

# EMOTIONALLY DIFFERENTIATED DIGITAL GUIDES

in educational tourism

A conceptual model and quasi-experimental research design

# Goal of the 15-minute presentation

What the audience should remember

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Physical presence does not  
guarantee learning

Emotion can become an entry  
point to interpretation

The model is testable, but not  
yet empirically completed

the paper is conceptual and methodological  
the core contribution is the future research design  
it does not claim results; it proposes a testable framework

# The starting problem

The route is organised, but the experience is not guaranteed

the student is  
present



but attention may be  
absent



and memory may not form

**Educational tourism begins not only with the route, but with the question of how the student actually experiences it.**

# The real student, not the ideal student

The problem situation



**The real student may enter the visit with:**

boredom or fatigue  
irritation or distance  
a feeling of being forced  
low initial interest  
resistance to a “mandatory” visit

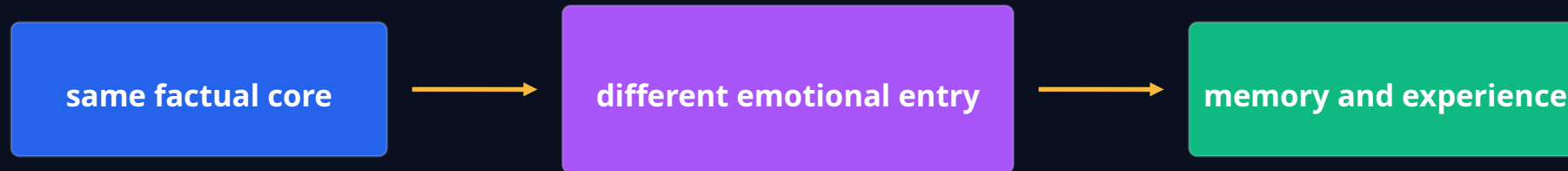
**Resistance is not a moral defect; it is an initial state.**

# Central thesis

Emotional state is not noise; it can be an entry point

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**The emotionally differentiated digital guide preserves the facts but changes the mode of interpretation.**

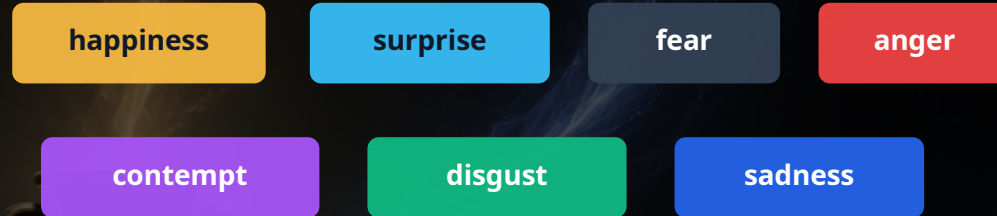


The claim is not that negative emotions are “better”. The claim is that they exist and can be studied as an entry point to learning.

# The model in one formula

One factual core, seven entries

**One factual core**  
**Seven emotional**  
**entries**  
**Different experience**  
**Measurable memory**



Seven modes  $\neq$  seven different sets of facts.

What changes is the interpretive layer.

# Four invariant principles

How scientific control is preserved

**1** The factual canon remains the same

**2** The visual flow is equivalent

**3** Only the interpretive layer changes

**4** Outcomes are measured: memory and experience

**Emotional differentiation changes the entry to truth, not the truth itself.**

# The seven modes are not diagnoses

They are modes for presenting the same factual core

**Happiness** achievement, life, creation

**Surprise** discovery, reversal, unexpected fact

**Fear** risk, threat, survival

**Anger** injustice, conflict, struggle

**Contempt** arrogance, hierarchy, collapse

**Disgust** moral outrage, degradation

**Sadness** loss, memory, human fate

# Why a neutral version is needed

A methodological standard, not an eighth emotional guide



**Without a neutral version, we can compare the emotional modes only with each other, not with ordinary factual presentation.**

**The canon remains: seven emotional guides + one methodological control.**

# What exactly is measured?

Four variables must not be mixed



**A student in anger does not necessarily choose the “anger” guide. The mismatch is not an error; it is data.**

# Main research question

The model tests combinations, not a single universal emotion

- **How are emotional state, resistance, free choice and interpretive mode related to factual memory and the evaluation of the educational-tourism experience?**

The question is not “Which emotion is best?”

The question is “Which combinations matter?”

# Working hypotheses

Claims to be tested, not results already obtained

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- H1** Current emotional state is related to guide choice.
- H2** The emotional mode influences factual memory.
- H3** Specific state-choice-mode combinations improve engagement and/or recall.
- H4** The guide's tone influences evaluation of the experience.
- H5** Student resistance moderates the relationship between guide and outcomes.

# Quasi-experimental design

From concept to empirical test

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**The design separates the effect of autonomy from the effect of the emotional scenario.**

# Stage 1: content development

Before the experiment, the guide must be technically equivalent

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- define a verified factual canon
- write seven emotional scenarios and one neutral version
- expert review for factual equivalence
- pilot recognition of the intended emotional tone
- adjust duration, language difficulty, sound and visual rhythm



# Stage 2: before exposure

Initial states and control variables

momentary emotional state

tourism / museum interest

student resistance

baseline memory

**These variables prevent an overly simple interpretation of the results.**

a student may remember more because of prior interest, not because of the guide  
resistance and low motivation must be measured, not guessed  
baseline memory protects the interpretation of later recall

# Stage 3: choice, viewing, manipulation check

The learner's choice is part of the data

choose a mode + state a motive

watch the digital guide

check perceived tone

If a “sad” version is perceived as simply boring, the manipulation has failed — not the theory.

# Outcome measures

The model measures both learning and tourism experience

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## **Immediate factual memory**

what is remembered right after exposure

## **Delayed factual memory**

what remains after time

## **Experience evaluation**

interest, immersion, satisfaction, discomfort

## **Behavioural intention**

recommendation, another guide, repeat visit

# Factual and methodological control

We measure the emotional layer, not production noise

same facts, sequence and visual objects  
comparable duration and word count  
same narrator quality and sound level  
controlled vocabulary difficulty  
no unverifiable claims or dramatic fabrication  
music and intensity kept within ethical limits



# Ethics of negative modes

Strong does not mean harmful

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voluntary  
participation

right to stop

age-appropriate intensity

debriefing

**Negative modes must open a route to content; they must not shock, stigmatise or manipulate the learner.**

**Historical truth is not replaced by dramaturgical effect.**

# Expected scientific contribution

The novelty is not the digital guide itself

conceptual

methodological

applied

**The contribution is the emotional differentiation of the interpretive entry and the testable relation: state – choice – mode – memory – experience.**

# Practical applicability

The object does not change. The entry changes.

school routes

QR guides

museums

pre-visit preparation

historical sites

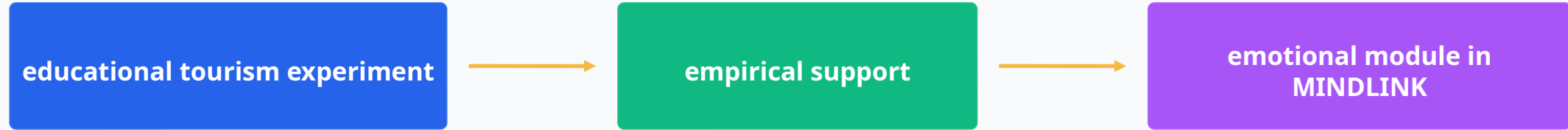
post-visit work

virtual tours

**Educational tourism can move from one-time physical presence to adaptive, memorable experience.**

# MINDLINK as a future horizon

Not the object of the paper, but a possible integration environment



**If the model is empirically supported, a platform could adapt not only difficulty and content, but also the interpretive approach.**

# Limitations

They strengthen the scientific status of the paper

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the paper does not report empirical results  
it does not prove that emotional differentiation already works  
negative emotions are not assumed to be universally more effective  
self-selection enriches the data, but complicates causal inference  
results from one object and one age group cannot be generalised automatically



**ONE FACTUAL CORE**  
**REAL STUDENT**  
**SEVEN EMOTIONAL ENTRIES**  
**MEASURABLE MEMORY**  
**EDUCATIONAL-TOURISM EXPERIENCE**

**Thank you**