

Situated education, culture and tourism as an opportunity to improve the quality of life in the regions: a literature review

Educación situada, cultura y turismo como una oportunidad para mejorar la calidad de vida de las regiones: una revisión de la literatura

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ABSTRACT

Education is the best formula that an individual can have for his good development and formation, so it is considered as part of the devices used to give value and respect to cultural plurality, in this sense the cultural practices of a territory such as the silletera culture, have in the school the best space for its expression. Under this perspective is that this article aims to carry out a literature review that allows to analyze the relationship between Education and Culture, Tourism and Culture and Situated Education. For this purpose, a systematic literature search was carried out using Scopus, complementing the analysis with the VOSviewer application. The search yielded 99 papers, which showed that the Social factor is the one that most influences the acquisition of cultural and tourism knowledge, more than the school itself. However, when talking about situated education, ICTs show a high influence, since today's students handle information through different technological devices.

Keywords: education, culture, tourism, situated education.

RESUMEN

La educación es la mejor fórmula que puede tener un individuo para su buen desarrollo y formación, por lo que se considerada como parte de los dispositivos utilizados para darle valor y respeto a la pluralidad cultural, en este sentido las prácticas culturales de un territorio como lo es la cultura silletera, tienen en la escuela el mejor espacio para su expresión. Bajo esta perspectiva es que este artículo tiene por objeto llevar a cabo una revisión de la literatura que permita analizar la relación que existe entre Educación y Cultura, Turismo y Cultura y Educación Situada. Para ello, se realizó una búsqueda sistemática de bibliografía utilizando Scopus



complementando el análisis con la aplicación VOSviewer. La búsqueda arrojó 99 trabajos, los cuales demostraron que el factor Social es el que más influye en la adquisición de conocimientos culturales y turísticos, más que la misma escuela. Sin embargo, cuando se habla de educación situada, las TIC muestran una alta influencia, ya que los estudiantes de hoy en día manejan la información a través de diferentes dispositivos tecnológicos.

Palabras Clave: educación, cultura, turismo, educación situada.

Introduction

Education, in and for diversity, not only promotes the strengthening of cultural and ethnic identity, but also works from the point of view that each individual or community shows itself to others and from this correlation finds itself (Aristizábal, 2000). This agrees with Brito (2008), who states that the dynamic and complex process of identity and culture construction is determined by the possibility of an individual to be part of and to be, every time he/she relates to other subjects generating new perceptions of reference and belonging.

On the other hand, Sáez (2006) affirms that education is the best formula an individual can have for his or her good development and formation, so it is considered as part of the devices used to give value and respect to cultural plurality and facilitate communication and the development of intercultural skills, which coincides with Brito (2008) who mentions that in a formal institution such as the school, is where the space for an educational alternative that takes into account cultural diversity is clearly given.

From this perspective, we are interested in carrying out a literature review to analyze the link between Education and Culture, Tourism and Culture and Situated Education. In order to achieve this purpose, a systematic search of bibliography on the subject was carried out using the search engines of articles and publications indexed in the databases that we can access from the Institución Universitaria Tecnológico de Antioquia: <https://tdea.basesdedatosezproxy.com/menu> , paying more attention to the Scopus database and cross-referencing it with VOSviewer; research papers that met the following requirements were analyzed: first, articles that presented the following search equations Education and Culture, Education and Tourism and Situated Education; second, articles whose area of study was Social Sciences and Arts and Humanities; third, published from the year 2000; fourth, type of document (Article

or Review); fifth, that they were Latin American publications; sixth, that they had Education, Culture and Pedagogy as keywords; and seventh, that when analyzing their title and abstract, a direct relationship was found with the areas of study Education, Culture, Tourism, and Situated Education.

The following work is structured as follows: after this introduction, the conceptualization of the terms culture, education, tourism and situated education is presented, and the relationship established between these concepts, generating a theoretical framework for this exploratory literature review exercise; in the third part, the methodology is presented with the search criteria and final selection of the articles so that in section four the descriptive analyses of the relationships between education and culture, culture and tourism, situated education can be developed; finally, the final conclusions are presented.

Although etymologically speaking, the word culture means to cultivate, UNESCO (1998), defines it as that of material, intellectual, emotional, distinctive and spiritual feature or attribute that are complex or entangled to characterize a social group or a society in general. It includes not only literature and art, but also value systems, ways of life, traditions, customs, beliefs and the fundamental rights of all individuals.

For this reason, the term culture refers to the way or style of being of a given community of human beings and is everything that women and men have constructed throughout history: social representations, customs, beliefs, ways of life, rituals, norms, values and myths, that is, everything that is transmitted and learned socially by and within the same group (Besalú, 2002; Sáez, 2006); culture is obtained through a process of human socialization, which is dynamic, besides giving meaning and sense to that reality in which it is supported and adapted and which is generally in constant change and progression, facilitating the different social organizations to fight against the problems of life (Bolívar, 2001; Sáez, 2006); the latter agrees with Jordán (1997) and Sáez (2006), who define it as an accumulation of concepts that explain and make sense of the way of understanding physical, spiritual and social reality. Likewise, another definition could be as a system of shared values, customs, traditions, behaviors, beliefs and devices, which the members of a social community use interactively among themselves and with the rest of the world, which are transferred from generation to generation through learning (Plog and Bats, 1980; Sáez, 2003).

For its part, the Draft Declaration on Cultural Rights, Fribourg Declaration of 2007, in its Article 2, mentions:

- "a. The term "culture" includes the values, beliefs, convictions, languages, knowledge and arts, traditions, institutions and ways of life through which a person or a group expresses its humanity and the meanings it gives to its existence and development;
- b. The expression "cultural identity" should be understood as the set of cultural references by which a person, individually or collectively, defines himself, constitutes himself, communicates and understands himself to be recognized in his dignity;
- c. Cultural community" is understood as a group of persons who share the constitutive references of a common cultural identity, which they wish to preserve and develop."

It is to be understood that the cultural identity of a social group is never static or fixed in perpetuity, it is an active reality with a lot of dynamism, in constant construction but which simultaneously also constructs us; therefore, since cultures are not static, they cannot be considered as something standardized, or as rules, norms or criteria that can be modified, denied, rejected, removed and/or simply put in place. Cultures cannot be like disposable tissues that are used and thrown away, or like an outfit that you take off and put on as you please. We must be aware that culture is omnipresent, and that we will find it in all activities. Cultural diversity is present in individuals and groups of individuals who have generated ways of living that translate into real expressions of human creativity in a specific place and time (Sáez, 2006).

What intercultural education does is to place these cultural pluralities in interaction, recognizing the other as an entity with thoughts, values and emotions; therefore, for us to understand and comprehend intercultural education, it is essential to realize that we were all born and formed in a specific cultural environment. Everyone has a cultural identity that shapes and gives it meaning, becoming the accumulation of cultural references by which a group or an individual defines itself, expresses itself, exhibits itself, externalizes itself and longs to be recognized. In essence, it is only possible for us to feel, think, grow, analyze and do from a given cultural identity (Sáez, 2006).

Education, in and for diversity, not only fosters the strengthening of cultural and ethnic identity, but also works from the point of view that each individual or community shows itself to others and from this correlation finds itself (Aristizábal, 2000). This agrees with Brito (2008), who states that the dynamic and complex process of identity and culture construction is determined by the possibility of an individual to be part of and to be, every time he/she relates to other subjects generating new perceptions of reference and belonging.

On the other hand, Sáez (2006) affirms that education is the best formula that an individual can have for his good development and formation, so it is considered as part of the devices used to give value and respect to cultural plurality and facilitate communication and the development of intercultural skills, which coincides with Brito (2008) who mentions that in a formal institution such as the school, is where the space is clearly given for an educational alternative that accounts for cultural diversity, to be expressed; Therefore, an educational system based on an education in which intercultural education is promoted and cultivated may have the possibility of solving the prejudices that exist towards minority communities, acquiring an excellent cultural interaction based on mutual learning. That is why the school is transfigured into the most appropriate scenario for interculturality to occur (Merino and Ruiz, 2005; Garrote, 2018).

Despite this, Banks (2020) states that, in order to achieve the implementation of a successful multicultural education, 5 dimensions must be taken into account, which are presented in Illustration 1.

Table 1. *Table of dimensions for the implementation of successful multicultural education.*

Dimension	Characteristics
Content integration	Implies promoting the linking of cultural and ethnic themes and content in the subjects.

The process of knowledge construction,	Its goal is to analyze the knowledge that is constructed, which must be free of prejudices and cultural assumptions.
The reduction of prejudices	Increases cultural, ethnic and racial awareness in the classroom.
Equity pedagogy	Brings together a diverse range of teaching techniques and learning styles to lead learners from diverse backgrounds to succeed in school
Empowering school culture and social structure	Means training students and school staff on different issues, such as, racial groups, ethnic languages, and gender types so that they can intervene in inventing a more just and equitable environment

Source: Own elaboration (year 2022)

The above is in line with Brito (2008), who states that the pretension of educating from identity cannot pretend to standardize knowledge and in turn must account for the differences between the agents that are part of the educational process: educator and student; this process, in addition to consolidating a cognitive learning space, forces to generate political, aesthetic, ideological, cultural and ethical practices, in which individuals have the possibility of problematizing, re-signifying, perceiving and critically modifying their social reality. The richness and the possibility that demarcate the processes related to culture and its intimate relationship with the various social determinants derive to be essential for the effectiveness and efficiency of the educational process. This same author mentions that it is essential that there be a congruence between educational policies and cultural policies that guarantee the perpetuity of an integrated vision, where culture and education intertwine in favor of general practices, rescuing the individual with his or her previous knowledge and learning, as well as his or her most varied cultural and popular traditions.

The latter agrees with Monterroza (2017), who states that education and culture have become one of the pillars that are part of the development of cities, and from this perspective modern cities involve in their reality the active participation of people through different events, artistic expressions and discussion spaces, while promoting creativity and innovation. Therefore, when the ideas that come from citizens are taken into account by governments, it makes a difference, making cities more inclusive spaces.

This coincides with Díaz (2006), who maintains that knowledge or learning is considered situated when it occurs in a given situation or context, and is obtained as a consequence of social practices and the interaction between the individual who learns and others. Therefore, it is part of and is the result of human activity, the context and the culture in which the person finds him/herself (Díaz, 2003).

According to Díaz (2003), pedagogical practices in schools show a discord between knowing what to teach and knowing how to teach, and knowledge is seen as something foreign and outside the contexts of daily life or the cultural and social dynamics in which it is immersed. This type of teaching reflects learning that is not very meaningful and lacks application and meaning, so that students are unable to generalize and transfer what they have learned.

Materials and methods

A systematic search of bibliography was carried out to analyze the relationship between Education and Culture, Education and Tourism, and Situated Education, using the search engines of articles and publications indexed in the databases to which we have access from the Institución Universitaria Tecnológico de Antioquia : <https://tdea.basesdedatosezproxy.com/menu> , paying more attention to the Scopus database and crossing it with VOSviewer; the search, identification and selection was carried out between November 2022 and May 2023 where research papers that met the following requirements were analyzed sequentially: first, articles that presented the following search equations in English, Education and Culture, Education and Tourism and Situated Education; second, articles whose area of study was Social Sciences and Arts and Humanities, since the issue of interculturality and its resultant intercultural education emerged in Latin America from the social sciences in the 1970s

as a result of the study of the links that occur between indigenous and non-indigenous populations (López, 2001; Mateos, 2011 and Prado, 2021); third, published from the year 2000 to the year 2023, considering that nowadays, these topics are discussed in all sciences, since they make a great contribution to interdisciplinary and transdisciplinary knowledge, given that the diversity of positions and points of view strengthen the gnoseologies and methodologies of all sciences, especially the social and human sciences (Mesa-Manosalva, 2022); fourth, type of document (Article or Review), since both provide information on the studies within the discipline; fifth, that they are Latin American publications, since according to Prado (2021), interculturality is a very important topic for Latin America, and even more so in times in which ethnic and cultural plurality make recognizing and admitting democracy an ever greater challenge; sixth, that they have as key words in English Education, Culture and Pedagogy (for the case of Education and Culture); Tourism, Education, Culture, Cultural Tourism. (for the case of education and tourism); Situated Learning, Learning, Education, Teaching, Situated Cognition and Culture (for the case of situated education), since these are the words that are most closely related to the search equations proposed; and seventh, when analyzing their title and summary, a direct relationship was found with the areas of study education, culture, tourism, and situated education. It should be noted that this search included articles in English, Portuguese and Spanish. Illustration 2 shows the results achieved in the search by sequentially applying the proposed criteria.

Table 2. *Table of results achieved in the search by sequentially applying the proposed criteria.*

Search equation	Total No.	N° according to Area	N° according to Year	N° according to type of document	N° by Country (Latin America)	No. by Keyword	N° by Title and Abstract
Education and culture	85417	49149	45569	35245	2211	462	63

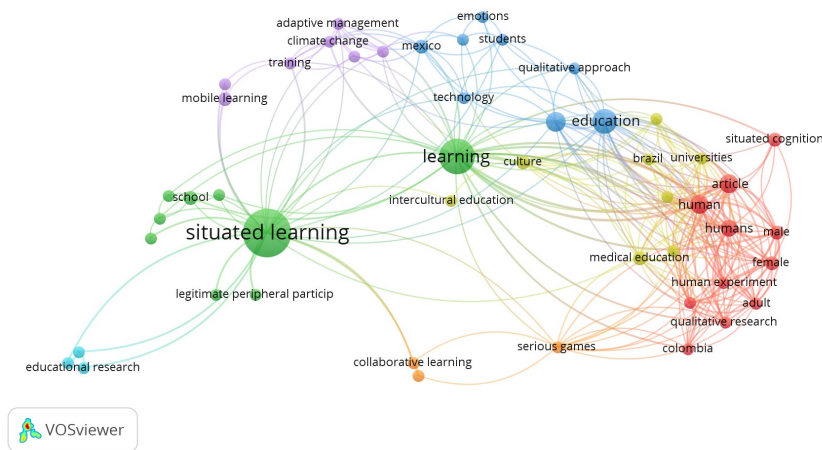
Education and tourism	8314	4323	4076	3385	140	42	14
Situated Education	9905	6629	6427	4846	196	62	22
Total	10363 6	60101	56072	43176	2547	566	99

Source: Own elaboration (year 2022 and 2023).

Considering the above, it can be seen that in the end 99 documents will be analyzed, which are the most directly related to the object of study, that is, with "Situated education, an opportunity to improve the quality of life of the regions from the valuation of their culture (case of the silletera culture of the village of Barro Blanco in the Corregimiento de Santa Elena)".

In order to verify and corroborate the pertinence in the classification and choice of articles, before the classification according to the Title and Abstract, several maps of relationships between key words of each work were made according to the search equations used (education and culture, education and tourism and situated education). As can be seen in the following illustrations, the most frequently repeated words were education, curriculum, pedagogy, teaching, research. These words, in a way, certify the selection of the documents, since they coincide with the intention proposed in this article.

Illustration 3. Map of relationships between keywords of the search equation situated education.



Source: Own elaboration, taking into account SCOPUS results anchored with VOSviewer (year 2023).

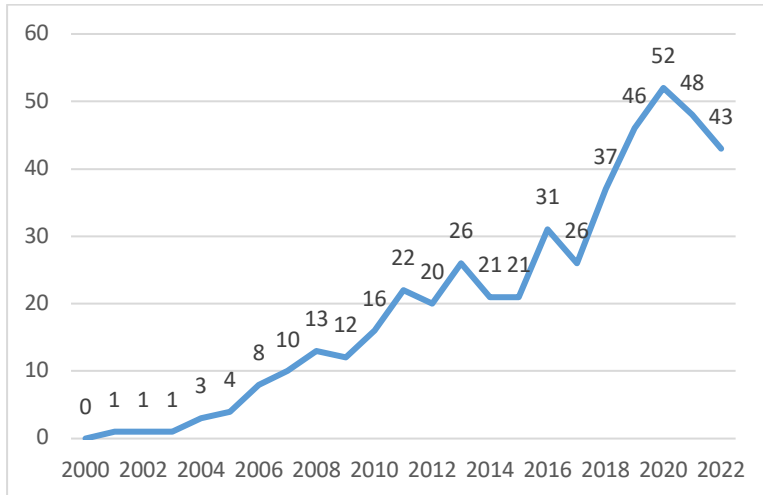
Results

Considering Illustration 2, it can be seen that as the search conditions are used, the number of articles decreases, being more noticeable when applying the "Latin American countries" filter, since the drop was 93.72%, 95.86% and 95.95% for the education and culture, education and tourism and situated education equations respectively; at the end of the filters, a total of 99 selected articles were obtained (63, 14 and 22 for the equations mentioned above).

Articles by year.

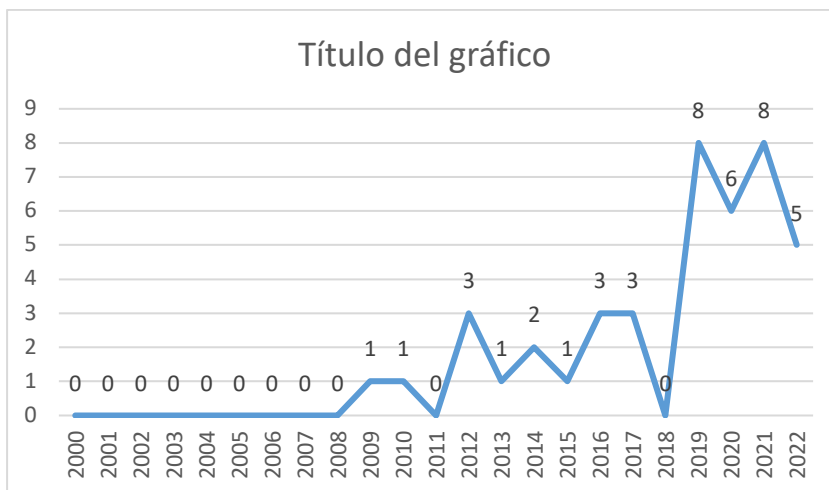
Through the analysis of these papers, in Illustrations 6, 7 and 8 it can be seen that despite the fact that there have been publications for more than 15 years, the topic of education, culture, tourism and situated education show a growing trend, since 65.80% of the analyzed articles were published after 2015 for the case of the search equation education and culture; 80.95% for the equation education and tourism; and 77.42% for situated education.

Illustration 4. Number of articles published by year, from the search equation education and culture.



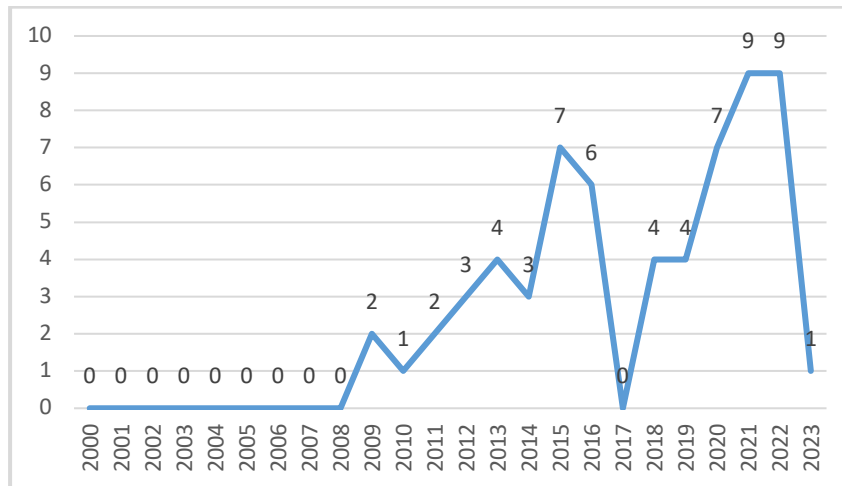
Source: Own elaboration, taking into account the results of SCOPUS (year 2022).

Illustration 5. Number of articles published per year, from the education and tourism search equation.



Source: Own elaboration, taking into account the results of SCOPUS (year 2022).

Illustration 6. Number of articles published per year, from the search equation situated education.



Source: Own elaboration, taking into account the results of SCOPUS (year 2023).

These results agree with Prado (2021), who states that there is currently a concern on the part of Latin American researchers, who seek a solution to the dissatisfaction with the treatment given to indigenous communities in the homogenization and integration policies of each country, understanding that, for the States, the challenge lies in reordering the democratic aspects recognizing the diversity of their population. This coincides with Mesa-Monsalva (2022), who affirms that ethno-cultural works are gaining importance and convenience in the field of academia and research due to the continuous yearning to learn the characteristics of communities and cultures: their celebrations, customs, miscegenation, language, axiology, politics, religion, education, organization, economy.

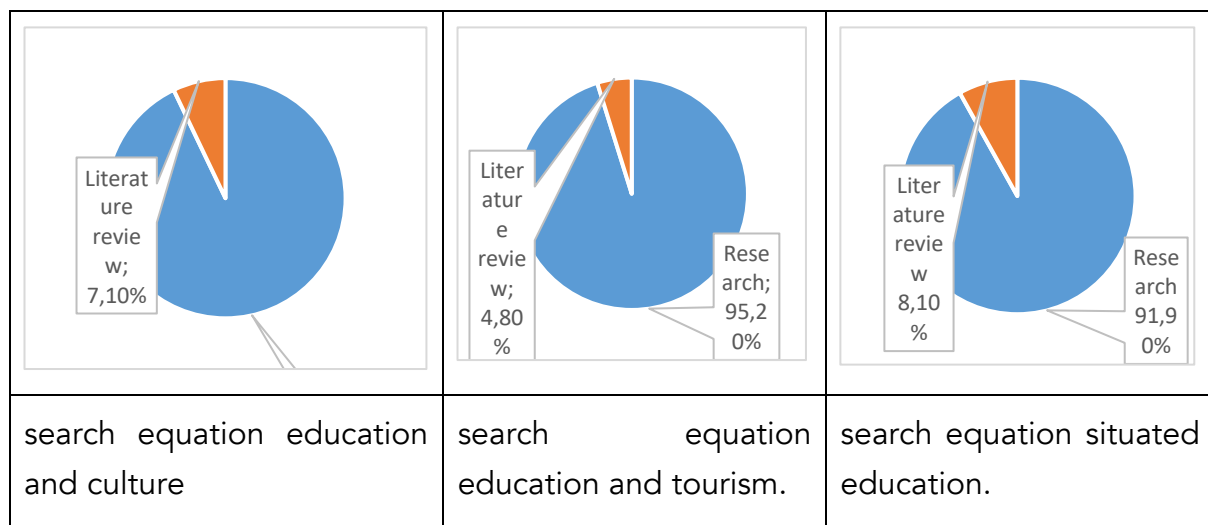
Similarly, Granda (2009) points out that since the end of the 20th century and the beginning of the 21st century, some Latin American countries have been shaken by the birth of Afro-descendant and indigenous social movements. These movements have presented many requests of different kinds, but in general, they have been directed towards the birth and strengthening of an efficient cultural environment for their identities. With respect to the indigenous and Afro movements, several countries have acted by sanctioning new constitutions and laws that identify the

collective rights and cultural diversity of such communities. Among these States are Colombia, Nicaragua, Guatemala, Ecuador, Brazil, Chile and Bolivia (Walsh, 2000). Chile and Bolivia (Walsh, 2000 and Granda, 2009).

Alberca-Sialer (2022), states that, as a result of the progressive interest of societies and academia in understanding the subject of tourism, lately there is a boom in the birth and dissemination of specialized journals in this field, which is to be expected given the social, cultural, economic and environmental effects that tourism is generating worldwide, and its growth in recent years (World Tourism Organization, 2019).

According to Durango (2022), the premise of situated learning exposes that the cognitive process is established in a cultural, social and historical world that involves a mutual process in which knowledge and consciousness are exchanged from one person to another (intersubjectivity) through a transitory structure offered by the teacher, which offers a support to the student in the elaboration of new learning, which is removed after the learner shows the ability to act independently (scaffolding), as mentioned by Delmastro (2008).

Illustration9 shows the analyses of academic production differentiated by type of work, i.e., literature reviews or research articles. In this Illustration it can be seen that 92.9%, 95.2% and 91.9% correspond to research applied to the search equations education and culture, education and tourism and situated education respectively, while 7.1%, 4.8% and 8.1% of the total number of works carried out correspond to literature review articles.

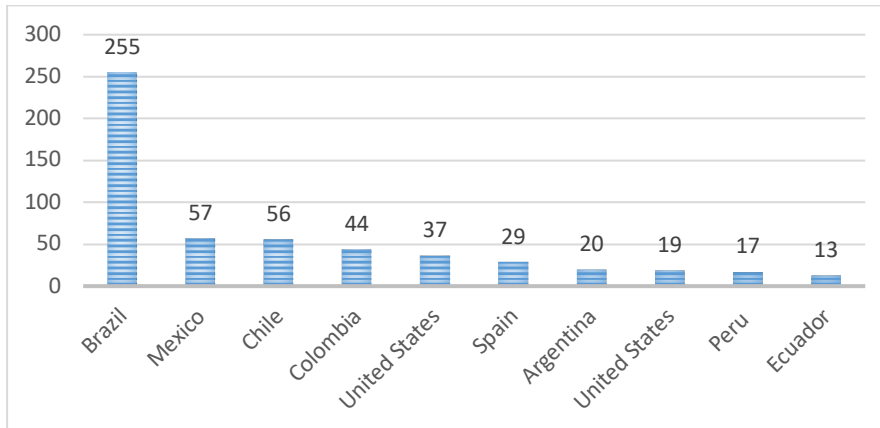
Illustration 7. Percentage of articles according to the type of document.

Source: Own elaboration, taking into account the results of SCOPUS (year 2022).

It is to be considered that the research articles make an important contribution to the research area in aspects of theory demonstration and/or methodological novelties, strengthening the bibliographic references that address the topics of culture, education, tourism and situated education.

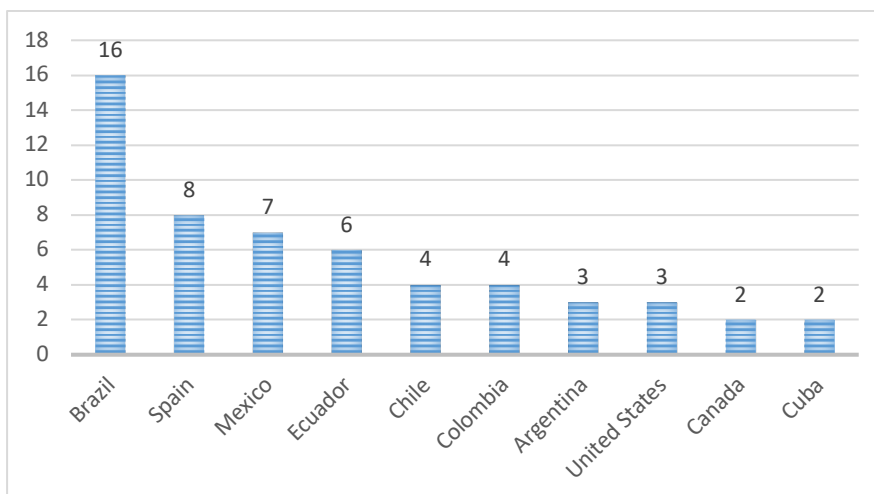
When analyzing Illustrations 10, 11, and 12, it is possible to appreciate the consolidation of the research carried out in the 10 countries or territories with the greatest number of research papers; note that for the research equation education and culture, Brazil, Mexico, Chile and Colombia are the countries with the greatest number of this type of work, with 55.19% (255 papers), 12.25% (57 papers), 12.12% (56 papers) and 9.52% (44 papers) respectively of the 462 papers analyzed. Similarly, of the 42 papers analyzed with the education and tourism search equation, it can be seen that Brazil (with 16 papers), Mexico (with 7 papers), Chile and Colombia (with 4 papers each), are among the top 10; the same happens with the situated education search equation, where out of 62 papers, 20 were written in Brazil, 16 in Chile, 12 in Colombia and 12 in Mexico.

Illustration 8. Number of articles by country, from the education and culture search equation.



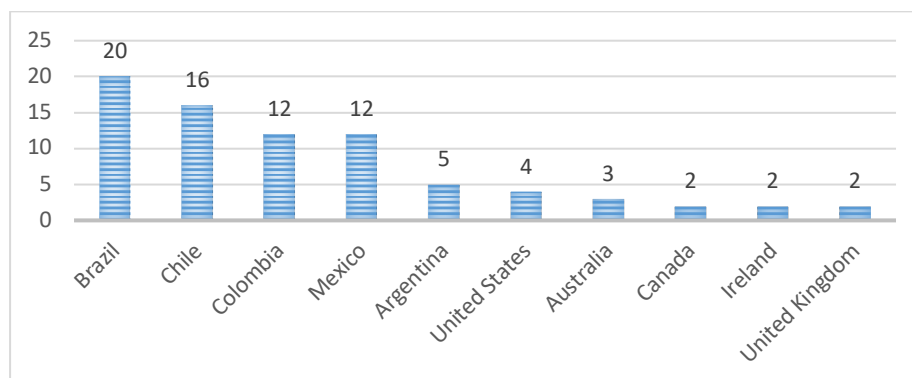
Source: Own elaboration, taking into account the results of SCOPUS (year 2022).

Illustration 9. Number of articles by country, from the education and tourism search equation.



Source: Own elaboration, taking into account the results of SCOPUS (year 2022).

Illustration 10. Number of articles by country, from the search equation situated education.



Source: Own elaboration, taking into account the results of SCOPUS (year 2023).

These results agree with Granda (2009), who states that since the end of the 20th century and the beginning of the 21st century, Latin America has undergone a strong transformation due to the flourishing of Afro-descendant and indigenous social movements.

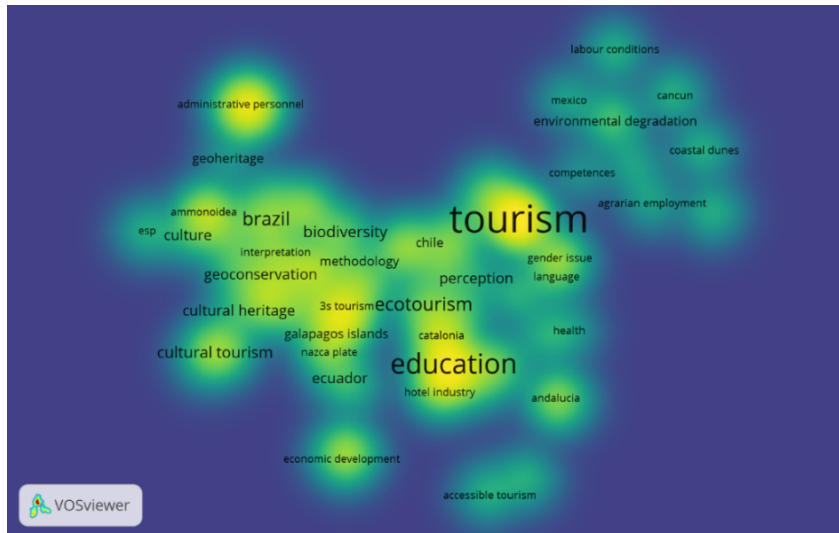
Furthermore, it should be kept in mind that interculturality is a very important issue for Latin America, and even more so in times in which ethnic and cultural diversification makes recognizing and admitting democracy an ever greater challenge (Prado, 2021). Thus, the diversity of the population of some Latin American countries is expressed as follows: in Bolivia there are 36 cultures, in Ecuador there are 16 different nationalities, in Peru there are 52 peoples, in Nicaragua there are 6 indigenous reserves and identified ethnic communities and in Guatemala there are 4 peoples, among which the Maya is the largest (Ventiades, 2014).

Although it cannot be considered as a conclusion per se, there is a great coincidence in that the territories that show greater research production are those that receive more tourists per year (World Tourism Organization, 2019 and Alberca-Siale, 2022); this agrees with Vargas (2014) who argues that the most logical thing is that the countries that present greater tourism worldwide, are also countries that lead the generation of scientific knowledge to improve the tourism industry.

Co-occurrence of keywords

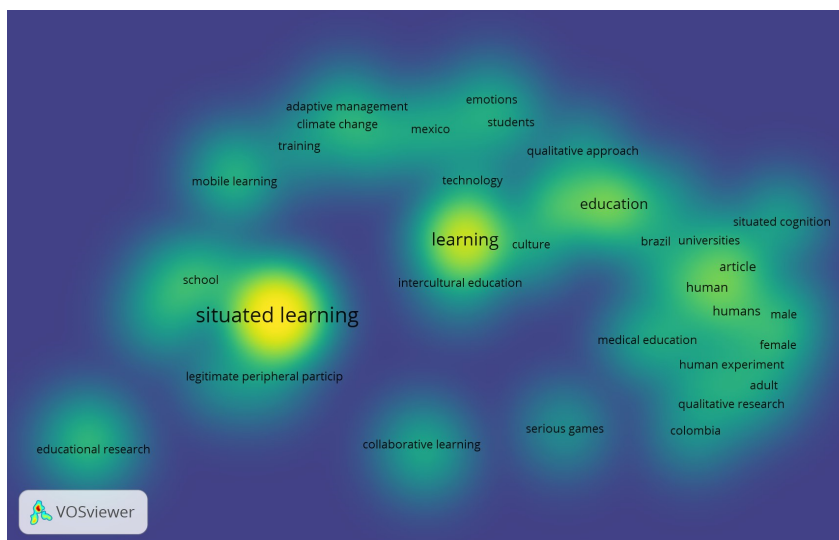
Figures 13, 14 and 15 show the keywords with the highest co-occurrence in the three search equations. For education and culture, they were: education, curriculum, pedagogy, communication, teaching, research, cultural anthropology; for the equation education and tourism, they were education, tourism, ecotourism, cultural tourism, cultural heritage, and for situated education, they were: Article (article), human (Human), learning (learning), education (education) teaching (teaching), situated learning (situated learning); in general this group of words are part of the very nature of the topics of the chosen articles. Similarly, it can be noted that there are keywords that present very few co-occurrences, which may indicate the existence of authors who only define keywords as a requirement of the publisher and not with real intentions of identification (Macías-Alegre, 2016).

Illustration 12. Heat map of minimum 5 co-occurrence of keywords of the search equation education and tourism.



Source: Own elaboration, taking into account the SCOPUS results anchored with the VOSviewer (year 2022).

Illustration 13. Heat map of minimum 5 co-occurrence of keywords of the search equation situated education.



Source: Own elaboration, taking into account SCOPUS results anchored with VOSviewer (year 2023).

Articles by category

Considering that according to the Political Constitution of Colombia (1991) education is the responsibility of the State, society and the family, it was decided to classify the articles selected and analyzed according to the following categories: Society (when cultural and learning practices occur from aspects of a social nature, such as rites or cults; school, when learning is acquired directly at school, through teaching practices; legal or literature review, when the topic is directly related to the bibliographical review, whether of a legal or bibliometric order; and finally ICT, when the article is related to the incorporation of learning through this medium.

Illustrations 16, 18 and 20 show the results of this classification.

Table 3. *Classification table by category for the education and culture search equation.*

Author				Category			Year
Mesa-Manosalva, Edgar Guillermo				Society			2022
Eréndira A. Campos García Rojas, Eréndira A.				Society			2022
Ibarra Alcântara	Vallejos Schlemer	Ivan Liliane	Alexander Christine	Legal review	or	literature	2022
Henríquez Zúñiga Christian							
Agudelo-Torres		José	Federico				
Clavijo-Zapata		Sandra	Juliet	Society			2022
Vanegas-Rojas Marlon							
Agudelo Torres, José Federico;							
Rueda, Sergio Manco				Society			2021
Ruiz, Edgar Ocampo							
Mayoni, María Gabriela				School			2022

González-Plate Lylian Iris,									
Rivera García Enrique					School				2022
Trigueros Cervantes Carmen									
Marsico, Giuseppina					School				2022
Dazzani, Maria Virginia Machado									
Cifuentes, Beatriz Elena Ortiz					Society				2022
Lasso, Marco Fidel Chica									
Pierre Richard Médor									
Alberto Moreno Doña					School				2022
Enrique Rivera Garcia									
Rosero-Prada, Ana Lucia					Society				2022
Dominguez-De La Ossa, Elsy									
Marchant, Alicia Umanzor									
Ulloa, Marcos Parada					Society				2022
Gutiérrez, Oscar Vega									
Prado López, Hugo Ricardo									
Mendez-Ilizarbe, Gliria Susana					Legal or literature				2021
Quispe Cutipa, Walter Arturo					review				
Huaman Almiron, Abraham Ermitanio									
Utreras, Eduardo Guzmán					Society				2021
Miranda, Angela Luzia					ICT				2021
Clement, Paola Ute									
Fuentes, Garcia					ICT				2021
Gold, Stefan									

Hunink, Raesfeld, Lydia	Claudia			
Monteiro, Mujica, Franklin Peña	Rodrigo	Society		2021
de Camargo Sampaio, Juliano Casimiro		TIC		2021
Giovanni Aguilar, Irene		Society		2021
Chamorro-Koc, Caldwell, Glenda Vasquez, Alejandro Rodriguez, Ivan Nates, Camilo Ramirez	Marianella Amayo Villaneda Franco	Society		2021
Ortiz Torres, Emilio Alberto		Society		2021
de Miranda, Júlia Cleide Borges, Carlos Nazareno Ferreira	Teixeira	Society		2021
Gil-Quintana, Malvasi, Castillo-Abdul, Romero-Rodríguez, Luis M.	Javier Viviana Barbara	ICT		2021
Ramírez, Esperanza Ordoñez Hernández, Calvo Soto, Andrea Peña Hernández, Paula Andrea	Gómez Cecilia Patricia	Society		2020
Candemil, Luciano Da Silva		Society		2020
Vilicic, Teresa P. Jamett, Cristian Lopez	Vernal	Society		2020

Olarte, Gabriel	Eduardo	Toledo	Legal or literature review	2020
López, Raquel Díaz				
Benalcázar, Mariela	Monserath	Barbecho		
Guamán, Jorge	Luis	Uyaguari	Society	2020
Torres-Toukoumidis, Angel				
Oderich, Cecilia		Leão	Society	2020
Baldi, Mariana				
Santos, Jorge		Alejandro		
Battestin, Cláudia		R.	Society	2020
Reid, Darren				
Piovezana, Leonel				
Barros Garcia Lastre Ruiz Escorcía, Linda	Arrieta, Cali, Amell,	David Ernesto Gloria	Society	2020
Hoffmann, Cassino, Helenice		Adriana	ICT	2020
Nascimento de Mattos, Sandra Maria				
Linhares de Mattos, José Roberto			Society	2020
da Silva, Enilza Rosas				
Campa-Álvarez, Reyna de los		Ángele		
Valenzuela, Blanca		Aurelia	Society	2020
Guillén-Lúgigo, Manuela				
Henao, José	Mario	Mayorga	Society	2020
Véliz, Jorge Ortiz				

Jimenez, Fabian Benavides	Society	2019
Acosta, Yenny Lisbeth Mora		
de la Mata, Manuel L.		
Santamaria, Andres		
Trigo, Eva M		
Cubero, Mercedes	Society	2019
Arias-Sánchez, Samuel		
Antalíková, Radka		
Hansen, Tia G.B		
Ruiz, Marcia L.		
Martínez-Rodríguez, Dianelkys	Legal or literature review	2019
Narváez-Montoya, Ancízar	ICT	2019
Beltrán-Véliz, Juan Carlos		
Del Valle-Rojas, Carlos	School	2019
Mansilla-Sepúlveda, Juan		
Navarro-Aburto, Braulio Ademir		
Thezá Manríquez, Marcel		
Sandoval Manríquez, Mario	Society	2018
Gac Jiménez, Daniella		
Marsico, Giuseppina	Society	2018
Lewis, Lily		
Gottschalk-Druschke, Caroline		
Saldias, Camila	Society	2018
Mackenzie, Roy		
Malebrán, Javiera		

Goffinet, Rozzi, Ricardo		Bernard				
Simão, Sanchez, Hernán	Livia	Mathias	Society			2017
Ochoa, de los Ríos, Víctor	Francisco Alexander	Javier Yarza	Llano	Society		2017
Conte, Ribeiro, Marlene	Isaura	Isabel	Society			2017
Gurgel, Pietrocola, Watanabe, Graciella		Ivã Mauricio	Society			2016
Tranier, Goity, José		José	Legal review	or literature		2016
del Villar, Oscar	Lennon		Society			2016
Julio-Maturana, Conejeros-Solar, Aravena, Jimenez, Castillo, León, Yasna Cortés	Carola Marcela Yanina	Cristina Leonor Rojas Mohammad Rubí	Society			2016
Careaga Sepúlveda Badilla Quintana, María Graciela	Butter, Valenzuela,	Marcelo Eileen	ICT			2015
Salomão, Ana Cristina	Biondo		ICT			2015

da Silva, Monica	Ribeiro	Society	2014
Colontonio, Eloise Médice			
Rodriguez, Raul		Society	2014
Moura, Diego Luz		Society	2014
Santamaría, de la Mata, Ruíz, Marcia-Leticia	Andrés Manuel-Luis	Society	2014
da Silveira Mazzotta, Marcos	José	Legal or literature review	2011
D'Antino, Maria Eloísa Famá			
Tamanini, Peixer, Zilma Isabel	Elizabete	Society	2011
de Oliveira, Rogério	Cruz	Society	2010
Daolio, Jocimar			
Manuel Rubio M.		Society	2009
de Lourdes Sá Earp, Maria		Society	2009
Werneck, Vera Rudge		School	2008
Sardelich, Maria Emilia		ICT	2006

Source: Own elaboration (year 2022).

According to the above categorization, 66.66% of the articles correspond to the "Society" category, 14.28% to "ICT", 9.52% to "Legal or bibliographic review" and 9.52% to "School" (see Illustration 17). This shows how cultural aspects in a region are more influenced by social factors than the school itself.

Table 4. of classification by category for the education and tourism search equation.

Author			Category	Year
Cave, Dredge, van't Koens Lebski, Mills, Mathieu, Parajuli, Pecot, Peeters, Ricaurte-Quijano, Rohl, Charlotte	Hullenaar, Waddilove,	Jenny Dianne Claudia Anna Sarah Marta Olivier Pratishtha Mathias Nico Carla	Society	2022
Alberca-Sialer, Soto-Cáceda, Delia Rosa	Fabrizio	Augusto	Legal or Literature Review	2022
Holanda, De Mattos, Gomes, Beatriz Nascimento	Elisabete Célia Maria	Hulgado Cerantola	Society	2022
Tauro, Ojeda, Caviness, Moses, Moreno-Terrazas, Wright Zhu, Poole, Massardo, Rozzi, Ricardo	Kelli Alexandria	Alejandra Jaime Terrance P. Rene T. Danqiong K. Francisca	Society	2022

Gonzalez-Herrera, Giralt-Escobar, Silvia	Manuel-Ramon	School	2021
Correia, Jonilson Costa		ICT	2021
Garcia, Carolina Porto, Natalia	Inés	Society	2021
Acevedo-Duque, Vega-Muñoz, Salazar-Sepúlveda, Guido	Ángel Alejandro	Legal or literature review	2021
da Silva, Julia Marina		Legal or literature review	2021
González-Fonseca, Tamayo-Salcedo, Vargas-Martínez, Elva-Esther	Fredy-Ismael Ana-Leticia	Legal or literature review	2019
Ramos, Silvana Pirillo		Society	2019
Forteza Fernandez Del Batista Gonzalez M.C.	R.F.	Society	2019
Melo, Alessandro Cardozo, Poliana Fabiula	de	Legal or literature review	2015
Liccardo, Mantesso-Neto, Piekarz, Gil Francisco	Antonio Virginio	Society	2012

Source: Own elaboration (year 2022).

The above table shows that the "Society" category grouped 50% of the articles, while "Legal or literature review", "School" and "ICT", grouped 35.71%, 7.14% and 7.14% respectively (see Illustration 19). This also shows that social factors have the greatest impact on tourism learning in the communities.

Table 5. *Classification table by category for the situated education search equation.*

Author	Category	Year
Durango, Maria Fernanda	School	2022
Pimentel, Juan López, Paola Correal, Camilo Cockcroft, Anne Andersson, Neil	School	2022
Cely Ávila, Flor Emilce	School	2021
Sandoval-Rivera, Juan Carlos A. Mendoza-Zuany, Rosa Guadalupe	Society	2021
Corredor, Javier Sanchez-Mora, Johanna Bustamante-Barreto, Andry	ICT	2020
Thibaut, Patricia López, Margarita Calderón	Society	2020
Loya, Cruz Argelia Ballesteros, Ana Cecilia Villarreal	Society	2019
Rodriguez, Laura Sepúlveda, Camila Silva, Robinson Huenchullanca, Fernando	Legal or bibliographic review	2019
Beltrán-Véliz, Juan Carlos Del Valle-Rojas, Carlos	School	2019

Mansilla-Sepúlveda, Juan	Guillermo		
Navarro-Aburto, Braulio Ademir			
Corredor, Javier		ICT	2018
Peña Ochoa, Mónica	A.	Society	2018
Bonhomme, Alfonso			
Luna, Telechea, Caniguan, Natalia	Laura Consuelo	Society	2018
e Silva, Regina Coeli Machadoe		Society	2016
Wilmot, Natalie	Victoria Diane	ICT	2016
Rushton, Hofmann, Anelise Seleme Zandona			
Caroca, Bruno, Aldunate, Roberto G.	Mario	Jaime A.	TIC
			2016
Peña, Rodríguez, Sáez, Chiara	Patricia Raúl	ICT	2016
Barrios, Herrera, Guerrero, Manuela	Andrea	Valdivia Minka	School
			2015
Figueroa, Laura Luna		School	2015
Molina, Bastián Andrés Moreno		Legal or literature review	2015

Gudolle, Antonello, Flach, Leonardo	Lucas Claudia	Socoloski Simone	society	2012
Paredes, Ayala, Gerardo	Rosa	G.	ICT	2012
Espinoza, Susana López			School	2009

Source: Own elaboration (year 2023).

In the case of the situated education search equation, the panorama is a little different since the category "School" showed 31.82%, "Society" 31.82%, "ICT" 27.27%, while "Legal or bibliographic review" 9.09% (see Figure 21).

This agrees with De Haro (2010) and Garrote (2018), who argue that the internet, APPs, social networks and in general the new Information and Communication Technologies offer and provide a wide range of work options to educational establishments to create intercultural and inclusive schools and colleges, which provide everything required to form learning communities that have interculturality as their basis. All of the above is made possible thanks to innovative ways of working designed to increase and improve communication, different technological advances, cooperative learning and the transfer of learning and experiences provided by intercultural education of the entire student body.

Conclusions

This literature review contributes to the study of the relationship between Education and Culture, Education and Tourism and Situated Education, giving tools to carry out the research work called "Situated Education, an opportunity to improve the quality of life of the regions from the valuation of their culture (case of the silletera culture of the village Barro Blanco of the Corregimiento de Santa Elena)" Although at the Latin American level, there are several countries that have conducted research on the relationship between Education and Culture, Education and Tourism and Situated

Education, There are several countries that have carried out research related to the topic of education and culture, education and tourism and situated education, it is those nations that have major tourist destinations that "apparently" present the most research work in this field and those that have worked the most in recent years.

Considering the categorization of the research works analyzed, it can be observed that the Social factor is the one that most influences the acquisition of cultural and tourism knowledge, more than the school itself. However, when talking about situated education, ICTs make the difference, since today's students handle information through different technological devices. Although there are no research works in Medellín with these search equations, there are some reviews related to the topic.

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