

Tourism product development: camp school packages to Tallinn and Åland for Tallink Silja Oy

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<p>This master thesis is a constructive research for developing new camp school travel packages to Tallinn and Åland for the commissioning company Tallink Silja Oy. Camp schools are current at the moment because the education plan for basic education is focusing a lot on learning in various environments and camp schools can offer that.</p> <p>The chosen research methods were theme interview and brainstorming. There were five interviews conducted for teachers, who had organized camp schools before. After the interviews were analysed, there were two brainstorming sessions organized with group and conference sales agents at Tallink Silja Oy based on the findings of the interviews. By combining theoretical background, answers of the interviews and ideas from the brainstorming sessions, there were four different camp school packages created.</p> <p>The developed travel packages were archipelago cruise, hotel package to Åland, day cruise to Tallinn and hotel package to Tallinn. The camp school packages include suggestions of time table, services and activities both on board and in the destination. The pricing, designing and marketing of the travel packages will be finished later by the production and marketing departments of Tallink Silja Oy and the aim is to get the camp school travel packages on sale during the spring 2017.</p>	
Keywords Camp school, product development, tourism product, Tallink Silja Oy, travel experience	

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1 Introduction

This master thesis is a constructive research for developing new travel packages.

The commissioning company is Tallink Silja Oy, which is the leading provider of cruise and passenger services in the Baltic Sea. The aim is to create different camp school packages for Tallink Silja Oy to be offered for schools around Finland. **Camp school** ("leirikoulu" in Finnish) means an organized trip with a school class outside normal school environment. Duration of a camp school is usually from 2 to 5 days while **field trip** ("luokkaretki" in Finnish) lasts only for one day. In this master thesis the term camp school will be used for both meanings. The chosen destinations are Tallinn and Åland, which are connected with Tallink Silja's ships. According to the Finnish Camp School Association (2016e.), camp schools are current at the moment because the education plan for basic education in 2016 is focusing a lot on wide learning in various learning environments. That is why organizing camp schools is very much appreciated and recommended for schools especially nowadays by the Finnish National Board of Education. (Suomen leirikouluyhdistys 2016e.)

Currently Tallink Silja does not have ready-made travel packages for camp schools. Quite often schools book only ferry tickets to Tallinn or Åland but they are not even aware of that Tallink Silja is offering also hotels, activities and restaurant services in the destinations. Marketing and selling of camp schools would be more effective with ready-made travel packages and it would increase the sales too.

The objective of the research is to get answers to these questions and to create travel packages accordingly:

1. What kind of services and activities should be involved in the camp school packages?
2. What could be a good price and duration for these travel packages?
3. How is the decision process made at schools regarding camp schools and field trips?

The chosen research methods were theme interview and brainstorming. There were 5 interviews conducted for teachers, who had experience on arranging camp schools. After the interviews were conducted and analysed, there were two brainstorming sessions organized with group and conference sales agents at Tallink Silja Oy based on the findings of the interviews. The camp school travel packages were developed according to the theory and the results of both the interviews and brainstorming sessions. As a results of this master thesis there were four different travel packages for camp schools created to Tallinn

and Åland. These travel packages include time table, services and suggestions for activities in a simple format. The pricing, marketing and designing of the travel packages were limited out of this master thesis as they will be done afterwards by the commissioning company.

The structure of this master thesis consists of a theoretical and research part. It starts with the theoretical part introducing the commissioning company Tallink Silja Oy followed by an explanation of education system and camp schools in Finland. The chosen tourism destinations Åland and Tallinn will be also represented shortly. The chapter 5 gives deeper understanding on tourism product and product development. The chosen research methods and the research itself will be analysed and introduced in chapters 6 and 7. Conclusion and the conducted travel packages will be represented in the last chapter of the master thesis.

2 Tallink Silja Oy

Tallink Silja Oy is a part of one of the largest Nordic shipping company, AS Tallink Grupp, providing high quality mini-cruises, passenger transport and cargo services in the Baltic Sea region. The fleet consists of 16 vessels. Tallink Silja Oy operates ships between Helsinki and Tallinn under the brand name "Tallink" and between Helsinki and Stockholm and Turku and Stockholm with the brand "Silja Line". Tallink Silja Oy has functions in Helsinki, Turku, Tampere and also with its subsidiary Sally AB in Mariehamn, Åland. Tallink Silja Oy has approximately 500 employees on land services and 1000 on board. (Tallink Silja 2015a.)

The mission for Tallink Silja Oy is to offer a pleasant travel experience, which exceeds expectations and makes the customers to return back. The vision for Tallink Silja Oy and AS Tallink Grupp as a whole is to be the pioneer in the European market by offering excellent leisure and business travel packages but also transportation services. The core values are professionalism, cooperation, commitment and joy, which reflect to the everyday work. (Tallink Silja 2015a.)

In 2015 there were approximately 9 million passengers and 308 000 cargo vessels in four different routes, which are illustrated in Figure 1. (Tallink Silja 2015a.)



Figure 1. Routes for Tallink Silja's fleet. (Tallink 2017.)

Tallink's passenger market share is 46 % of total in the Northern Baltic Sea. (Tallink 2016b.) As it can be noted from the Figure 2, the company has been the leader for all of its routes during the last years. Its main competitor is Viking Line in Helsinki-Stockholm, Turku-Stockholm and Helsinki-Tallinn routes. The most important route for Tallink is Helsinki-Tallinn. Over 52 % of the passengers are carried on the route between Helsinki and Tallinn. (AS Tallink Grupp 2015, 13.)

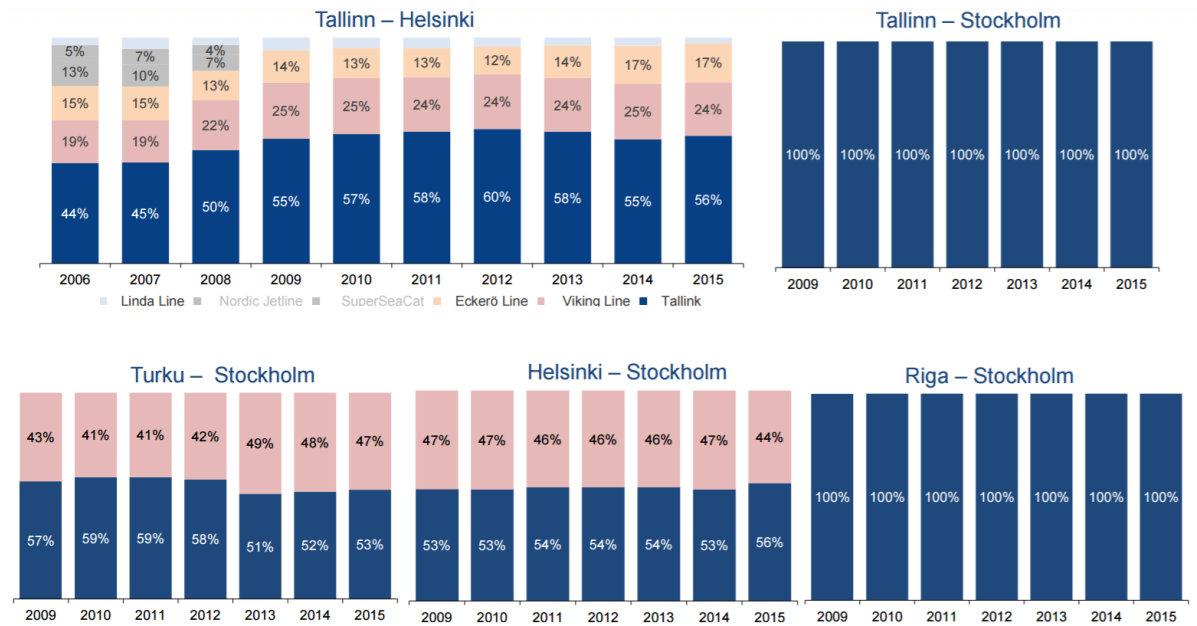


Figure 2. The market shares for passenger operations. (Tallink 2016a.)

Approximately 97 % of Finnish tourist arrive to Estonia by ferry and Tallink is the leader for this route. The Tallink Shuttle ferries Star and Megastar operate daily with 10-12 departures all year round. The journey takes only two hours for one way. The Tallink Shuttle ferries are ideal for day cruises and hotel packages. The Tallink Shuttle Megastar is the most modern ferry of the fleet as it started operating in 29 January 2017. Megastar is environmentally friendly as it uses only LNG fuel. There is also more capacity for both passengers and cars and very innovative solutions on board. (Tallink 2017; Megastar 2016a.) In addition to the fast ferries, there is also a cruise ferry Silja Europa on the Helsinki-Tallinn route. The journey takes three and a half hours and it is possible to spend the night on board. All of these vessels operate under the Tallink brand. (Tallink 2017.)

There are two route options between Finland and Sweden. It is possible to reach Stockholm either from Helsinki or from Turku. The cruise ships Baltic Princess and Silja Galaxy operate between Turku and Stockholm and on the Helsinki-Stockholm route operate Silja Symphony and Silja Serenade. All of these cruise ships make a short stopover in Åland on their way. (Tallink 2017.)

Other routes for Tallink's passenger vessels are between Tallinn-Stockholm and Riga-Stockholm. Tallink Group is the only provider on these routes for daily passenger transportation. (AS Tallink Grupp 2015, 13.)

In addition to cruise and transportation services, Tallink Group offers many additional services too. As it can be seen from the Figure 3, there are various services operating with different brand names.

TALLINK GROUP BRAND PORTFOLIO (EXCL. ONBOARD BRANDS)

Tallink	Tallink Hotels	Tallink Takso	Club One	Tallink Duty Free Sales	Tallink Travel Club	Tallink Silja Line
Tallink Shuttle	Tallink City Hotel	Tallink Taksobuss		Gastrolink	Hera Salongid	Tallink Silja Line Training Center
Silja Line	Tallink Spa & Conference Hotel	Takso 24		Sadama-market		Tallink Cup
Tallink Cargo	Tallink Express Hotel					Tallink Silja Awards
Tallink Logistic Center	Tallink Hotel Riga					Tallink Spordiklubi
	Pirita Spa Hotel					
Cruise / Transportation	Hotel	Taxi	Loyalty	Retail	Services	Corporate / Internal

Figure 3. Tallink Group's brand portfolio. (AS Tallink Grupp 2015, 6.)

Tallink Hotels consists of four different hotels in Tallinn and also one in Riga, Latvia.

Tallink City Hotel is a modern, 4-star business hotel in the city centre of Tallinn. It has conference facilities, two restaurants and a beauty salon called Hera Salongid.

Tallink Spa & Conference hotel is located close to the harbour in Tallinn and it has a large sauna and spa area. There are also conference facilities, restaurant and Hera Salongid beauty salon. Next to the Tallink Spa & Conference hotel is located Tallink Express-hotel. It is a 3-star low-budget hotel with couple of small meeting rooms and a restaurant. The fourth Tallink Hotel in Tallinn is called Pirita SPA Hotel. It is located approximately 4 kilometres from the city centre. It offers medical and wellness treatments and it has also conference facilities and a restaurant. Tallink Hotel Riga is located in the city centre of Riga in Latvia. It is a modern hotel with high-class restaurant, cafeteria and conference facilities. (Tallink 2016b.)

In addition to cruises, transportation and hotels, AS Tallink Grupp offers also taxi services called Tallink Takso, travel packages arranged by Tallink Travel Group and large shopping facilities onboard. (Tallink 2016c.)

3 Education system and camp schools in Finland

The following chapter will give deeper understanding on the Finnish education system, the term of a camp school and how they are related to each other.

3.1 Finnish education system

The main objective of the Finnish education system is to offer equal opportunities for everyone to study. The system is created according to that objective. The early stage of education starts already in a day care when children are 0-6 years old. One year of pre-primary education is arranged for children at the age of six. The basic education lasts for nine years and it can be divided into a primary school (six years) and a junior high school (three years). The basic education is compulsory for everyone and it follows a national core curriculum, which includes objectives and contents for different subjects. (Finnish National Board of Education 2016a; Finnish National Board of Education 2016b.) After 9 year of the compulsory basic education, students can choose either a high school or a vocational school. After that they can apply for a university or a university of applied sciences and continue as far as a master or doctoral degree. (Finnish National Board of Education 2016a.)

In 2015, there were 506 065 pupils in the basic education level in the whole Finland in 2517 different schools. At the 6th class year of the primary school there were 58 430 pupils and 3rd year pupils of the junior high school there were 58 777 in the whole Finland. (Statistics Finland 2016; Tilastokeskus 2016.)

3.2 Camp schools in Finland

A camp school means an organized trip with a whole school class outside the normal school environment. A duration of a camp school is usually from 2 to 5 days and it can be organized either in Finland or abroad. (Suomen leirikouluyhdistys 2016a.) A field trip is usually a term when referring to a day trip. A field trip does not need to be related to a certain topic or subject. The aim is more socialization and boosting team spirit with pupils. (Peda 2009.) However, in this master thesis the term camp school will be used for meaning both a daytrip and a longer trip for 2-5 days.

Camp schools are usually arranged during 6th year of the primary school or 3rd year of the junior high school. It is planned together with a teacher, pupils and pupil's parents. A camp school is a combination of camp and school life and also a mixture of theory and

practise. The main purpose is to learn concretely subjects that pupils have studied at lessons and it is also a good way to improve pupils' social skills. A camp school is an excellent way to learn more in a different environment, offer new experiences, increase pupils' motivation to study and improve atmosphere inside a class. (Suomen leirikouluyhdistys 2016a.)

The content of a camp school is depending on the national core curriculum. The education plan for basic education in 2016 is focusing a lot on wide learning in various learning environments. Wide learning consists of different aspects as thinking and learning skills, culture learning, interaction and expression, taking care of itself, producing and interpreting text, information and communication skills and also entrepreneurship. These elements can be learned during a camp school and that is why organizing camp schools is very much appreciated and recommended for schools at the moment by Finnish National Board of Education. (Suomen leirikouluyhdistys 2016e; Edu 2016.)

A teacher has the final determination whether to organize a camp school or not. He or she has also the right to choose or change a destination for a camp school. (Suomen leirikouluyhdistys 2016c.) The Finnish constitutional law (731/1999) 16 § states that everyone must have a possibility for free basic education in Finland. That means that everyone needs to have also an opportunity to take part into a camp school despite their financial status. (Opetushallitus 2016.) Usually a class collects money together for a camp school by organizing events, selling items or getting sponsors but sometimes some money is needed straight from pupils' parents (Suomen leirikouluyhdistys 2016d). Lately there has been discussions about the expenses of camp schools for families and how these extra expenses could be avoided. The Finnish National Board of Education suggests that camp schools could be good to organize nearby and try to avoid longer, more expensive camp schools abroad. (Yle 2016.)

The positive effects of a camp school can be seen on pupils and teacher but also on the whole society. A pupil can experience social, emotional, physical and esthetical feelings during a camp school. A camp school helps pupils to learn to be more independent, it improves their confidence and helps them to build new friendships. For pupils who find theoretical learning difficult, the practice-based learning during a camp school might help them to achieve their learning goals. (Suomen leirikouluyhdistys 2016b.) A camp school can have positive effects on a whole class. It can improve teamwork and friendships inside a class. Doing group works in a different environment might help to solve conflicts and disagreements between pupils. For a teacher a camp school is an excellent way to get to

know the pupils better and teach various subjects in different environment. From the society's point of a view, a camp school can help pupils to grow in the surrounding society and nature. A planning stage of a camp school teaches democracy and the value of a money to pupils. Also if pupils are actively involved in a money collection process, they can learn entrepreneurship too. (Suomen leirikouluyhdistys 2016b.)

3.3 Three stages of a camp school

A camp school process can be divided into three stages: pre work, camp school itself and after work. A planning of a camp school is good to start at least one year in advance. Teacher, pupils and pupils' parents should decide together about practical arrangements. It is important that pupils can participate in the planning stage as much as possible because it increases their enthusiasm and interest towards the upcoming camp school. Good way to share the work equally to everyone, a class could be divided into different groups, which have their own responsibility. A planning group comes up with an itinerary for a camp school and takes care of arrangements while a mission of an action group is to come up with different activities for evenings and free time. A finance group is responsible for money collection and keeping track on expenses. Usually some of the pupils' parents takes care of the finance and money collection of the camp school. (Luokkaretki- ja leirikouluportaali 2016a; Luokkaretki- ja leirikouluportaali 2016b.) The ideal would be that students plan a theme and working methods by themselves for the camp school. It is important to include company visits, interviews, group work and research to the camp school. The final stage of a camp school is after work. The idea is to collect data from the camp school and present it to others. The presentation can be for example video, photo exhibition or article in a local newspaper. (Luokkaretki- ja leirikouluportaali 2016c.)

4 Camp school destinations

There are two selected tourism destinations for the camp school travel packages, which will be represented in this next chapter. First destination is Tallinn, which is connected from Helsinki daily with six ferries of Tallink Silja. The second camp school destination is Åland, which has daily cruise ferry connections from Turku and Helsinki.

4.1 Tallinn as a tourism destination

The capital of Estonia, Tallinn, is located in the northern part of Baltic Sea. It is only 82 km from Helsinki and easy to reach by a ferry. There are three ferry companies, which operate all year round between Helsinki and Tallinn (Tallink, Viking Line, Eckerö Line) and one operating only during summer season (Linda Line). Tallink Shuttle ferries arrive in the D-terminal, which is located on a walking distance from the city centre and Old Town of Tallinn. (Visit Tallinn 2016a; Visit Tallinn 2016b.) The central Tallinn is compact and there is easy to walk around. There is also good public transportation network including buses, trolleys and trams. (Visit Tallinn 2016c.)

Tallinn can be divided into seven different areas which are illustrated in Figure 4. Each area is unique including various attractions. The most visited area is the UNESCO World Heritage Site Tallinn Old Town. It has been built between 13th and 16th century and was part of the Hanseatic trade league. Nowadays there are many tourist attractions and restaurants but also apartments for local people in the Old Town. The bastion passages under the Old Town, St. Catherine's passage, Kohtuotsa viewing platform, Town Hall Square and Viru Gate are the main attractions in the Old Town. (Visit Tallinn 2016d.)



Figure 4. Different areas of Tallinn. (Visit Tallinn 2016e.)

The city centre of Tallinn is a mixture of old and new. There are old medieval churches next to high and modern skyscrapers. One of city centre's landmarks is the Rottermann Quarter. It is an old industrial complex, which has been renovated and today it is full of shops and restaurant in an urban surrounding. In addition to the Rottermann Quarter, some of the top attractions in the city centre are KGB Museum inside Original Sokos Hotel Viru, Freedom Square and Kaarli church. (Visit Tallinn 2016f.)

The area of Kalamaja "Fish House" is a bohemian and trendy area with old wooden houses. The main fishing harbour is located in Kalamaja and there used to be many factories too. Nowadays the area is dominated with young, bohemian artists and it is famous for its trendy cafeterias, restaurants, bars and shops. The best area to discover the bohemian trendy atmosphere is visiting the Telliskivi Creative City with old factory buildings. For families the modern museum Seaplane harbour and the energy discover centre are popular places to visit in the Kalamaja area. (Visit Tallinn 2016g.)

The Pirita area is famous for sea and nature adventures but there are also historical landmarks around. The long sandy beach is very popular especially during the summer season and Pirita is a place for various sport activities too. In 1980 the sailing regatta of the Moscow Olympic Games was held in Pirita and one of the Tallink hotels, Pirita SPA Hotel, was built for accommodating the athletes. The Tallinn TV-tower, the highest viewpoint of whole Estonia, is located in the area of Pirita and next to it you can find a beautiful botanical garden. (Visit Tallinn 2016h.)

The area of Kadriorg is located in a walking distance from the Old Town. It is best known for a baroque palace surrounded by a beautiful park and garden which have been built for Tsar Peter the Great in the early 1700's. There is a foreign art collection in the Kadriorg's palace while Estonian art you can find at the Kumu art museum. (Visit Tallinn 2016i.)

The Rocca al Mare is a coastal district located in the western part of Tallinn. There is an Estonian open air museum with historical old buildings, zoo of Tallinn and FK centre including various activities such as paintball and carting. (Visit Tallinn 2016j.)

Close to the Rocca al Mare you can find a quiet and forested area called Nõmme. There are old houses from 1920 and 1930's, farmer's market and even a small castle. For adrenaline seekers Nõmme Adventure Park is highly recommended place to visit. (Visit Tallinn 2016k.)

4.2 Åland as a tourism destination

The Åland Islands are located between Finland and Sweden. There are 28 500 inhabitants and almost 39 % of them are living in Mariehamn, which is the only town in Åland. Åland is autonomous and monolingual Swedish region of Finland. It consist of over 6700 islands of which 60 of them are uninhabited. The unspoiled archipelago is worth a visit. (Visit Åland 2016a.) Åland is a summer destination as over 80 % of the accommodation is booked during the summer season. In 2015, there were 207 041 overnight visits to Åland during the summer season and only 29 359 during winter months. (Visit Finland 2016.)

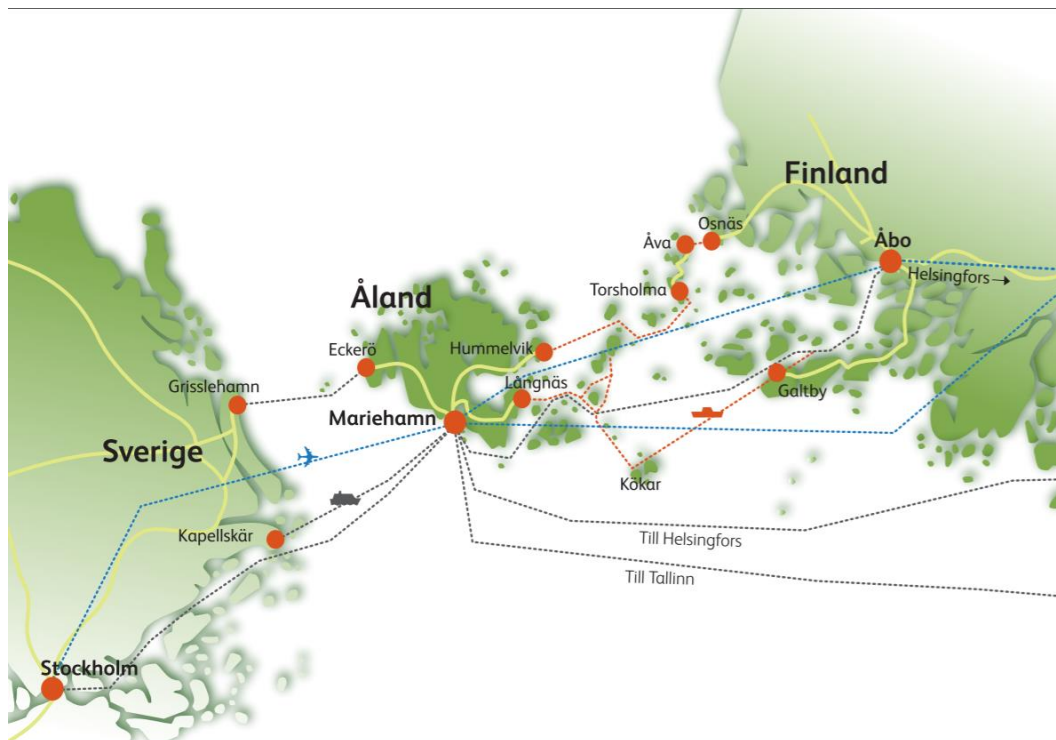


Figure 5. Map of a ferry traffic to Åland. (Visit Åland 2016b.)

Åland is connected to Sweden, Finland and Estonia by various ferry lines. From Turku and Helsinki you can travel to Åland either with Tallink Silja or Viking Line. On the Mariehamn-Tallinn route Tallink Silja is the only option. (Visit Åland 2016c.) From Turku to Mariehamn the best cruise ferry option is Silja Galaxy, which departs from Turku at 8.15 and arrives to Mariehamn at 13.35. For the return trip, cruise ferry Baltic Princess stops in Mariehamn daily at 13.45 and arrives to Turku at 19.15. It is also possible to do a day in the archipelago cruise combining these two cruise ships. Departure is at 8.15 in the morning from Turku and changing of the ships is between 13.35-13.45 in Marienhamn and return to Turku is at 19.15 in the evening. (Tallink Silja Group 2016.)

Åland has a lot to offer. There are many museums, cultural sights, sport activities and culinary experiences to choose from. The main island is 45 km long and 50 km width, which is why it is easy to move around and see a lot in a couple of days. Renting a bicycle and cycling around the islands is a very popular way to explore Åland. There are many bike rentals around and also many of the hotels rent bikes. Mariehamn is the centre of Åland and its best known attraction is an old sailing boat Pommern. Most of the hotels are located in Mariehamn but there are also many cottages around Åland islands. (Visit Åland 2016d.)

The Kastelholm Castle from the 16th century is worth visiting. There is a famous restaurant Smakby of a celebrity chef Mikael Björklund close to the castle. There are also two golf courses nearby. In addition to golf, there are many other activities e.g. horseback riding, tennis, kayaking, swimming and fishing. (Visit Åland 2016d; Rantapallo 2016.)

Eckerö is the most western part of Åland. There is an old post and custom house, which has been built in 19th century. (Visit Åland 2016d.) Another sight from the 19th century is the Bomarsund's fortress. It has been built during the time when Åland was a part of Russia. The fortress was destroyed in the offensive but the ruins are still remained and open for visitors during summer months. (Visit Åland 2016e.)

5 Tourism product development

In order to understand how to develop these camp school travel packages, it is important first to understand what a tourism product actually is. After that the tourism product development process will be introduced in this chapter.

5.1 What is a tourism product?

As stated by Kotler & Armstrong (2010, 248.), "A product is anything that can be offered to a market for attention, acquisition, use or consumption that might satisfy a want or need." A product can also be intangible, which is why services also are one form of products. Services have four special characteristics, which need to be considered. First, services are **intangible**, which means that customers are not able to feel, smell, see or taste them before their purchasing decision. That is why customers rely a lot on service quality when buying intangible services. The second characteristic is **inseparability**, which means that services are produced and consumed at the same time. They cannot be separated from their providers. The service **variability** needs also be taken into consideration because a quality of services might vary. The last characteristics is service **perishability**, which means that you cannot storage a service. (Kotler & Armstrong 2010, 248, 268-270.)

A tourism product can be described as a service offering customers something intangible, which is produced and used at the time. It can include some tangible parts too, e.g. food and souvenirs, but mainly you cannot storage or patent a tourism product. When consuming a tourism product, surroundings affect the total service experience a lot. (Komppula & Boxbeg 2002, 10-11.)

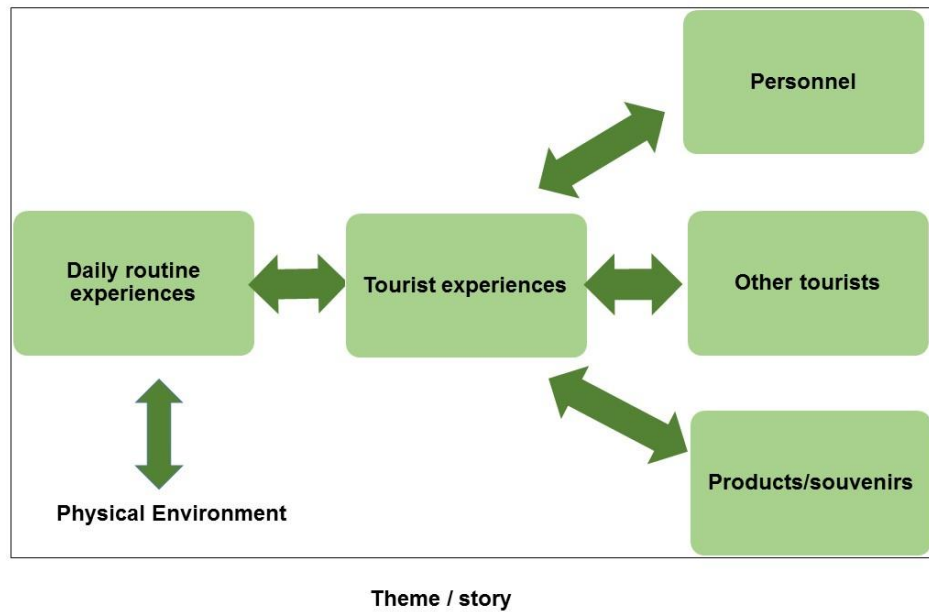


Figure 6. The factors influencing tourist's experience. (Mosberg 2007, 65.)

As illustrated in Figure 6, physical environment, personnel, other tourists, products, surroundings and stories have all effect on tourist's experiences. Music, colours, lightning and scent have impact on customer behaviour but also equipment and social interactions. The quality of a service has also very important role when creating tourist's experience. The interaction with other tourists must also be taken into consideration, because it can increase or decrease customer satisfaction. Souvenirs are tangible parts of a tourism product and souvenir purchasing has an important role in tourism consumption and effect on tourist's experience. Themes and stories are good ways to promote a tourism product. (Mosberg 2007, 65-69.)

Because tourism product is intangible, customers cannot return it if they are unsatisfied with it. It is also difficult to standardize or control the quality of a tourism product. A tourism product depends a lot on customer's time but also on weather conditions. It is usual that supply and demand vary a lot during different times. (Komppula & Boxbeg 2002, 10-11.)

According to Komppula & Boxberg (2002, 10-12), a tourism product can be described as a travel package, which consist of five elements:

1. Attraction of the destination
2. Services in the destination
3. Accessibility
4. Pre-visions of the customer
5. Price

It is an overall packaged tourism product starting from the planning stage and ending when a customer has returned home. This as a whole is a service package including im-material and material sections based on actions in a travel destination. A customer experiences the travel package as a whole and a price for it consists of different expenses and sacrifices he or she has done for it. The quality of a travel experience is a combination of all those elements. (Komppula & Boxberg 2002, 10-12.)

As an example, a hotel package to Tallinn consist of planning stage, contacting a travel agent, departure, waiting and services at the terminal, ferry trip, arrival and check-in at a hotel, services and atmosphere at a destination, quality of an accommodation and restaurant services. If one part of the trip goes wrong, the traveller might be unsatisfied with the whole travel package. That is challenging for the producers of tourism products, because many of these sections they cannot affect. All in all, it is very important to consider travel package as a whole. (Komppula & Boxberg 2002, 10-12.)

5.2 Travel experiences

The experience factor has nowadays an important role in companies' competitive advantage. Customers do purchasing decisions based on their experiences of the offering of experiences, which is why experience needs to be taken into consideration. The travel experience can be significant, positive and unforgettable for a customer. Usually while traveling people experience and do something new and exciting that differs from their daily life. A travel experience at its best can be a spiritual and life changing moment as illustrated in the experience triangle in Figure 7. (Tarssanen 2009, 6; Gentile, Spiller & Noci 2007, 395.)

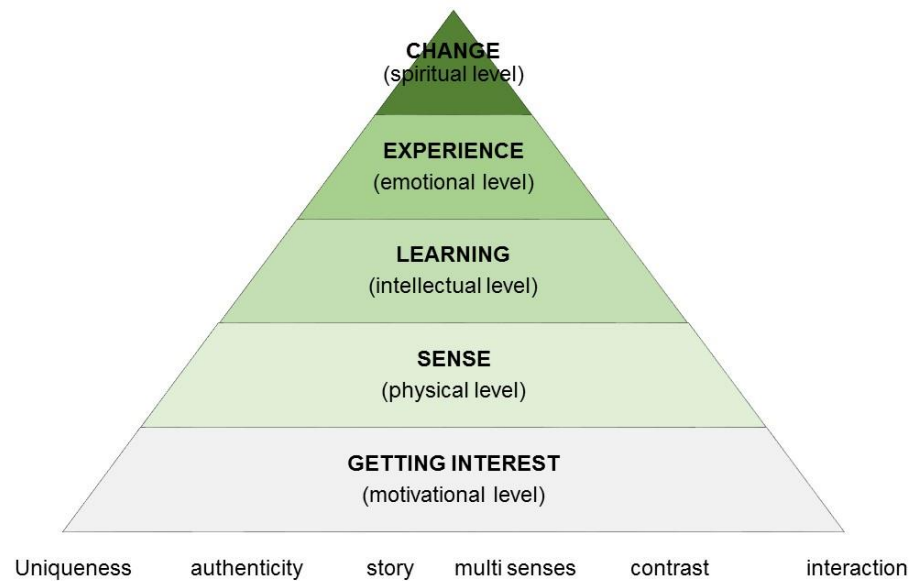


Figure 7. Experience triangle. (Tarssanen 2009, 11.)

The experience triangle can be used for analysing and developing customer-oriented products. The triangle illustrates a perfect product including all elements in two different point of views: elements of the product (uniqueness, authenticity, story, multi senses, contrast and interaction) and levels of customer experience (motivational, physical, intellectual, emotional and spiritual). In order to create an experience for customers, it is important to include at least some of these elements in the product. (Tarssanen 2009, 11-16.)

Uniqueness is one of the elements of an experience. It means that the same kind of an experience cannot be found anywhere else. Uniqueness means tailor-made products according to customers' needs, customer-oriented products and flexibility. The challenge in uniqueness is to create personalized products, which are on the other hand possible to copy and repeat too. **Authenticity** means that a product can be trusted and it reflects real culture and way of life. A product is authentic if customers experience it as real and trustful. **A story** is strongly related to the authenticity of a product. The aim is to combine all elements of a product together with a real story. One important element is also to make sure that **all senses** are taken into consideration and that there is enough sense stimulation. A product must also create **contrast** to customers' daily life. Lastly, good communication between staff, customers, product and its producers is called **interaction**. Interaction is related to the sense of community and individuality. (Tarssanen 2009, 11-15.)

The creation of an experience is also illustrated in the experience triangle in Figure 7. The first level is **motivational**, in which customers' motivation and expectations of a product will awake. At this phase marketing of a product needs to be unique and authentic, affecting all senses, include storytelling and having contrast to customer's daily life. At the **physical level**, customers experience and undergo a product through different senses. When a product or service can be seen, heard, touched, tasted or smelled, it will be registered on this level. A good product offers comfort and safe experiences to customers. The **intellectual level** is important because at this level customers decide whether to like a product or not. People process learning and skills, evaluate preferences, appreciate excellence and form their opinions at the intellectual level. It is important that a product can offer new information and a possibility to learn something new to a customer. The **emotional level** is the most difficult one to predict. A product will be experienced at this level. If all earlier levels (motivational, physical and intellectual) have been taken into consideration, it is more likely that customers will have positive emotions on a product and create loyalty towards it. On the other hand, negative emotions might appear at this stage too and they are hard to predict. The last and highest level of the experience triangle is the **spiritual level**. If customers experience a product in a positive and strong way, it may affect customers' regular habits or even physical or mental condition. Through an experience customers might learn new skills and ways of thinking or find new energy resources from themselves. (Tarssanen 2009, 15-16; LaSalle & Britton 2003, 9-10.)

5.3 Customer-oriented tourism product development

Nowadays companies act and develop their functions based on customers' needs. When developing and creating new tourism products, it is important that a product itself is customer-oriented. A customer-oriented product development focuses on solving customers' problems and creating more satisfied experiences for customers. A tourism product should bring more value to the customers. However, a value of a product is finally determined by customers. A tourism company is not able to create a whole tourism product but only basic requirements, because a product is generated based on customers' subjective experiences. These basic requirements, that company can create, are service concept, service process and service system as illustrated in the Figure 8 below. (Komppula & Boxberg 2002, 21; Kotler & Armstrong 2010, 293; LaSalle & Britton 2003, 6-7.)

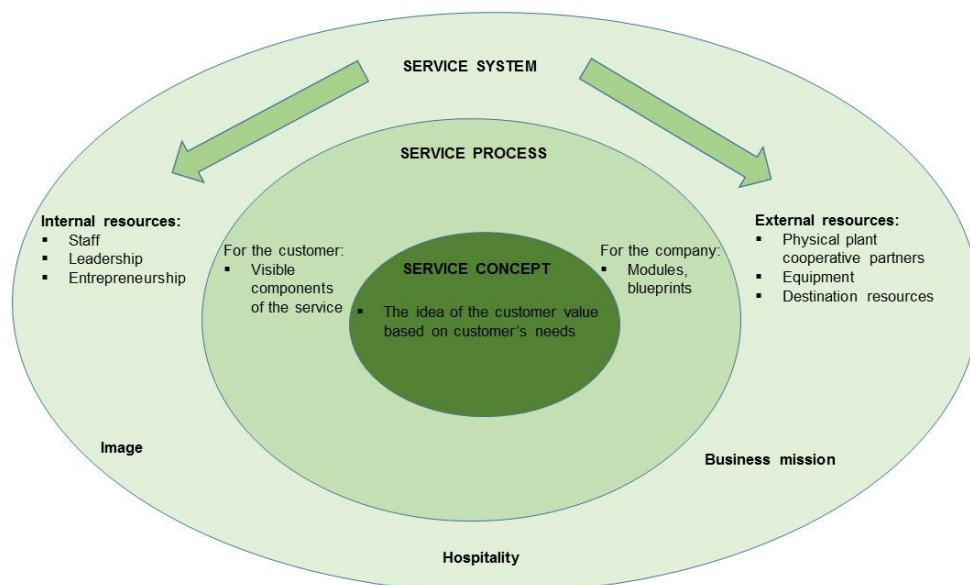


Figure 8. Customer-oriented tourist product development. (Komppula & Boxberg 2002, 24.)

A core of a customer-oriented tourism product development is the **service concept**. The idea is to understand what kind of a value customers are expecting and how to offer that kind of experience for the customers. The service concept is based on customers' needs, which are related to customers' primary and secondary motives to travel. Primary motives are the reason to travel while secondary motives are related to decisions of how and where to travel. The tourism product marketing is based on the service concept offering customers images that by buying this product they can gain the same kind of experience and value they are expecting. (Komppula & Boxberg 2002, 22.)

The description of a tourism product is related to the **service process**. The main product is described in an offer or in a brochure. The description includes only those components, which are visible to the customers. When describing the product inside the company, it includes all service chains that help to create the expected value for the customers. Both onstage and back office functions are important in the service process. (Komppula & Boxberg 2002, 22.)

The third important part of a tourism product is the **service system**. It includes both internal and external resources, which are needed for creating the expected value for customers. A staff and leadership have great impact on the service system. Also external resources as destination, services and hospitality effect on the value of the tourism product. (Komppula & Boxberg 2002, 23-24.)

5.4 Development process of a tourism product

A tourism product is a package that includes certain components for a certain price. The production is important tool that combines different components from a destination as one package. The development process needs to be ongoing. A company needs to follow its industry and stay on track of the newest trends. The reason for product development might be aim to get better sales results, competition situation and change in a market situation or changed consuming habits. A product does not stay on top forever, it has its own life cycle including development, launching, growing, maturation, saturation and decrease phases. (Komppula & Boxberg 2002, 92-95.)

New products are important for both a customer and a company. If a company wants to grow, it is compulsory to come up with new products. They bring new solutions and variation to their customers. In order to create a successful product, a market size needs to be estimated precisely, design the product well, launch it at the right time with correct price and advertise it well in the right channels. The new-product development is a way companies obtain new products by research and development methods. Most importantly, companies need to know their customers, market and competitors in order to develop valuable products for their customers. When developing new products, companies should follow a systematic customer-oriented new-product development process, which is illustrated in the Figure 9. (Kotler & Armstrong 2010, 282-283.)

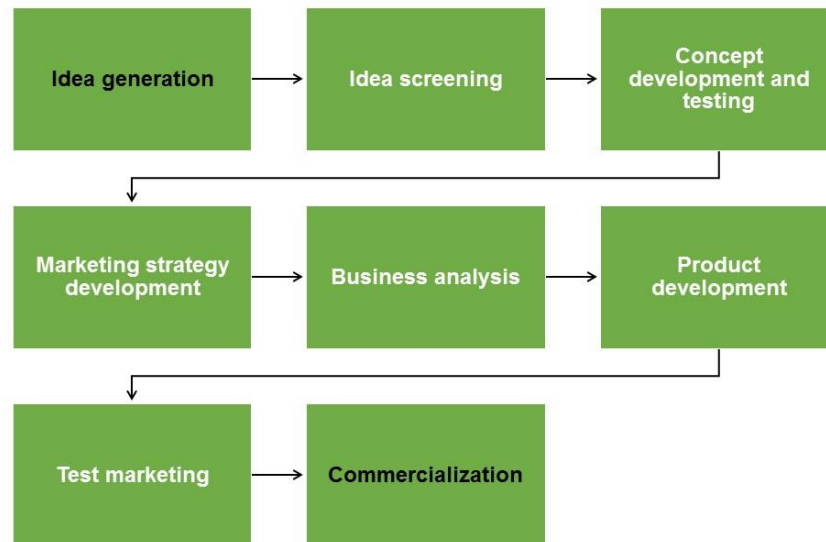


Figure 9. Eight steps of the new-product development process. (Kotler & Armstrong 2010, 283.)

The first step in the new-product development process is idea generation. The aim is to generate as many ideas as possible. Big companies might come up with hundreds or even thousands of ideas but only few of them will be developed into new products. Companies can use both internal and external idea sources in order to generate new ideas. Doing a survey or organizing an idea brainstorming with employees are using internal resources while analysing competitors, distributors and suppliers are referred to external sources. After generating the ideas, the next step is an idea screening which means picking up the best ideas and deleting the worse ones. One framework for the idea screening is called R-W-W (Real, Win, Worth it). First you think about is this idea for real and are customers really going to buy it. After that you analyse sustainable competitive advantage of the idea. Finally, you think is this idea worth doing and will it bring a profit. If you can answer positively to these three questions, you can go further in the development process and do concept development and testing. (Kotler & Armstrong 2010, 283-292.)

A concept development means creating a detailed version of a new-product idea. After the development, the concept needs to be tested with target consumers. The testing can be done by showing a text or pictures of the new-product and the more concrete the testing is, the more reliable the results it will bring. The fourth stage of the development process is creating marketing strategy for a new product. It is important that the strategy is created based on the product concept. Once the marketing actions are decided, a company can do a business analysis, which includes review of sales, costs and profits and whether they

are related to customers' objectives. The sixth stage is a product development, which is the stage where ideas are turned into the real product. After that, the new-product needs to be tested. A test marketing is good way for a company to test a product and its marketing program and gain important information in order to make final decisions on launching the product. The last step is commercialization, which means introducing the new product to the market. (Kotler & Armstrong 2010, 283-292.)

6 Research methods

This section explains a process of a development research work. The constructive research method, theme interview and brainstorming will be also defined.

6.1 Development process

A process for a development research work is illustrated in the Figure 10 below. It is typical that the development work process does not logically follow this structure and quite often the process goes back and forth. (Ojasalo, Moilanen & Ritalahti 2014, 24.)

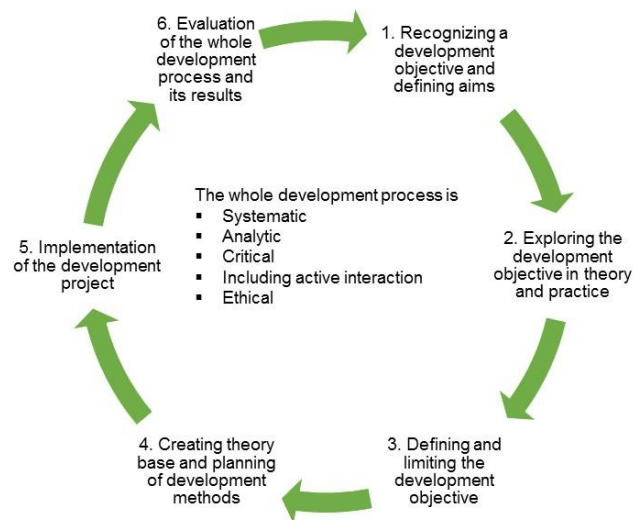


Figure 10. A process of a development research work (Ojasalo et al. 2014, 24.)

The development process starts with recognizing a development objective and understanding factors that have impact on that. The aim of a development process is to make some kind of change. After defining the development objective, the next step is to find relevant theoretical and practical information regarding that certain objective. According to the theory and information the aim is to define and limit the development objective. The next step is to come up with a suitable research method and implement the development project. The last step is to evaluate the whole process and its results. (Ojasalo et al 2014, 23-26.)

6.2 Constructive research

A constructive research is a suitable research method if you want to create a concrete product (for example model, plan, concept, tool box, organization) as in this master thesis camp school travel packages. The aim of a constructive research is to find new kind of a

solution to a practical problem based on both theory and research. Because the aim of a constructive research is to produce and develop something new for a company, it is important to combine multiple data collecting methods. Observation, group discussions, interviews and surveys are the most commonly used methods in a constructive research. It is important to know future users of the product well and involve them in the development process at an early stage of the project. (Ojasalo et al. 2014, 65-68.)

According to Kasanen, Lukka & Siitonen (1993, 5), a constructive research is usually divided into six different phases, which are:

1. Finding a practical problem
2. Gathering relevant information and understanding on the topic
3. Innovation a solution
4. Demonstrating that the solution works
5. Combining the theory and the solution
6. Examining the applicability of the construct

As it can be noted from the different phases, finding a solution to a practical problem needs theoretical information and understanding on the topic. It is important to demonstrate and test the new solution. Documentation between these different phases is important in a constructive research. Also reasons for the chosen research methods needs to be explained. (Ojasalo et al. 2014, 67.)

6.3 Theme Interview

Interviews are the most common data collection method in development research methods. The reason for choosing interview as a data collection method is usually that you can get deeper answers and more details of interviewees. On the other hand, interviews and their interpretation take relatively long time and sometimes interviewees might modify their answers in a socially correct way. However, the biggest benefit of interviews is the flexibility of the data collection. (Hirsjärvi, Remes & Sajavaara 2013, 204-206; Ojasalo et al. 2014, 106.) The reason for choosing interview as a data collection method in this research is that it will give more details and wider answers than an online survey. There also might come out some new themes or ideas that would not come out when filling up a questionnaire.

The chosen interview type for this research is theme interview. The aim of a theme interview is to understand a certain topics deeper. The interview proceeds according to certain themes not to a structured list of questions. The order of the themes can change during an interview. Theme interview can be conducted either in a group or as an individual interview using face-to-face method or via technical equipment as mobile phone or Skype.

It is important that the selected interviewees are associated with the research topic and interested in that. The chosen themes of the interview must cover the whole topic. The interview starts with general questions, which are followed by more detailed ones. If something new comes up about the research topic, the interviewer should get deeper understanding on that. The specific interview questions and their order are not planned in advance, only the themes of the interview. The advantage of the theme interview is that it is focused more on the interviewee and his or her answers than to the interviewer and the questions. (Kananen 2013, 110; Hirsjärvi, et al. 2013, 208; Hirsjärvi & Hurme 2004, 48.) The chosen themes for the interviews were choosing a destination for camp school, planning process of a camp school, activities, focus on education plan, price and duration and travel experience. The interview themes and questions can be seen in Appendix 1.

While conducting an interview, it is important to record it. It gives the interviewer freedom for observation during the interview. A place for an interview should also be considered well in advance. Usually authentic working environment is the best option because issues are easier to remember and understand there. In addition to the interview questions, the interviewer can use also pictures or videos for stimulation. After the interview it is common that the whole interview will be transcribed. It helps the researcher to do analyses and find similarities to the written theory about the topic. (Ojasalo et al. 2014, 106-108.) The interview process of this master thesis will be explained in details in the following chapter.

6.4 Conducting the interviews

There were five interviews conducted in total. The plan was to interview teachers that have organized one or more camp schools before. The interviewed teachers were from three different schools: Muhos Junior High School in Oulu region, Lehtikuusi Primary and Junior High School in Vantaa and Espoonlahti Junior High School in Espoo. The idea was to find teachers from a different subjects in order to get different perspectives on the possible activities of camp schools. The interviewees are anonymous, which is why they will be referred as school counsellor (T1), mathematics teacher (T2), sports teacher (T3), class teacher (T4) and language teacher (T5). A summary of school, occupation and organized camp schools of the interviewees and also date, place and length of the interviews are represented in the Table 1 below.

Table 1. The summary of the interviewees and the interviews.

	School	Interviewee	Organized camp schools	Date and place	Length of the interview
Teacher 1 (T1)	Muhos Junior High School in Oulu Region	School Counsellor	Two times in Tallinn, Helsinki in next spring	24.11.2016 Mobile phone	00:28:51
Teacher 2 (T2)	Lehtikuusi / Junior High School in Vantaa	Teacher for mathematics and physics	Åland, Vuokatti, Raattama in Lapland, Piispala camp center in Jyväskylä	25.11.2016 Meeting room at the school	00:19:47
Teacher 3 (T3)	Lehtikuusi / Junior High School in Vantaa	Teacher for sports	Cabin in the Middle-Finland, Piispala camp center in Jyväskylä, Suurvalla Sport Institute	25.11.2016 Meeting room at the school	00:14:54
Teacher 4 (T4)	Lehtikuusi / Primary School in Vantaa	Class teacher	Muonio, Kokkola	25.11.2016 Lunch restaurant at the school	00:19:00 (approximately)
Teacher 5 (T5)	Espoonlahti Junior High School in Espoo	Language teacher for Swedish and French	Paris, France	1.12.2016 Cafeteria in a shopping mall in Espoo	00:32:09

The first interviewee (T1) was from the circle of acquaintances of the commissioner of Talink Silja. The date and time for the mobile phone interview was settled via e-mail in advance. The teacher was selected as an interviewee because he had experience on organizing camp schools in Tallinn and it was good to get the point of view of a school located in the northern part of Finland as he is working at Muhos Junior High School in Oulu region. The interviewees T2 and T3 were teachers in Lehtikuusi Junior High School in Vantaa and T4 was a primary school class teacher in the same school. The date and time for these interviews were organized together with the second head master of the school of

Lehtikuusi. The aim was to gather information from both the primary school and junior high school. The last interviewee was from my circle of acquaintances and selected to this research in order to gain information on organizing camp schools abroad. The place, date and time for the interview was settled via Facebook Messenger. Regarding all interviews, the place of the interview was determined by the interviewees themselves. Four of the interviews were conducted in an authentic school environment and the last one at a cafeteria in a shopping mall.

The purpose of the interview was explained to the interviewees in advance. Not the interview questions nor the themes were sent to them in order to get more spontaneous answers. The average length of the interviews was ca. 23 minutes. The shortest one was ca. 14 minutes and the longest ca. 32 minutes.

The interviews were conducted between 25 November and 1 December 2016. Four of them were recorded. Unfortunately T4 did not get a substitute during her lunch break as it was agreed and it was not possible to record the interview in a lunch restaurant surrounded by pupils. However, notes were written down from the interview with T4. The first interview was done via mobile phone due to the long distance and money saving reasons. The phone discussion was on speaker and the interview was recorded with a laptop. However, there are some disadvantages in phone interviews too. According to Hirsjärvi & Hurme (2004, 64-65), visible body gestures and face expressions are missing and it is impossible to know if the interviewer is doing something else alongside with the interview. In this research the body gestures do not play such a big role in the analysis, it concentrates more on the answers and contents of the interviews.

All of the interviews were done in Finnish in order to get deeper answers because it was the native language for both to the interviewer and the interviewees. The recorded interviews were transcribed during the same day and translated afterwards into English while making analysis and conclusions out of them. After the transcription was done, the material was analysed and divided into different themes. This method for analysing transcripts is called **thematizing**, which means that in the analysing phase one is looking for similarities that come up in the interviews. The similarities can be based on the themes of the interview or there might even come up some new themes that the interviewer was not aware of before. (Hirsjärvi & Hurme 2004, 173.) Thematizing was done by reading the 17 pages of transcripts and colouring different themes with different colours. After that the analysing was done by combining the theoretical information and the results of the interviews together.

6.5 Brainstorming

When developing something new, creativity is an important factor in the development process. Creativity methods help to create new perspectives, ideas and solutions to all kind of development projects. The chosen method for creativity was brainstorming, which is one of the creative problem solving methods. The idea is to create new approaches and solutions in small groups of 6-12 persons. Brainstorming starts with a discussion on objectives and limiting the goals of the session. The next step is to free the group from their possible preconceptions and to create as many ideas as possible without delimiting them. The key is open and positive atmosphere in creative problem solving. Also group work and interactive leader are essential in the creativity process. (Ojasalo et al. 2014, 158-161) Details of the brainstorming sessions and the results will be represented later in chapter 7.8 after the results of the conducted interviews.

6.6 Reliability, validity and transferability of the research

While doing a research, it is important to evaluate reliability, validity and transferability of it. Even though the aim is to avoid failures, the reliability and validity might vary in different researches. A research is reliable if it is not coincidental and the results could be repeated. Validity means that the chosen research method measured exactly what it was meant to measure. Evaluating reliability and validity in a qualitative research is sometimes difficult as it might be based on stories of people that are unique and there are not the same kind of cases. That is why in a qualitative research it is important to describe in details the interview circumstances and the whole research process. The researcher should also focus on possible failures that might have had effect on the results. The interpretations of the research results should be explained and argued too. (Hirsjärvi et al. 2013, 231-233.)

One concern of this research was that it was not possible to record one of the interviews. Even though the interviewee was speaking slowly and I was able to write down the main key points of the interview, there might be some sentences or information missing. And while the interviewer is writing notes, he or she is not able to focus on the face expressions or body gestures that much as if the interview was recorded. In addition to the recording of the T4 interview, there were also some interruptions along the interview. As the teacher was not able to get a substitute during a lunch break as it was agreed, she had to monitor the pupils while they were eating and that is why some of the pupils interrupted the interview couple of times. Despite the noise and interruptions, the teacher was able to answer all of the questions during the lunch break.

Another concern was that if these five interviews were enough or should there have been more interviews. However, the answers started to be quite similar to each other in the last interviews, which means that there should be enough details and information on the research topic.

In order to do a trustful research, the research needs to be transparent. Transferability of a research means explaining and understanding the responsibility of doing generalizations of the research. Describing the research in content strengthens the transferability of the research. (Holmberg 20 November 2015.) This research process was transparent as the date, place and duration of the interviews was explained in detail. Also the results will include quotations of the interviews and the analysis are based on those. The interview questions were carefully planned and based on the theoretical information of the subject. One advantage was also that brainstorming was used to support the development process of the camp school travel packages. The developed products should be good quality based on this process.

7 Results and analysis

The aim of the research was to find out what kind of services and activities should be involved in the camp school and field trip packages, what would be a good price and duration for these travel packages and how is the decision process made at schools regarding camp schools. The results of the conducted interviews are represented according to the themes and after that the conducted ideas of the brainstorming sessions will be introduced.

7.1 Choosing a destination for a camp school

As founded out earlier in the chapter 3, teacher has the final determination whether to organize a camp school or not and he or she can also choose the destination. According to the school counsellor T1, there are four main reasons for choosing a certain destination:

1. How much the class is eager to collect money for the camp school
2. Commitment of a teacher
3. Eagerness of students
4. Regulations of a school regarding camp schools

The school counsellor T1 also states that a teacher and guardians make the decision:

A teacher and their guardians have the final decision making power when choosing the destination. Sometimes students can vote if there has been some arguments on the camp school destination.

The mathematics teacher T2 has suggested some destinations by herself to the pupils:

I have suggested the last three destinations. But when we went to Raattama we asked the students what they want.

The ideas for different destinations come usually from the teacher or pupils' parents as the sport teacher T3 mentioned:

Usually we have come up with some suggestions together with parents about potential destinations and students have made the final decision.

The class teacher T4 highlights the importance of money and pupils' parents in the camp school process:

Money matters most when choosing a destination. We are looking for affordable destination. Guardians mainly organize money collection and other arrangements,

teacher has the role of a supervisor. The guardians also have the determination on the destination.

The language teacher T5 pointed out the importance of the students:

The idea for organizing camp school came first from the students...The destination was chosen according to students' and teacher's interests.

Some of the teachers mentioned also the importance of opinions and former travel experience of their colleagues:

..I might ask experiences of some other language teachers if they have visited a certain place and how pupils found it. (T5)

..former experiences have a lot effect on the destination choice. (T1)

According to the findings in chapter 3, teacher, pupils and their parents should together decide about practical arrangements. It is important that pupils can participate in the planning stage as much as possible, because it increases their enthusiasm and interests towards the upcoming camp school. As it can be noted from the results, there is variation on the destination choice process. In primary school students' guardians make the decisions because pupils are younger than in junior high school where pupils can vote and take more part in the decision making.

7.2 Organizing a camp school

As mentioned in chapter 3, planning of a camp school is good to start at least one year in advance. In the interviews it was founded out that the starting time for planning a camp school varies:

It varies a lot. I have been involved in a camp school, which we started to plan in the spring of 3rd year of junior high school and some start to plan them already on the 1st year. (T1)

I have started to plan them during the 1st year of junior high school in the first meeting with the parents. (T2)

It would be wise to plan well ahead in order to combine the money collection in the process. When we organized the camp school to Suurvalla, we started to talk about it during the spring of the 1st year of junior high school. (T3)

We start to plan a camp school approximately 2-3 years ahead. (T4)

We started to plan it one year before, so we had quite a fast timetable for it...if there was a bigger group of students it would be good to start planning at least 2 years ahead. (T5)

The period of time for camp school was also under discussion, whether to organize a camp school during autumn or spring. The school counsellor (T1) highlighted the importance of social aspects of a camp school when it comes to the time:

If a camp school is organized during the spring of the last year of junior high school, the class will break up by the time the team spirit is at its best...Better time would be autumn because it would have effect on the team spirit in the class during the last academic year.

The mathematics teacher (T3) has arranged camp schools usually during October due to lower prices but also because of the effect of the team spirit.

I thought that it would be silly to go to a camp school during the last week of school in spring or mainly during spring because then there won't be any benefit of the team spirit.

There were also one argument on organizing camp school during spring time:

Spring is better time because weather conditions are better and studies are almost finished. There is whole year time to improve language skills and learn about the destination. (T5)

According to the answers, it would be good idea to come up with camp school packages that are available both for the autumn and spring season.

7.3 Activities in a camp school

In order to create these camp school packages, it was important to find out what kind of activities are popular and suitable for camp schools.

The school counsellor (T1) had been to Tallinn two times earlier. During the first trip they had guided city tour in Tallinn and during the second one a visit to the old prison of Patarei. They had organized the activities by themselves using a local tour operator.

T1 mentioned that activities in a camp school do not need to be related to a certain topic or subject but it would be a great way to do marketing.

I can tell you as a tip that if you do camp school travel packages it would be good to highlight that they are related to a certain subject.

T2 had organized three times in a row camp schools in Piispala camp school centre near Jyväskylä. The reason for that has been mainly the wide selection of activities and the easiness of organizing:

In my opinion it is nice place because they organize the program and activities for us. We chose what we want to do, hand crafts for example, and they did the time table. I didn't have to do time table by myself what we do there, they lead and it is a very nice place.

The activities they have had have been mainly various sport activities, hand crafts, making camp school t-shirts and face painting. T2 states that it is not necessary that activities are related to the national education curriculum and as noted social skills and team building are also part of the educational plan.

The sport teacher T3 had also organized a camp school in the Piispala camp school centre before. The activities have been mainly related to sports, photographing and drawing but mainly focused on being together and building strong team spirit.

The class teacher for primary school (T4) has organized camp schools to Muonio and Kokkola. The included activities have been reindeer safari, hiking and other sport activities. In a primary school the program needs to be somehow related to the educational plan for example through socializing and team building. Activities in a camp school can be more informal. T4 gave also a hint that the Baltic Sea is a theme for pupils on the 4th grade of the primary school in the educational plan, which could be good to take into consideration when developing the travel packages.

A camp school to Paris was organized by the language teacher (T5). The activities consisted mainly of sightseeing, visiting Eiffel-tower and Louvre as an example.

Getting to know the place on a way or another is a good activity...Guided tours are also good if they are not too long.

The primary opinion among the interviewees was that activities in camp school can be chosen quite freely, they do not need to be straight related to a certain subject or to the educational plan. However, it could be convenient to combine certain activities in the travel packages and use them as a marketing tool. The importance of social skills and team building was mentioned in all interviews, which needs to take into consideration in the activity selection and marketing of the camp school travel packages.

7.4 Price and duration of a camp school

According to the interviews, a suitable price seems to vary according to the duration of a camp school, the chosen travel destination and the amount of collected money.

...when talking about a price, it depends mainly on how much money the class have managed to collect. (T1)

It is very difficult to evaluate. It depends on the destination and duration of the camp school...Usually you first come up with the destination and duration. They need to be realistic when it comes to money collection. (T5)

One price example was given by the mathematics teacher (T2). She said that the latest camp school was approximately 300 euros per person for five days including trips, accommodation and meals. A day trip to Tallinn was about 10-20 euros per person according to the school counsellor (T1).

T1 and T5 stated that a suitable duration for a camp school would be three days. Or even five days if the distance is longer.

Naturally when I answer here from the Oulu region if we go to Tallinn or Åland it should be a bit longer at least three days, maybe five days. (T1)

About three days, four days...for pupils in junior high school three days is enough. (T5)

As a result, a suitable price for a camp school depends a lot on how much money the school class has managed to collect. And the longer the trip is, the more it will cost. This means that the duration of a camp school is also dependant on the collected amount of money. That is why it would be important to have the possibility to tailor-made a camp school package according to the collected money and class' needs.

7.5 Camp school example

One camp school example was shown to the interviewees during the interview. After the theoretical part was written, there was a meeting with the commissioner of Tallink Silja Oy. The idea was to come up with first example version of one camp school travel package, which could be shown to the interviewees during the interviews. They could give feedback and their ideas for developing the product. Some ideas for activities on board were asked from the group and conference coordinator of Baltic Princess. A one day archipelago cruise travel package to Åland was created and showed to the interviewees. For T1 the example was sent via e-mail in advance because the interview was conducted via mobile phone. The one day camp school example to Åland can be seen in Appendix 1.

After showing the example, the interviewees were asked about their opinions on it. Here are opinions and ideas on the camp school example product.

This is cheap in total...and what is fabulous is that when you come from the northern part of Finland you can see different nature but there is not the classic supervising problem when you're traveling during evening...and what is good with the concept is that you leave and come back in a proper times. I could imagine if there was a camp school to Turku it would be good to combine that kind of a daytrip with it. (T1)

Sounds nice, not bad. There should be some activities if it was that kind of a trip. You could spend one night in Turku and then. Why not. (T2)

The sport teacher (T3) is not very keen on that type of a camp school:

I would not go, there should be something else also with it...I would not go for a day trip to a boat with pupils. I don't think so. (T3)

The class teacher (T4) notes about the early departure of the boat:

The departure is too early, you should spend the night before in Turku. There is a Baltic Sea period on the 4th year of the primary school, it would be good idea to combine this with the theme. (T4)

The language teacher (T5) highlights the importance of activities:

The prices are very low. When you think about that it includes also a meal and ferry tickets...in my opinion the price is good and schools can afford it...the one thing I'm

wondering is that pupils spend the whole day on the boat....there should be some organized activities for them...(T5)

All in all, the one day cruise product to Åland could be suitable as a camp school for some classes. The early departure is not a problem if you are spending a night before in Turku area or if there are schools located nearby. Good idea was to combine this cruise product with a longer camp school in the Turku area. Also the activities should be more focused and planned in advance in order to keep the students' interests during the whole day on the boat. When it comes to a price, it seemed to be suitable and affordable.

7.6 Travel experience

Travel experience triangle was introduced earlier in chapter 5.2. The experience triangle can be used for analysing and developing customer-oriented products which is why it was used in this interview too. A picture of the triangle was shown to the interviewees and it can be seen in the Appendix 1.

7.6.1 Motivational level

The motivation to start organizing a camp school is mainly social and the willingness to spend time together as it was mentioned in all interviews.

On the teacher's point of a view the interests is mainly to create good team spirit among pupils and that the class has a common goal. (T1)

A camp school is anyway that kind of where you are together with your class and do something together. (T2)

Firstly, I think that the reason is to spend a night together...it's an exceptional school day. (T3)

Main reasons are money collection, motivation and being together. (T4)

...it's different kind of a school day, which motivates. And you are able to go somewhere together... (T5)

That is why it is very important to highlight the social aspect of camp schools in these travel packages. The activities should be somehow related to socializing and team building but also marketing of the travel packages should focus on that.

7.6.2 Physical level

At the physical level customers experience a product through different senses. A good product offers safety and comfort for them. (Tarssanen 2009, 15-16.) What came out also in the interviews was that in order to have a successful camp school experience, there need to be order, safety and enough activities. Easy arrangements of a camp school and safety were highlighted by the school counsellor T1:

Arrangements should work out easily and safety is also important, especially regarding inspectors for young people...basic things too as timetables, food, accommodation...(T1)

The safety issues were also concerning the class teacher T4:

Safety is important...is there safe on board? And there need to be both action and activities. (T4)

The right amount of activities is important as it was mentioned also by T2 and T5:

There should be something to do together...(T2)

The clearness of timetables and moving from a place to another...they also need to have enough activities that they won't get bored. (T5)

7.6.3 Intellectual level

At the intellectual level customers decide whether to like a product or not, which is why it is very important to keep in mind and offer a possibility to learn something new to the customers during their trip (Tarssanen 2009, 15-16).

According to the interviews, the learning aspect of a camp school is mainly social skills.

The school counsellor T1 sees a camp school as a whole process:

I would look a camp school as a whole process, which starts from the money collection and ends up with the trip. At its best it develops co-operation and responsibility...they learn also social skills.

The mathematics teacher T2 and the sport teacher T3 highlight the importance of learning and showing new skills at camp school that you might not learn at school:

What has happened is that you notice that some student, who is not that good at certain theoretical subjects, shows some other skills there. We were at a cottage and she made a fire there...you see different sides of those students. (T3)

Something new. Something you might not learn here. Or something that differs from the usual environment...learning from different cultures, some small goals. In addition to grouping there don't need to be big goals. (T3)

The class teacher T4 and the language teacher T5 say that it is important to learn behavior in certain situations in a camp school.

Behaving in different situations and paying attention to other people is something pupils should learn. (T4)

When you go abroad, behaving and paying attention to other people when you move around in a group...Learning regarding behavior and also that they gain some new information that they are able to adapt. (T5)

7.6.4 Emotional level

If all of the three earlier levels have been successful, it is more likely that customers will have positive emotions on the travel product (Tarssanen 20016, 15-16).

A perfect camp school was described by the interviewees as follows:

As a teacher's point of a view I would hope that it would be somehow an eye-opening experience for pupils and they would experience something new...I hope that they would have fun together and it would be a positive, social experience. (T1)

In my opinion those camp schools we have organized at the Piispala camp center have been successful. There has been good program and accommodation facilities. Rooms located in the same corridor, which made it easy to supervise the pupils...(T2)

At that point when you ask for feedback it is not only negative...that there will be some memories either good or bad ones...(T3)

A perfect camp school should include good team spirit, moments together, free evenings and friends. And that nobody won't stay along. (T4)

It would be interesting and variable for students that there would be enough program and activities and they have had a change to have impact on the planning...(T5)

According to the answers, a perfect camp school do not need anything super special. Good team spirit, memorable moments and suitable activities make a perfect camp school. That is why the travel packages should focus on various activity options and possibilities to the pupils to learn and experience something new.

7.6.5 Spiritual level

If customers experience a product in a positive and strong way, it may affect customers' regular habits or even physical or mental condition (Tarssanen 2009, 15-16).

The change in pupils might be more on their courage as it was mentioned by the school counsellor T1:

I would hope mainly taking responsibility and courage...when you think the optimal situation...

The sport teacher (T3) sees the change on the social side of pupils:

It is that they learn something new from another human and learn to appreciate or tolerate each other.

The class teacher (T4) and the language teacher (T5) highlight the importance of widening pupils' worldview:

Widening the worldview is important, pupils might have their first trip ever, first time spending a night away from home, first ferry trip or first time abroad.

A camp school inspires pupils to see something different...like different people and places. It is a wish that their worldview would wide and they could see something other than their usual surroundings.

7.7 Thoughts about Tallinn and Åland

During the interview there were some discussions also about Tallinn and Åland and how these destinations are suitable for camp schools.

A cruise ship is still very exciting thing especially for pupils from the north of Finland. It's not that common as in Helsinki or Turku...One special experience was that when

we were last time in Tallinn with a class two girls had bought alcohol and drank that on board. (T1)

Åland is a very beautiful place, very few of the pupils have visited it...traveling with a cruise ship might also be a new experience. But those have their risks and challenges. But I don't leave out that option. (T3)

Regarding to my own subject, Swedish, Åland would be an interesting destination. Spending one night there would be suitable. What is good about it, is that you don't need to spend a night on board. There are so many temptations and it's difficult to supervise pupils there...Tallinn on the historical aspect is interesting destination. (T5)

As it can be noted from the answers, traveling with a cruise ship would be a new experience for pupils but there are some concerns on the safety issues and supervising pupils on a cruise ship among teachers. However, Åland seems to be interesting and quite unknown destination for both pupils and teachers. They find Tallinn also interesting but maybe it is not that quite seen as a camp school destination yet.

7.8 Ideas from the brainstorming

After the interviews were analyzed and the findings were written down, the next step was to organize two brainstorming sessions. The idea was first to introduce the key findings of this research and produce ideas on contents of travel packages based on the interviews. The brainstorming sessions were organized on 5 January 2017 for group and conference sales department at Tallink Silja Oy. There were 9 persons in the first session and 12 in the second one. The brainstorming sessions started with a short introduction to this master thesis process, the interviews and their key findings. The power point material, which was showed in the beginning of the brainstorming sessions, can be seen in Appendix 2. After the presentation the group was divided into four smaller groups according to the travel packages (archipelago cruise, hotel package to Åland, day cruise to Tallinn and hotel package to Tallinn). Each group got post it-notes and pens and they were free to write down all of their ideas of possible activities, meals and other travel arrangements. Pictures of the conducted post it-notes are attached in Appendix 3.

Here are some of the main ideas listed that came out in those two brainstorming sessions.

Archipelago cruise

- Overnight in Turku the night before the departure
- Breakfast and lunch
- Conference room for a group work
- A map of the sea, easy to follow the route and learn about the Baltic Sea
- Binoculars for spotting animals, birds and different land marks
- Orienteering around the ship
- Free time for shopping
- Staff could tell the class about their work on board
- Silja Land playroom staff could activate the class
- Possibility to rent a sauna
- Visit to the bridge of the ship
- Take away packed small dinner on the departure (might be a long way to home)

Hotel package to Åland

- Possibility to learn Swedish
- Sport activities (football stadium, biking)
- Packed take away lunch from the ship
- Co-operation with WWF (maybe a small percentage of the prices goes to WWF, the videos of WWF available in the conference room)
- Baltic Sea-theme on board
- Conference room for group work or presentations
- Museum boat Pommern and its auditorium for use
- Brunch on board (students learn behavior in restaurant)
- Amazing race-competition in Åland: different places to visit around Åland and each place has its own task to do. The tasks can be related to different school subjects or some Baltic Sea theme. Tallink Silja could offer the rules and questions for them.
- Basic package (incl. ferry tickets and accommodation, different additional activity and meal packages available -> group could choose the one that fits to their budget)

Day cruise to Tallinn

- Time table: at 7.30 or 10.30 Helsinki-Tallinn and at 16.30 or 19.30 Tallinn-Helsinki
- Breakfast
- Cabins on board for relaxation and storing hand baggage
- Activities: Adventure in the old town, zoo, TV-tower, Lennusadam Maritime museum, adventure park, Studio Carol's hand craft, bowling
- Enough supervisors for the pupils (min. 1 / 10 students, could be even more?)
- Lunch or small snack in Tallinn
- Buffet-dinner on the way back

Hotel package to Tallinn

- Helsinki-Tallinn at 10.30-12.30, breakfast on board
- Activities: Lennusadam Maritime museum, Adventure in the old town, zoo, bowling, Kumu art museum, Kadriorg palace, food culture (restaurant in Tallinn), visit to a Estonian school
- Lunch at Tallink Hotel
- Spa area at Tallink Spa & Conference-hotel
- Conference room at hotel if needed
- Shopping

As it can be noted from these bullet points, the ideas were all in all quite concrete as everyone in the brainstorming sessions was a professional group and conference sales agent who knew both Tallinn and Åland well and also what is suitable for groups. Some activities and time tables for the day were already suggested.

According to the interviews the budget of the camp schools varies a lot and depends on the amount of money the class has managed to collect, the idea that came out was to create a simple core package including ferry tickets and accommodation only. In addition to the core package there could be some extra service packages including meals and various activities. Every class could choose a travel package that fits to their budget and interests best.

One great idea that came out in the brainstorming sessions was to do co-operation with the World Wide Fund for Nature (WWF) especially regarding the archipelago cruises. WWF Suomi and Tallink Group have already had co-operation since 2001 by doing fund-raising and education on the importance of protecting the Baltic Sea (WWF Suomi 2016). The idea was that a class could watch some videos of Baltic Sea by WWF during the archipelago cruise and learn more on the current situation of the sea and also some small amount of the price of the trip could be donated to WWF.

All in all, some of the generated ideas were quite similar as I had in mind already but some ideas were very fresh and different. It was important to organize the brainstorming sessions in order to get various ideas and different opinions of the camp school products.

8 Development of the travel packages

The next step in the development process was to create the camp school travel packages according to the findings of the interviews and brainstorming sessions. The idea was to use the travel experience triangle by Tarssanen (2009, 11.) introduced in chapter 5.2. and the customer-oriented tourist product development figure by Komppula & Boxberg (2002, 24.) in chapter 5.3. as a background.

8.1 An archipelago cruise to Åland

The service concept, process and system of an archipelago cruise camp school travel package to Åland are illustrated in the Figure 11 below. The core of a customer-oriented tourism product development is the service concept including the value customer is expecting (Komppula & Boxberg 2002, 22). The service concept for the archipelago cruise to Åland is "A day together surrounded by the beautiful archipelago of the Baltic Sea." What was mentioned in the interviews many times, the most important motive to organize a camp school is to spend time together. That is why it would be important to highlight the opportunity to the class to be together outside the normal class room. In addition to that, the surrounding archipelago of the Baltic Sea is worth to mention because it would give the class more value to learn about the environmental issues. According to Komppula & Boxberg (2002, 22.), tourism product marketing is based on the service concept offering customers images that by buying the product they can gain the same kind of experience and value they are expecting. That is why the marketing of this camp school travel package should focus on the service concept.

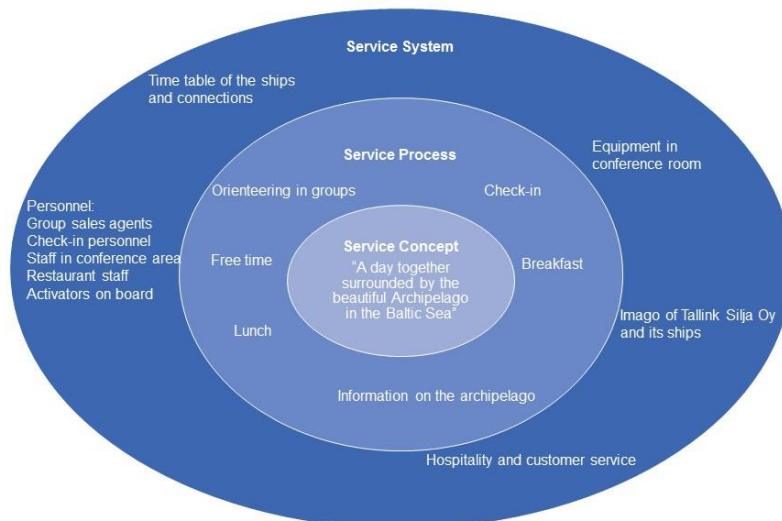


Figure 11. The service concept, service process and service system of an archipelago cruise to Åland.

The main product is described in the service process (Komppula & Boxberg 2002, 22). The camp school package for archipelago cruise to Åland can be seen below.

- A day together surrounded by the beautiful archipelago of the Baltic Sea
- 08.15 Silja Galaxy departures from Turku
- 08.30 Buffet breakfast
- 09.00 Archipelago information session in a conference room
- 10.00 Bird and island spotting in the archipelago
- 13.35 Changing the ship in Mariehamn
- 13.45 Baltic Princess departures from Mariehamn
- 14.00 Buffet lunch
- 15.00 Activities: ship orienteering in small groups or Tallink Silja staff introductions
- 17.00 Free time
- 19.15 Baltic Princess arrivals in Turku

The first part of the service process is a check-in at the terminal. After the check-in process a group will move together towards the cruise ship and start the day with a delicious buffet breakfast. After the breakfast the group will have the informational part of the day in a conference room. There could be some ready-made videos available about the Baltic Sea or some fact sheets that teacher could use. After that the group gets a map of the sea and they could go and spot islands and other landmarks from the windows of the ship. In the afternoon, there will be a ship change in Mariehamn and shortly after that the group could enjoy a buffet lunch together. Options for the last program could be orienteering around the ship in small groups or Tallink Silja staff introductions. Last but not least, there will be some free time in the end for shopping and spending time together.

The third part of the tourism product is the service system, which includes both internal and external resources, which are needed for creating the expected value for customers. (Komppula & Boxberg 2002, 23-24.) Firstly, personnel has a huge impact on creating value to the customer. The booking process starts with the interaction to a group and conference sales agent of Tallink Silja Oy either by e-mail, online chat or telephone. After the trip is booked and organized, the next step is the check-in at the terminal. The group will be in contact with the personnel in terminal. There are conference area workers, restaurant staff and activators on board, which are important during the class trip on board. All in all, hospitality and excellent customer service have a huge impact on creating value for customers during the whole trip. Also the quality of the equipment in the conference room is essential too. Time table of the archipelago cruise is dependable of the time tables of the two cruise ships, which means there are no other options. The imago of Tallink Silja Oy and its cruise ships is also creating value for the customer.

The experience factor has nowadays an important role in companies' competitive advantage. That is why the experience triangle was also used for developing customer-oriented travel packages. The experience triangle of the archipelago cruise camp school product is illustrated in the Figure 12.

The triangle illustrates a perfect product including all elements in two different point of views: the elements of the product (uniqueness, authenticity, story, multi senses, contrast and interaction) and the levels of customer experience (motivational, physical, intellectual, emotional and spiritual). In order to create experience for customers, it is important to include at least some of these elements in the product. (Tarssanen 2009, 11-16.)

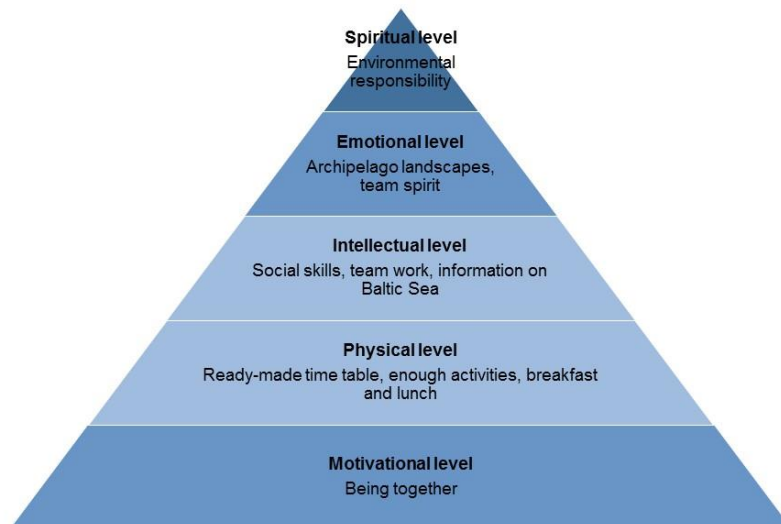


Figure 12. The experience triangle of the archipelago cruise to Åland.

This travel package is unique as there are not same kind of a camp school travel product anywhere else and the travel package can be modified according to customers' needs. The product is also authentic as the archipelago is unique and real. All senses are taken into consideration as there is food to taste, sea air to breathe and smell, archipelago landscapes to see, map of the archipelago to touch and different sounds to hear. This cruise would create contrast to pupils' and teacher's daily life at school. Also good interaction between staff and customers would be taken into consideration.

As founded out in the interviews, the motivation to organize a camp school is mainly to spend time together and to get better team spirit. That is why the archipelago cruise includes activities that can be done together with the whole class or in small groups. In the physical point of view, the factors that make the trip a success are ready-made timetable for the class, meals and the number of activities, which all are taken into consideration in this travel package. The next level is intellectual and as it can be seen, the class can learn social skills, team work and also gain some new information on the Baltic Sea during this camp school. In the emotional level pupils can experience the beautiful archipelago landscapes and maybe feel more connected with the class. At the spiritual level there might happen some changes in the attitudes towards environmental issues when learning more about the current status and issues of the Baltic Sea.

8.2 Camp school hotel package to Åland

The second camp school package is a hotel package to Åland. The service concept, process and system of this product can be seen in the Figure 13 below.

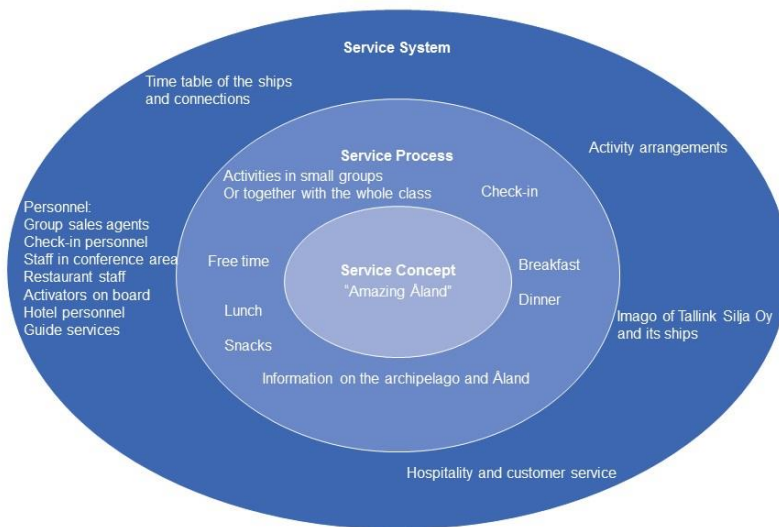


Figure 13. Service concept, service process and service system of the camp school hotel package to Åland.

The figure is quite similar to the one for archipelago cruise as the cruise ships and time table for them are similar. In addition to the service on boat there will be a hotel accommodation and various activities in Åland. The service concept is called “Amazing Åland” as the island is quite unknown to many pupils and it would be great experience to visit it. The service process of the hotel package is described below.

Amazing Åland

08.15 Silja Galaxy departures from Turku

08.30 Buffet breakfast

09.00 Archipelago information session in meeting room

12.00 Buffet lunch

13.35 Arrival in Mariehamn, take away snack packages

14.00 Check-in at the hotel

14.30 Amazing race in small groups around Mariehamn

18.00 Dinner at the hotel

Evening activities: football at Idrottsparken, biking around the island, swimming at Mariebad

9.00 Breakfast at the hotel

10.00 Guided bus tour around Åland ending at the harbor

13.45 Baltic Princess departures from Mariehamn

14.00 Buffet lunch

15.00 Activities: ship orienteering in small groups or Tallink Silja staff introductions
17.00 Free time
19.15 Baltic Princess arrivals in Turku

The day starts with the check-in to the cruise ship and continues with buffet breakfast together surrounded by the beautiful archipelago. On the way to Åland there could be an information session or video about the Baltic Sea in a conference room. Before arriving to Åland, the group can enjoy buffet lunch on board and they could also get take away snack packages. After the arrival, they have time to do a check-in to the hotel and leave their luggage there before heading to the next activity. An amazing race can be organized in small groups. The class gets maps of Mariehamn and different tasks and places to visit there. That could be a good way to get to know to the city and also have something fun to remember and do together. The amazing race ends up to the hotel, where the group can have dinner. After the dinner there could be some free time for sport activities: football at the Idrottsparken, biking around the island or swimming at the Mariebad.

The next day starts with a breakfast at the hotel followed by a guided bus tour around Åland. The sightseeing tour could for example include Kastelholma Castle (Figure 14.), Smakby and Bomarsund's fortress. The group could also suggest places they would like to visit in advance and the route could be tailor-made according to their interests and wishes.



Figure 14. Kastelholma Castle. (Visit Åland 2016f.)

The bus tour ends up to the harbor and the group can enjoy lunch on board. After the lunch there is possibility to do orienteering around the cruise ship or have a Tallink Silja staff introduction before free time and arrival to Turku.

The service system of the hotel package to Åland is quite similar to the one for the archipelago cruise. In addition there are activity and hotel accommodation arrangements in Mariehamn. They need to bring customers also value and fulfill their needs. The hotel accommodation in Mariehamn can be suggested for the class because hotels are located in the city center and they are easy to reach by feet. In a hotel it is easy to supervise the pupils as the rooms can be wished to be located in the same corridor.

The experience triangle of this travel product can be seen in the Figure 15. It is also quite similar to the one for archipelago cruise but there are some additional dimensions.

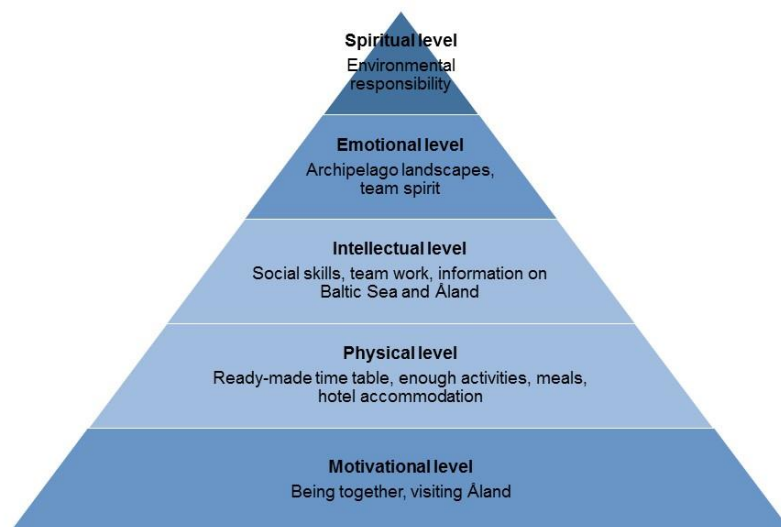


Figure 15. The experience triangle of the hotel package to Åland.

At the motivational level the reason to travel is being together but also visiting Åland. The island is quite unknown among pupils, which is why it could be something very different to their daily life. At the physical level the hotel accommodation is also important in addition to time table, activities and meals. As it was founded out in one of the interviews, hotel accommodation is more convenient for class groups because it is easier to supervise the pupils if the rooms are on the same corridor. Team work and bettering team spirit in the class is the main idea in the activities of the hotel package too.

8.3 Day cruise to Tallinn

The third camp school travel package is a day cruise to Tallinn. The service concept, process and system can be seen in the Figure 16.

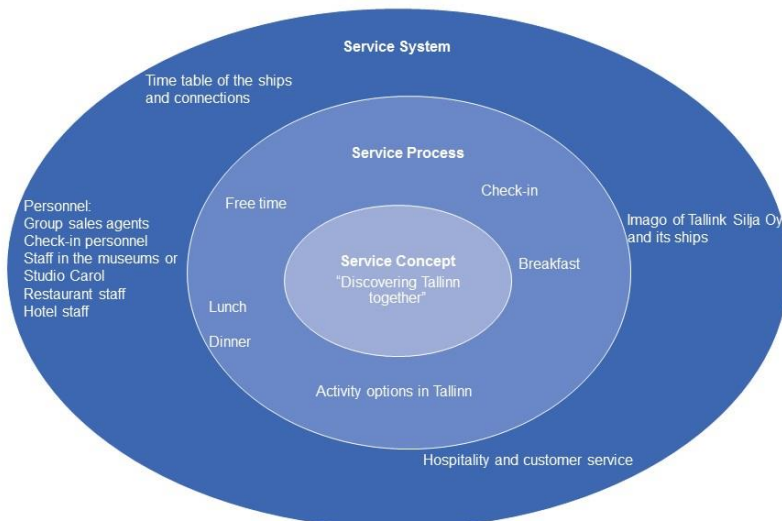


Figure 16. The service concept, service process and service system of a day cruise to Tallinn.

The service concept can be defined as “Discovering Tallinn together”. As mentioned before, being together is the most important motivator for organizing a camp school and that is why it is highlighted in the service concept of this travel package too. In addition to spending time together, the class can discover something new according to their preferences as there are three activity options to choose from.

The service process of this travel package is described below.

Discovering Tallinn together

- 10.30 Tallink Shuttle departures from Helsinki
- 10.30 Buffet breakfast
- 12.30 Arrival in Tallinn
- 13.00 Activity options: Studio Carol’s hand craft workshop, Lennusadam Seaplane Harbor or Energy Discovery Centre
- 15.00 Lunch at Tallink Hotel
- 16.00 Free time or second activity
- 19.30 Tallink Shuttle departures from Tallinn, buffet dinner
- 21.30 Arrival to Helsinki

The day starts in the morning with the check-in at the Helsinki West Harbor terminal. After the group have proceeded to the ship, they will have time to enjoy a buffet breakfast on board and teacher could tell the class about the schedule of the day. When arriving to Tallinn, the group can either walk or have a bus ordered to their chosen activity. At Studio Carol’s hand craft workshop the class can produce soap, lip palm, wooden toys, candles, chocolate or paper by themselves. All materials are ecological and fair trade. The studio is located next to the the D-terminal in Tallinn, which is why it is easy to reach by feet.

The second activity option is Lennusadam Seaplane Harbor, which is a modern maritime museum where you can explore Estonian seafaring history in interactive ways. (Tallink Silja 2015b.) A picture of the museum can be seen below in Figure 17.



Figure 17. Lennusadam Seaplane Harbor. (Visit Tallinn 2016)

The third option for the activity is Energy Discovery Center, which is an interactive science center for families where you can learn about energy and electricity by playing (Energia Avastuskeskus 2016). After the chosen activity, there is lunch at one of the Tallink Hotels. The group can choose a second activity or have free time for shopping and discovering Tallinn together for the rest of the day. The day ends with buffet dinner on board while heading back to Helsinki.

The service system of this camp school travel package is quite similar to the ones to Åland including group sales agents, check-in personnel and staff on board. In addition, there will be staff in Tallinn too. That is why it is important to concentrate on excellent customer service everywhere the group will go. The time table for the day is flexible because they can choose different departure times for Tallink Shuttle ships.

The experience triangle of the day cruise to Tallinn can be seen in the Figure 18.

The motivation to go for a day cruise is being together and discovering Tallinn.

There is the whole day to spend time together with the whole class and get to know Tallinn in one day.



Figure 18. The experience triangle of the day cruise to Tallinn.

In order to have a successful camp school day, it is important to have a ready-made time table for the day including enough activities and meals. As Tallinn is quite small in area, the different places are easy to reach by feet. However, it is also possible to order a bus in advance if needed. These are all at the physical level of the experience triangle. At the intellectual level, pupils can learn social skills along the day and new kind of skills in the Studio Carol's hand craft workshop or gain new information at the Energy Discovery Center or Lennusadam Maritime Museum. Pupils might also get inspired and more interested in those themes after visiting the places. At the emotional level pupils can feel team spirit and maybe gain more courage to travel. At the last level, pupils might get wider world view while traveling and seeing new places.

8.4 Camp school hotel package to Tallinn

The fourth camp school travel package is a hotel package to Tallinn. The service concept will be "Tallinn together in two days". A picture of the service concept, process and system is illustrated in the Figure 19.

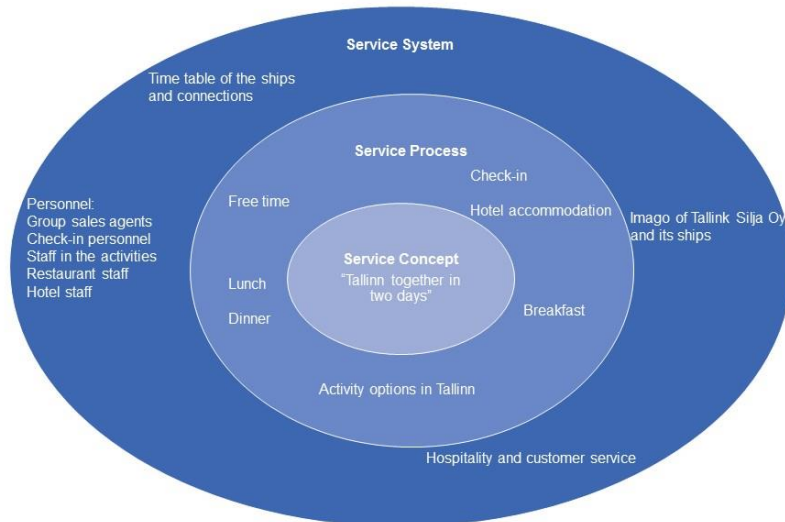


Figure 19. Service concept, service process and service system of the camp school hotel package to Tallinn.

The service process of this camp school travel package is explained more deeply below.

Tallinn together in two days

- 10.30 Tallink Shuttle departures from Helsinki
- 10.30 Buffet breakfast
- 12.30 Arrival in Tallinn
- 13.00 Guided sightseeing tour around Tallinn by bus and feet
- 15.00 Lunch and checking in at Tallink Express hotel
- 17.00 Bowling
- 19.00 Dinner at the hotel

- 9.00 Breakfast at the hotel
- 10.00 Activity options: Studio Carol's hand craft workshop, Lennusadam Seaplane Harbor or Energy Discovery Centre
- 13.30 Tallink Shuttle departures from Tallinn, buffet lunch
- 15.30 Arrival to Helsinki

The camp school starts with a check-in at the terminal. After proceeding to the Tallink Shuttle ship, there will be a buffet breakfast on board. In two hours the ship will arrive in Tallinn and there will be a bus waiting for the group outside the Tallinn D-terminal. It is convenient to storage the luggage inside the bus and enjoy the two hours sightseeing tour around Tallinn by bus and feet. The sightseeing tour will end at the Tallink Express-hotel, which is suitable hotel for accommodation. The group can do the check-in and have a lunch at the hotel's restaurant. After the lunch they could have some free time and later go bowling together. The day will end with a dinner at the hotel. In the next morning the day starts with a breakfast at the hotel and continues with an optional activity either Studio

Carol's hand craft workshop, Lennusadam Maritime Museum or Energy Discovery Center. The departure will be at 13.30 from Tallinn and day will end with a buffet lunch and getting together on board.

The service system of the hotel package to Tallinn is almost similar to the one for a day cruise to Tallinn. In addition there are service systems at the hotel, which need to take into consideration. The easiness of doing the check-in and location of hotel rooms on the same corridor bring value to the customer during their trip. This travel package is very flexible as the group can also stay longer time in Tallinn if wanted and they can choose other departure times for Tallink Shuttle ferries from the schedule.



Figure 20. The experience triangle of the camp school hotel package to Tallinn.

The experience triangle for the hotel package to Tallinn illustrated in Figure 20 is also similar to the one for a day cruise to Tallinn. In addition, the pupils will learn more on Tallinn and Estonia during the sightseeing tour and gain more courage when staying overnight. Also there will be more time to spend together.

9 Conclusion

The schedule of the whole master thesis and the product development process is illustrated in the Table 2. The process started in March 2016 when product manager Henna Ollila from Tallink Silja Oy contacted me about development ideas for a master thesis. The idea of camp school travel packages evoke interest to me as I work in the group and conference sales department of Tallink Silja Oy and creating new group-related travel packages is something that has been in my mind and interest for a longer time. After the idea was formulated I started to think about possible research methods and books for the theoretical part of the master thesis. The master thesis subject analysis was returned and presented at school in April 2016.

Table 2. The time table of the master thesis process.

Date		Task
March 2016		<ul style="list-style-type: none"> Thesis subject idea generation with product manager Henna Ollila / Tallink Silja Oy
April 2016	8.4.2016	<ul style="list-style-type: none"> Presentation of the thesis subject analysis at the school
September 2016	22.9.2016	<ul style="list-style-type: none"> First meeting with the thesis advisor Eva Holmberg Writing theoretical part
October 2016	15.10.2016	<ul style="list-style-type: none"> Thesis camp, feedback from the thesis advisor Eva Holmberg and other students Improving theoretical part according to the feedback
November 2016	24.11.2016 25.11.2016	<ul style="list-style-type: none"> Writing theory on the research methods Creating interview questions Meeting with Henna Ollila / Tallink Silja Oy Contacting the possible interviewees Improving the interview questions according to the feedback from Henna Ollila and Eva Holmberg First interview via telephone Three interviews at Lehtikuusi school Transcribing the interviews
December 2016	1.12.2016	<ul style="list-style-type: none"> Last interview Transcribing the interviews Writing results of the interviews Ideas for brainstorming
January 2017	5.1.2017 17.1.2017 24.1.2017	<ul style="list-style-type: none"> Brainstorming sessions at Tallink Silja Oy Writing results of the brainstorming Third meeting with the thesis advisor Eva Holmberg Creating the travel packages Meeting with Henna Ollila / Tallink Silja Oy Writing conclusions and sent the master thesis to the thesis advisor Getting feedback from the thesis advisor
February 2017		<ul style="list-style-type: none"> Making corrections and finalizing the thesis

During the summer time there were no actions to go further in the thesis process because of summer holidays and work. The first meeting with the thesis coordinator Eva Holmberg was in September 2016. The idea of doing interviews for teachers was determined and I got great advice on writing theory and finding proper sources for that. During September and October I wrote the theoretical part. In October there was also a thesis camp with the coordinator and some other students. That was a great opportunity to get feedback on the master thesis so far and I made some corrections according to the feedback. In November I started to plan the interviews. After creating first versions of the interview questions I had a meeting with Henna Ollilla and we came up with final interview questions and a first test version of an archipelago cruise travel package to Åland for an example to be represented to the interviewees. The interview questions were approved by thesis coordinator Eva Holmberg and Henna Ollila and the interviews were conducted between 25 November and 1 December 2016.

After transcribing the interviews they were analysed and results were written down. After the interviews there came out an idea to do brainstorming for other group and conference sales agents in order to get more ideas than using only my own opinions. Two brainstorming sessions were successful and new and more concrete ideas were gathered there. After the brainstorming there was a meeting with the thesis coordinator. The idea that came out in the meeting was to develop the travel packages according to the results of the interviews and brainstorming sessions based on the service system figure by Kompula and Boxberg and the experience triangle by Tarssanen. The first versions of the travel packages were created and after that there was a meeting with Henna Ollila from Tallink Silja Oy. Some small corrections were made after the meeting but all in all the created camp school examples were accepted and they will be developed further for actual camp school travel products, which will be on the market during spring 2017. As pricing, marketing and designing of the travel products were limited out of this master thesis, these will be done by product manager Henna Ollilla and she will ask my opinions also during the processes as agreed in the meeting.

All in all, when thinking about this development process, it was essential to use multiple data collection methods. It started with getting to know the theory about product development and camp schools in Finland. Without the knowledge from the literature it would have been impossible to create good and functional interview questions. In my opinion the interview questions were suitable and they helped to find out the answers related to the camp school travel packages. One concern was that if there was enough interview material as one of the interviews was impossible to record. However, when thinking about the

answers afterwards, they were quite similar to each other, which means that the amount of interviews was enough in order to get proper answers. One of the data collection methods was brainstorming, which was used in the end of the research process. It was a great way to gain more ideas and thoughts about the travel packages from different point of views.

What was also important in this development process was that opinions and ideas were asked from both the thesis advisor and commissioning company during the thesis process as it can be seen in the Table 2. One suggestion afterwards would be to take also some pupils into the development process. It would have been great to hear their opinions and ideas on camp schools too. One future suggestion is that once the camp school travel packages are on market, it would be great to organize a test trip with a real school class and do observations and interviews for them. It could be a great way to do some improvements to the existing travel packages according to the findings. One way to improve the development of the camp school packages would have been to have example versions of all travel packages in the interviews instead of only one example. That way there might have come up more development suggestions and ideas from the interviewees for all travel packages.

All in all, the developed camp school travel packages have all the possibilities to be successful. The experience factor is taken into consideration in all travel packages along the development process, which is important in order to create travel experience to the customers. Travel products are also customer-related and they can create more value to the customers. After the price, design and marketing for the camp school travel packages will be finished, it will be interesting to follow how much the number of camp schools arranged to Tallinn and Åland will arise within Tallink Silja's customers. That would be an interesting subject for a future research.

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Appendices

Appendix 1. Interview questions

Teemahaastattelu / Theme Interview

1. Haastateltavan tausta / Background of the interviewee

- Kerro itsestäsi (ammatti, koulu yms.) / Tell me about yourself (occupation, school...)
- Oletko järjestänyt ennen leirikouluja / oletko järjestämässä? / Have you organized camp schools before?
- Millainen leirikoulu oli? / Millaista leirikoulua olette suunnittelemassa? / What kind of a camp school was it?
- Mitä olisi voinut tehdä toisin? / What could you have done differently?

2. Leirikoulukohteen valinta / The choice of the destination

- Miten kohde valitaan leirikoululle? / How is the camp school destination decided?
- Mitkä asiat vaikuttaa kohteen valintaan? / What issues are taken into consideration when choosing the destination?
- Mistä etsitään tietoa eri vaihtoehdoista? / Where do you usually seek for information on camp schools?

3. Leirikoulun suunnitteluprosessi / The planning process of camp school

- Milloin leirikoulua aletaan suunnitella? / When do you start planning camp school?
- Miten päätökset tehdään? / How is the determination done?

4. Kohteen aktiviteetit / Activities of camp school

- Millaisia aktiviteetteja leirikoulussa tulisi olla? / What kind of activities would be suitable?

5. Leirikoulun yhteys opetussuunnitelmaan / Educational plan and camp school

- Täytyykö leirikoulun liittyä opetussuunnitelmaan ja miten paljon? / Should there be some themes from the education plan in camp school and how much?
- Tuleeko opetussuunnitelman mukaista sisältöä olla leirikoulussa? Millaista? / What kind of themes there should be?

6. Leirikoulun hinta ja kesto / Duration and price of a camp school

- Mikä olisi sopiva hinta leirikoululle? / What would be a suitable price range for camp school?
- Sopiva kesto (1-5 päivää)? / What would be an ideal duration (1-5 days)?
- Hintaesimerkki / Example

Luokkaretki esimerkki

08.15 Silja Galaxy lähtee Turusta.

09.00 Kokoustila käytössä

13.35 Laivanvaihto Maarianhaminassa

13.45 Baltic Princess lähtee Maarianhaminasta

14.00 Buffet-lounas

15.00 Yhteistä ohjelmaa esim. laivasuunnistus, laivan henkilökunnan haastattelua, bingo, karaoke yms.

19.15 Baltic Princess saapuu Turkuun

Saaristoristeily

16,50 € / nuori 12-17v.

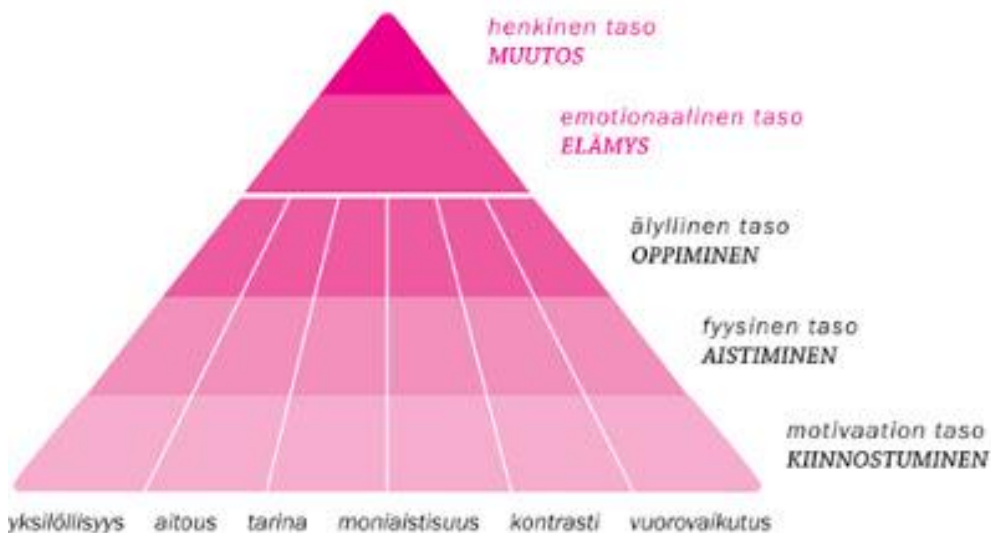
12,50 € / juniori 6-11v.

31,00 € / aikuinen

sis. risteily kansipaikoin ja lounasbuffet. Kokoustila su-ke lähdoillä max 6h veloituksetta.
Hinta on voimassa su-pe 1.1.-31.12.2017.

7. Leirikouluelämys / Camp school experience

- **Motivaation taso / Motivational level** (Mikä herättää kiinnostuksen lähteä leirikouluun/valitsemaan tietyn kohteen? / What evokes interests for organizing a camp school and choosing a certain destination?)
- **Fyysinen taso / Physical level** (Mitkä konkreettiset asiat ovat tärkeitä leirikoulun onnistumisessa? / Which concrete issues are important for organizing a successful camp school?)
- **Älyllinen taso / Intellectual level** (Minkälaisia asioita leirikoulussa tulisi oppia? / What kind of issues you should learn in camp school?)
- **Emotionaalinen taso / Emotional level** (Kuvaile täydellistä leirikoulua / Describe a perfect camp school)
- **Henkinen taso / Spiritual level** (Millaisia muutoksia/kehitystä leirikoulu voi tuoda oppilaille/opettajille? / What kind of change there could happen for pupils or teachers during camp school?)



Appendix 2. Power point presentation for the brainstorming


Leirikoulu ja luokkaretki matkapaketteja Tallinnaan ja Ahvenanmaalle

Hannikka Tapala



Taustatietoa

- Teoria
 - Talviklija Oy
 - Tallinna matkakohteena
 - Ahvenanmaa matkakohteena
 - Opetussuunnitelma Suomessa
 - Luokkaretki ja leirikoulu Suomessa
 - Tuotekehitys matkallutalla
- Tutkimus
 - 2 haastattelua



Tutkimustuloksia

- Motivaation taso / Mitä herättää lähtevätkään lähtee leirikouluun? Sosiaalinen taso, yhdessä oleminen
- Ryhtynen taso / Mitä asiat ovat tärkeitä leirikoulun onnistumisessa? Helppo käytännönjärjestely, matkan aikataulu turvallisuus (valvojat), harteet, aktiviteetti, majoitus, jarruakallut
- Syhytynen taso / Mitä taitoja on tärkeitä leirikoulussa? Sosiaalinen taso, erilaiset taidot kuin koulussa, käyttäytymisen
- Emotionaalinen taso / Kuinka hyödyllistä leirikoulu on? Järin uutta ja stimuloivaa, positiivinen kokemus, mukava yhdessäolo
- Henkilökohtainen taso / Mitä muutoksia oppilaita voi tapahtua leirikoulussa? Yhteistyö, rohkeus, maailman kuva avautuu, talon ihmisen onnistus

Tutkimustuloksia

- Käytännöllisyys
- Matka voi liittyä johonkin tiettyyn aihealueeseen tai oppiaineeseen (esim. historia- ja kieli)
- Sosiaalisen tason, ryhmäytymisen ja yhdessäolo
- Uhriluokkaretki

Vastavuoroinen oppiminen
Majoitus ja ateriat
Eri taitoja kuin koulussa
Uhriluokkaretki
Ryhmäytyminen
Mukaan alkutalutus
Itäinen- ja keski- ja lounas
Kevät ja syys
Oppiaineeseen liittyvää
Rohkeus
Sosiaaliset taidot
Tervetuloa
Yhdessäolo
Matkapaketti (käsikirja)
Helppo käytännönjärjestely
Terveisiä ohjelmasta myös vapaa-aika

Appendix 3. Picture of the post-it notes from brainstorming sessions

