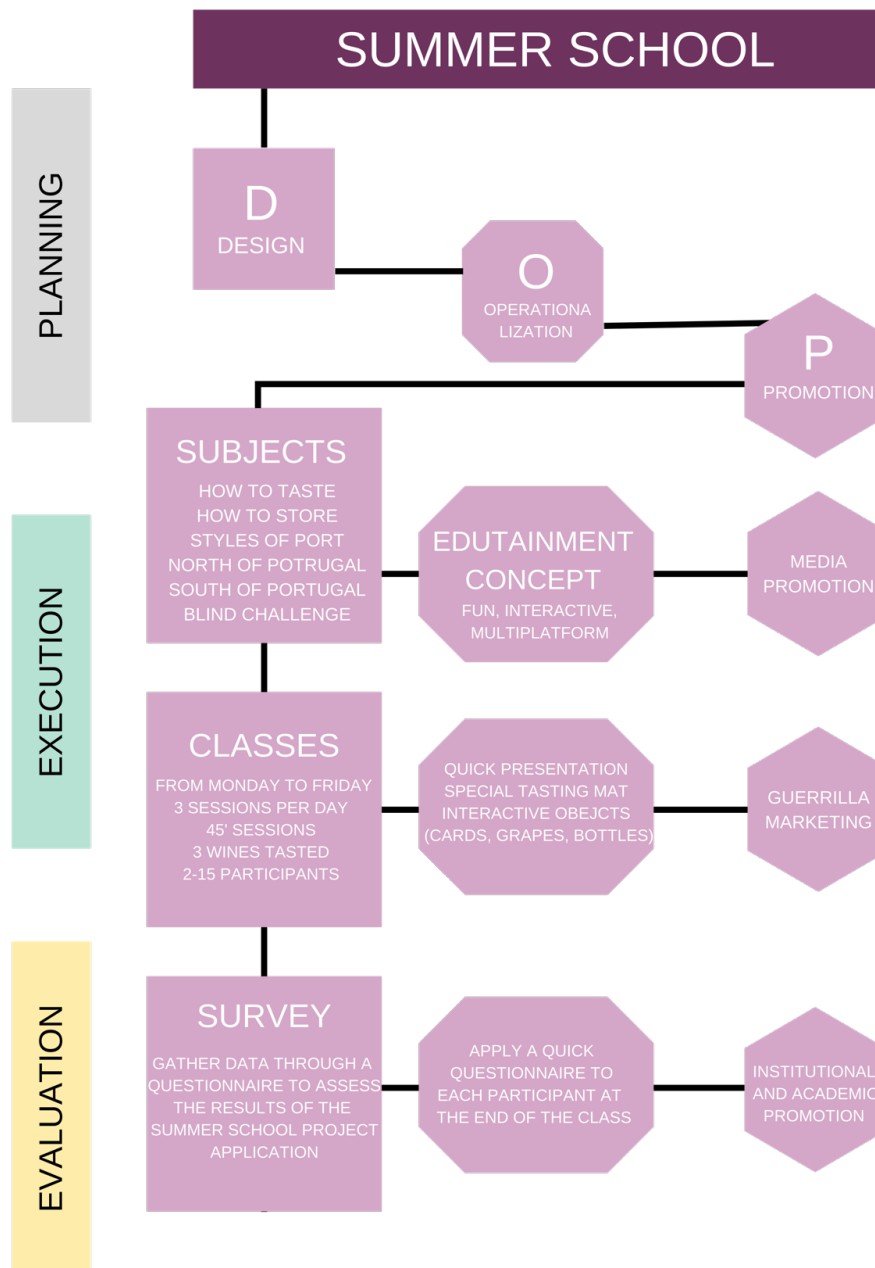


Fig. 5: Suggested framework for implementation of the Summer School project.

5. CONCLUSION

The present study was developed with the main objective of understand and have a closer view about the audience of The Wine School and use this analysis in the development a project that would better suit the niche market that TWS aims – a very touristic audience during the high season. During this process, there were a wide literature review that led into the edutainment scope as an interesting resource for educational product development. Taking this and the other findings in consideration the, a process of observation and evaluation of the methods applied by TWS was done and the result has shown that some of the adaptation empirically made in the more touristic attractive products were already inside the scope of edutainment, focusing in developing more fun and less formal options, without the need to book in advance.

As part of the method of observation and including some empirical assumptions collected over weekly brainstorm meetings, some changes were made in already existing products in order to promote them, to adapt for a new audience demand and try to promote what would be an early test of what the results of the present research would be. Those changes were first applied to the *Demystifying Port Wine* that became *Uncorking Port*, a workshop offered once a week that turned into a walk-in basis offer, and then the creation of the *Demystifying Wines of The World* as the closing part of the *Demystifying* pack of workshops. In this one, specifically, one of the mentioned edutainment techniques were used. After aiding the most preeminent needs, the development of internship was focusing on applying the survey needed besides the daily routine of activities.

By doing a simple survey for two weeks and using a control group to test the credibility of the samples, data were gathered and during the cross-checking with the findings in literature review and the observation period it was clear that a very similar audience found in other related wine touristic experiences was found at the TWS. According to the analysis, most of the samples gathered had shown a touristic profile that matches the findings in the literature existent and even shown a higher appreciation for the educational experience after the attendance of one, as debated during the previous chapter.

Most of the attendees have shown interest in recommending the educational experience and a very considerable amount have shown interest to revisit this kind of activity. Considering the goal

to enhance this educational side of the wine tourism and achieve a greater value development with the client, a project of creating a specific touristic product during the high season was proposed and based on the findings, a framework was suggested. After the development of the project and the application during the next months, further research will be developed by the TWS aiming to assess more data and even evaluate statistically the results of the usage of and edutainment approach for wine education for tourists. The most significant finding was related to the motivation of the clients to choose TWS. The location was by far the main reason what end up being a disruptive perception when related to the existent literature. This result supported the idea that brand awareness is not well developed yet and that the willingness of attendees to the word-of-mouth could be an important tool.

Regarding the project, it was designed to have a higher impact on the targeted audience and to solve an operational problem, bettering the space usage during the weekdays and allowing TWS to operate in two fronts. Four subjects were proposed and a special challenge to test the knowledge gathered. A chronogram and a framework of the application of the project were designed. The plans for the application have already started and the first course should be delivered by July 1st. The project has already been promoted in a journalistic column at *Revista de Vinho* online blog¹.

Lastly, The Wine School is part of a market that is in constant evolution and change. The results found about the benefits of educational experiences for tourists could be adapted to different wine tourism companies, regional regulation and promotion institutes, policymakers and even governments. Matching the data gathered by this study and the analysis of the literature, it is important to highlight that further research is needed for other educational scopes and in case of different audience backgrounds.

¹ Spontaneous unpaid media published by *Revista de Vinhos* in June, 7th: <https://eggas.pt/2022/06/07/escola-do-vinho-do-wow-a-todo-o-vapor/>

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ANNEXES

Annex A

		ESCALA								
		Mean	Standard Deviation	1	2	3	4	5	6	7
EDUCATIONAL EXPERIENCE (EDU)		4.9	1.7	(%)	(%)	(%)	(%)	(%)	(%)	(%)
EDU1	The experience has made me more knowledgeable.	5.0	1.8	1.7	5.2	3.6	8.8	7.2	11.6	13.5
EDU2	I learned a lot.	4.7	1.8	1.7	6.9	5.0	9.4	8.3	8.5	11.8
EDU3	It stimulated my curiosity to learn new things.	5.0	1.8	2.2	4.4	4.1	7.2	9.9	11.0	12.7
EDU4	It was a real learning experience.	4.9	1.8	1.9	4.7	5.2	7.4	10.7	8.5	12.9
WILLINGNESS TO PAY MORE (WPM)		3.7	1.7							
WPM1	Made feel committed to the wine brand(s) associated to that experience.	3.5	2.0	12.7	6.9	6.1	8.5	6.6	5.0	5.8
WPM2	Increased my willingness to pay a higher price for wine(s) from the brand(s) associated to that experience over other brands.	3.9	1.9	7.7	6.1	5.2	10.7	10.5	6.9	4.4
WPM3	Led me to continue to purchase wine(s) from the brand(s) associated to that experience, even if its prices increase.	3.6	1.8	9.1	6.6	7.4	10.7	10.2	3.6	3.9
WORD OF MOUTH (WOM)		4.6	1.7							
WOM1	Made me recommend the wine brand(s) associated to that experience, if mentioned in a conversation.	4.8	1.9	2.5	6.3	5.5	5.8	8.5	11.6	11.3
WOM2	Made me recommend the wine brand(s) associated to that experience, to my friends and family.	4.8	1.9	2.8	6.1	4.7	6.9	10.5	8.0	12.7
WOM3	Made me defend the wine brand(s) associated to that experience, if someone had made a negative comment about it.	4.2	1.8	3.6	8.3	5.5	9.9	9.1	9.4	5.8
REPURCHASE INTENTION (RI)		4.4	1.8							
RI1	Made me purchase wine(s) from the brand(s) associated to that experience, the next time I was looking for it.	4.5	2.0	5.2	5.8	4.4	8.3	8.5	9.1	10.2
RI2	Made me purchase wine(s) from the brand(s) associated to that experience, in the future.	4.4	1.9	5.5	6.9	4.1	7.2	9.4	11.6	6.9
RI3	Took me to purchase again the wine(s) from the brand(s) associated to that experience, if they were not available when I need it.	4.2	1.9	5.8	6.3	6.9	8.0	9.1	8.5	6.9

Source: Serras (2020) The Impact of Experience in Brand Loyalty of Wine Brands in Portuguese Wine Industry p. 23

Annex B

Master thesis - Anonymous survey

- 1) Please select your range of age
 - 18-24
 - 25-35
 - 36-50
 - 51-64
 - 65+
 - Prefer not to say
- 2) Please select your gender
 - Male
 - Female
 - Nonbinary
 - Prefer not to say
- 3) What country do you come from? _____
- 4) What is the main reason of your trip?
 - Tourism
 - Work
 - Study
 - Visit friends or family
- 5) What type of activity have you participated at The Wine School?
 - Walk in guided tasting
 - Workshop
 - Themed tastings and other events
 - Special group tastings
 - Other: _____
- 6) What was the reason to choose The Wine School for the activity?
 - I was visiting WoW and decided to try The Wine School (Location)
 - I was walking by and decided to learn more about the place (Location)
 - Very cozy place with friendly staff (Comfort)
 - The fact that provides an educational approach
 - Quality and diversity of wines
 - Other: _____
- 7) How often do you take part in Wine related activities?
 - It was my first time
 - Once or twice a year
 - Almost every month
 - Whenever I can
- 8) Have you ever participated on an educational activity related to wine?
 - Yes
 - No
- 9) In your opinion, what kind of impact the educational side had on your touristic experience? (In a scale form 0 to 10 where 0 is totally negative and 10 is totally positive)
 - _____
- 10) How likely are you to attend another educational activity at a touristic destination?
 - Very likely
 - Likely
 - Neither likely nor unlikely
 - Unlikely
 - Very unlikely
- 11) Please describe in few words how the educational approach has or has not changed your touristic experience.
 - _____
 - _____
- 12) About your experience with educational tourism, in your opinion, is it fair to say that (choose as many as you like):
 - I would totally recommend an educational activity for other tourists/friends
 - I will do it again.
 - It was just like other touristic activities
 - I didn't enjoy the educational aspect.
 - Now I will consider education as a decisive factor for planning activities
 - I would prefer if it was faster
 - I prefer experiences with less interaction
 - I would love to see more audiovisual and technological devices
- 13) In your opinion, how would you rank your experience in The Wine School? (In a scale from 0 to 10 where 0 is totally negative and 10 is totally positive)
 - _____

Annex C

Master thesis - Anonymous survey

Please, just reply to this form if you haven't been at The Wine School of The World of Wine yet.

1) Please select your range of age

- 18-24

- 25-35

- 36-50

- 51-64

- 65+

- Prefer not to say

2) Please select your gender

- Male

- Female

- Nonbinary

- Prefer not to say

3) What country do you come from?

4) What is the main reason of your trip?

- Tourism

- Work

- Study

- Visit friends or family

5) How often do you take part in Wine related activities?

- It was my first time

- Once or twice a year

- Almost every month

- Whenever I can

6) Have you ever participated on an educational activity related to wine?

- Yes

- No

7) In your opinion, what kind of impact the educational side had on your touristic experience? (In a scale from 0 to 10 where 0 is totally negative and 10 is totally positive)

8) How likely are you to attend another educational activity at a touristic destination?

- Very likely

- Likely

- Neither likely nor unlikely

- Unlikely

- Very unlikely

9) Please describe in few words how the educational approach has or has not changed your touristic experience:

10) About your experience with educational tourism, in your opinion, is it fair to say that (choose as many as you like):

- I would totally recommend an educational activity for other tourists/friends

- I will do it again.

- It was just like other touristic activities

- I didn't enjoy the educational aspect.

- Now I will consider education as a decisive factor for planning activities

- I would prefer if it was faster

- I prefer experiences with less interaction

- I would love to see more audiovisual and technological devices

Annex D

Table 1: TWS Audience Survey Tabulation (activity, number of samples, percentage, mean, standard deviation and standard error).

RANGE OF AGE	SAMPLES	%	MEAN	STD DEV	ERROR
18-24	2,00	3,44	12,00	5,57135531	0,81787876
25-35	18,00	30,96			
36-50	12,00	20,64			
51-64	16,00	27,52			
65+	10,00	17,2			
GENDER					
Male	26	44,72	29	3	0,55706942
Female	32	55,04			
PLACE OF ORIGIN					
USA	18	30,96	5,00	4,63368907	0,63811109
Denmark	2	3,44			
Unknown	1	1,72			
Germany	8	13,76			
South Africa	1	1,72			
Canada	7	12,04			
China	2	3,44			
Brasil	6	10,32			
United Kingdom	5	8,6			
Ireland	3	5,16			
Netherlands	5	8,6			
MAIN REASON OF THE TRIP					
Tourism	48	82,56	4	19,4100489	2,94285635
Work	2	3,44			
Study	2	3,44			
Visit Friends	6	10,32			
KIND OF ACTIVITY					
Walk-in exp	32	55,04	12	12,9903811	1,96953782
Workshop	22	37,84			
Themed tastings	2	3,44			

Special group	2	3,44			
REASON TO CHOOSE					
Visiting WOW	26	44,72	10	8,16333265	1,1983828
Walking by	14	24,08			
Educational	3	5,16			
Quality	5	8,6			
Recomendation (other)	10	17,2			
FREQUENCY WINE RELATED					
1st time	20	34,4	18	7,39932429	1,96953782
Once or twice	20	34,4			
Every month	2	3,44			
Whenever I can	16	27,52			
HAVE PARTICIPATED BEFORE?					
Yes	38	65,36	29	9	1,67120825
No	20	34,4			
HOW LIKELY ATTEND ANOTHER EDUCATIONAL?					
V L	33	56,76	21	11,8977122	1,91329596
L	21	36,12			
N	4	6,88			
U	-				
V U	-				
ABOUT EDUCATION AND TOURISM					
Would totally recomend	46	79,12			
Do it again	38	65,36			
Normal	3	5,16			
Didnt enjoy		--			
Consider EDU as decisive	7	12,64			

Annex E

Table 2: Control group survey tabulation (activity, number of samples, percentage, mean, standard deviation and standard error).

RANGE OF AGE	SAMPLES	%	MEAN	STD DEV	ERROR
18-24	1,00	3,33	8,00	3,92937654	0,57683515
25-35	11,00	36,63			
36-50	8,00	26,64			
51-64	10,00	33,3			
65+	3,00	9,99			
GENDER					
Male	16	53,28	16,5	0,5	0,0928449
Female	17	56,61			
PLACE OF ORIGIN					
USA	11	36,63	3,00	3,09120617	0,4305041
Denmark	2	6,66			
Spain	3				
Germany	3	9,99			
south africa	1	3,33			
Canada	2	6,66			
Sweedden	3	9,99			
Brasil	1	3,33			
United Kingdom	7	23,31			
MAIN REASON OF THE TRIP					
Tourism	22	73,26	5	8,13557005	1,2334752
Work	1	3,33			
Study	6	19,98			
Visit Friends	4	13,32			
FREQUENCY WINE RELATED					
1st time	7	23,31	6,5	5,26189129	0,79778213
Once or twice	17	56,61			
Every month	3	9,99			
Whenever I can	6	19,98			

HAVE PARTICIPATED BEFORE?					
Yes	19	63,27	16,5	2,5	0,46422451
No	14	46,62			
HOW LIKELY ATTEND ANOTHER EDUCATIONAL?					
V L	11	36,63	11	3,74165739	0,60170374
L	14	46,62			
N	5	16,65			
U	2	6,66			
V U	-				
ABOUT EDUCATION AND TOURISM					
Would totally recomend	26	86,58			
Do it again	20	66,6			
Normal	5	16,65			
Didnt enjoy	1	3,33			
Consider EDU as decisive	1	3,33			

Annex F

Table 3: Experience rating cross-checking – Audience X Control group (activity, number of samples, percentage, mean, standard deviation and standard error).

IMPACT OF EDUCATIONAL ACTIVITY	AUDIENCE SAMPLES	%	CONTROL GROUP SAMPLES	%
0	-	-	-	-
1	-	-	-	-
2	-	-	-	-
3	-	-	-	-
4	-	-	-	-
5	-	-	-	-
6	-	-	3	9,99
7	12	20,64	2	6,66
8	6	10,32	5	16,65
9	16	27,52	11	36,63
10	24	41,28	12	39,96
TWS EVALUATION				
0	-	-		
1	-	-		
2	-	-		
3	-	-		
4	-	-		
5	-	-		
6	-	-		
7	2	3,44		
8	7	12,04		
9	18	30,96		
10	31	53,32		

Annex G

Table 4: Chronogram for the application of The Summer School project.

Activities	Months						
	Feb	Mar	Apr	May	Jun	July	Aug
Developing the core idea of the project	x	x					
Create Subjects			x				
Organize the operational part				x			
Build the framework				x			
Promote Summer School					x		
Start the offer					x	x	x