MASTER OF SCIENCE (M. SC.)

TOURISM FUTURES STUDIES

economy english

FACULTY INTERNATIONAL BUSINESS

Module Handbook

SPO 1

Summer Semester 2026

Module Handbook

Faculty of International Business

Study Programme Tourism Futures Studies

Degree awarded: Master of Science (M.Sc.)

Effective as of:	**Summer Semester 2026**
Course Leader:	**Prof. Dr. Christian Buer**
Issued in printed form:	**14.01.2026**
Workload:	**90 (120) ECTS Credits**
SPO:	**1**

Contents

List of Abbreviations

M.Sc.	Master of Science
SPO	Study and Exam Regulations (Studien- und Prüfungsordnung)
SPO Master-AT	Study and Exam Regulations Master General Section (Studien- und Prüfungsordnung Master-Allgemeine Teil)
SWS	Contact hours per week
TFS	Tourism Futures Studies

Course Mode Types:

L   Lecture
Lectures are used for the coherent presentation and communication of basic and specialized scientific knowledge and methodological skills. The lecture serves the coherent presentation of a subject matter as well as the communication of facts and methods. Broad and integrated knowledge of a scientific subject as well as theories and methods for dealing with complex problems, including the scientific principles, their practical application and a critical understanding of the most important theories and methods are conveyed (over the entire course of study). The lecturer presents and develops the subject matter with the active participation of the students.

La   Laboratory Exercise
Laboratory courses serve to deepen the subject matter taught in lectures, seminars and exercises. Students work independently in groups or individually to find solutions to specific problems. Primary skills taught: the higher cognitive learning objectives of professional competence, skill and knowledge acquisition as well as the personal skills of social competence and independence.

S   Seminar
The seminar serves to deepen a subject area. Students work independently on a limited subject area. Typical of the working method in seminars is the alternation between presentation (student and/or teacher) and discussion after previous student literature study (self-study). As a rule, students present the results of their work and improve their written and oral communication skills. The opportunity to work in a group also trains social skills. Students are in direct contact with the lecturer during the time they are working on their thesis.

E   Exercises
Exercises serve the practical application and practice of scientific methods and procedures in narrowly defined subject areas. The subject matter of a course is deepened by means of exercises or practice cases.

Examination Types (see SPO Master-AT):

LK   Course-specific time-constraint assignment
In written examinations, students should demonstrate that they can solve problems and work on topics in a limited amount of time, with limited resources and using the usual methods of their subject. A written examination should also determine whether they have the necessary basic knowledge. The content of the respective subject is primarily tested. The written examination takes place in the examination period defined in the university's schedule.

LM   Course-specific oral examination
In oral examinations, students should demonstrate that they recognize the interrelationships of the examination area & can assess specific issues in this context. It should also be determined whether they have broad basic knowledge.

LA   Course-specific practice-related assignment
In a practical assignment, the solution to a certain number of problems must be planned and implemented with theoretical reference. As a rule, the results are recorded in writing.

LKBK   Course-specific combination of assessments; concluded by a written examination
The combined examination form "LKBK" is a composite examination consisting of one or more oral or written partial examinations & a final written examination (final examination). The examiner responsible for the course determines in the first three weeks of the lecture period how many partial examinations will be held & on which dates. At the same time, he/she determines the proportion of the individual partial examinations in the final result. Students must be notified of this determination in writing & the examination board responsible for the degree program must be informed. The assessment of the combined examination is determined from the assessment of the partial examinations & the final examination, whereby the final examination must be passed & is included in the final result with at least 50%.

LKBR   Course-specific combination of assessments: concluded by a paper / presentation
The combined examination form "LKBR" is a composite examination consisting of one or more oral or written partial examinations and a final presentation (final examination). The examiner responsible for the course determines in the first three weeks of the lecture period how many partial examinations will be held and on which dates. At the same time, he/she determines the proportion of the individual partial examinations in the final result. Students must be notified of this determination in writing and the examination board responsible for the degree program must be informed. The assessment of the combined examination is based on the assessment of the partial examinations and the final examination, whereby the final examination must be passed and must be included in the final result with at least 50%.

LR   Course-specific paper / presentation
In a presentation, students have to write a scientifically sound paper on a limited topic and present the results orally. As a rule, candidates provide additional documents (handouts) and use visualization options (slides, PowerPoint presentations, blackboard pictures, etc.).

PR   Module-specific paper / presentation

In an inter-course presentation, students have to write a scientifically sound paper on an interdisciplinary topic and present the results orally. As a rule, candidates provide additional documents (handouts) and use visualization options (slides, PowerPoint presentations, blackboard pictures, etc.).

SA   Preliminary examination based on a practice-related assignment (ungraded)

In a practical assignment, the solution to a specific number of problems must be planned and implemented with theoretical reference.

SR   Preliminary examination based on a paper / a presentation (ungraded)

A distinction is made between "passed" and "failed" in the assessment of preliminary examination performance by presentation. A performance is assessed as "failed" if it no longer meets the requirements due to significant deficiencies. In a presentation, students have to write a scientifically sound paper on a limited topic and present the results orally. As a rule, candidates provide additional documents (handouts) and use visualization options (slides, PowerPoint presentations, blackboard pictures, etc.).

PT   Final thesis (Master Thesis)

Aim of the Study Programme Tourism Futures Studies (M.Sc.)

The M.Sc. Tourism Futures Studies (TFS) is aimed at preparing first-degree graduates for a career shaping the future of tourism & hospitality.

The study programme ensures that graduates possess heightened analytical skills, interdisciplinary knowledge, and strategic foresight to effectively address the multifaceted challenges of our time.

The study programme is meticulously designed to address the future challenges confronting the tourism and hospitality industry. This exploration is pivotal for molding future leaders in a dynamic, resilient, and socially responsible global tourism sector. The program seamlessly integrates fundamental tourism concepts with a comprehensive understanding of interconnected challenges, employing dynamic approaches such as sustainability, resilience, and social integration across all modules.

Overview of the Course of Study

SPO TFS 1

Semester	5,0 ECTS	5,0 ECTS	5,0 ECTS	5,0 ECTS	5,0 ECTS	5,0 ECTS
1	Research Methods I	Tourism Futures Studies: Fundamentals		Tourism Futures Studies: Leadership for Tomorrow	Digital Transformation: Foundations, Business Models and AI in Tourism	Electives I
2	Research Methods II	Tourism Futures Studies: Inspiration & Learning	Influencing Tourism Futures	Tourism Futures Project	Electives II	
(Semester 3 Optional)	Optional Semester: Non-Mandatory Study Abroad, Double Degree, Non-Mandatory Internship Abroad					
3(4)	Personal Skills (Studium Generale)	Master Thesis & Defense				

Fields marked in beige are Electives

Module Overview

Nr.	Module Name	Description	ECTS	Sem.
M1	Tourism Futures Studies: Fundamentals	Compulsory module	10	1
M2	Tourism Futures Studies: Leadership for Tomorrow	Compulsory module	5	1
M3	Digital Transformation: Foundations, Business Models and AI in Tourism	Compulsory module	5	1
M4	Research Methods I	Compulsory module	5	1
M5	Electives I	Compulsory elective module	5	1
M6	Tourism Futures Studies: Inspiration & Learning	Compulsory module	5	2
M7	Influencing Tourism Futures	Compulsory module	5	2
M8	Tourism Futures Project	Compulsory module	5	2
M9	Research Methods II	Compulsory module	5	2
M10	Electives II	Compulsory elective module	10	2
M11	Tourism Futures Studies A	Optional Semester (without weighting)	(30)	(3)
M12	Tourism Futures Studies B	Optional Semester (with weighting)	(30)	(3)
M13	Personal Skills / Studium Generale	Compulsory module	5	3 (4)
M14	Master Thesis	Compulsory module	25	3 (4)

Regulation on the optional semester (see TFS SPO 1, paragraph 3):

In order to design an individualized course of study, an additional study semester can be added upon application to the responsible examination board. This increases the total number of ECTS credits to 120. The semester position of the additional study semester is shown in TFS SPO 1 Table 1. The additional study semester can be completed as part of a semester abroad at a partner university, whereby the course selection is regulated by a Proof of Recognition Agreement or a double degree agreement and usually comprises 30 ECTS credits. The minimum number of ECTS credits to be earned abroad is 20. If fewer than 30 ECTS credits are successfully completed at a partner university, the missing ECTS credits must be completed by suitable courses at Heilbronn University by agreement. Alternatively, the additional semester can be used for a subject-specific internship. The requirements for this are regulated by an internship agreement.

Compulsory modules and associated examinations:

EDVNr.	Module	Name	Sem	Mode	SWS	Exam Type & Duration (min)		ECTS
182310	**M1**	**Tourism Futures Studies: Fundamentals**						
182311	M1.1	Tourism Futures Foundations & Methods	1	L/E	4	PR		10
182312	M1.2	Multidisciplinary Approaches to Tourism Futures	1	S/E	4			
182320	**M2**	**Tourism Futures Studies: Leadership for Tomorrow**						
182321	M2.1	Leadership and Global Talent Management	1	L/E	4	LR		5
182330	**M3**	**Digital Transformation: Foundations, Business Models and AI in Tourism**						
182331	M3.1	Digital Transformation: Foundations, Business Models and AI in Tourism	1	L/E	4	LR		5
182340	**M4**	**Research Methods I**						
182341	M4.1	Research Methods I	1	L/E	4	LKBK	90	5
182360	**M6**	**Tourism Futures Studies: Inspiration & Learning**						
182361	M6.1	Understanding Futures from Art, Literature, Media & History	2	S/E	2	LR		5
182370	**M7**	**Influencing Tourism Futures**						
182371	M7.1	Activism, Policy Innovations and Ethical Perspectives	2	S/E	2	LR		5
182380	**M8**	**Tourism Futures Project**						
182381	M8.1	Integrated Tourism Futures Projects	2	S/La/E	4	LA		5
182390	**M9**	**Research Methods II**						
182391	M9.1	Research Methods II	4	L/E/S	4	LKBR		5
182430	**M13**	**Personal Skills**						
182431	M13.1	Personal Skills / Studium Generale	3 (4)			SA		5
182440	**M14**	**Master Thesis**						
182441	M14.1	Master Thesis	3 (4)			PT		25
182442	M14.2	Master Thesis Defense	3 (4)			SR		0

Mode: L=Lecture / S=Seminar / E=Exercises / La=Laboratory Exercise

Examination Types (see SPO Master-AT):

LK   Course-specific time-constraint assignment
LM   Course-specific oral examination
LA   Course-specific practice-related assignment
LKBK   Course-specific combination of assessments; concluded by a written examination
LR   Course-specific paper / presentation
PR   Module-specific paper / presentation
SA   Preliminary examination based on a practice-related assignment (ungraded)
SR   Preliminary examination based on a paper / a presentation (ungraded)
PT   Final thesis (Master Thesis)

Compulsory elective modules from M5 (Electives I) and M10 (Electives II)

EDVNr.	Module	Name	Sem	Mode	SWS	ECTS	Exam Type & Duration (min)	
182350	**M5**	**Electives I**						
182351	M5.1	Entrepreneurship	1	V/Ü	4	5	PR	
182352	M5.2	Global Marketing	1	V/Ü	4	5	LKBK	90
182353	M5.3	Intercultural Communication: Theories and Methods	1	V/Ü	4	5	LKBR	
182354	M5.4	Specific Issues of Intercultural Management	1	V/Ü	4	5	LKBR	
182400	**M10**	**Electives II**						
182401	M10.1	Natural & Cultural Heritage Management	2	V/Ü	4	5	LR	
182402	M10.2	Sustainable Tourism Management	2	V/Ü	4	5	LM	30
182403	M10.3	Exponential Technologies	2	V/Ü	4	5	LR	
182404	M10.4	Real & Virtual Spaces in Tourism Futures	2	V/Ü	4	5	LR	

To complete module M5 students choose one subject from the above table worth 5 ECTS credits in the first semester. To complete module M10, students choose two subjects from the above table, each worth 5 ECTS credits in the second semester.

Module M1: 182310 Tourism Futures Studies: Fundamentals

Duration	Semester
Workload	8 contact hours per week
Type of assessment	Module-specific paper / presentation (PR)
Duration of assessment	See individual course description
Number of ECTS credits awarded	10.0
Preconditions for obtaining ECTS credits	None
Module coordinator	Prof. Dr. Stephan Bingemer
Learning Objectives	Students will delve into the multifaceted realm of Tourism Futures Studies, acquiring essential knowledge and skills to comprehend and anticipate the trajectory of the tourism industry. The course commences with an exploration of the very concept of tourism futures, guiding students to define and articulate this dynamic field. A parallel emphasis is placed on discerning the crucial role of foresight in the context of tourism. Moving forward, a diverse array of foresight methods prevalent in the study of tourism futures is examined. Students will not only explore these methodologies but will also be tasked with applying them to scrutinize current trends and project future scenarios within the realm of tourism. This hands-on approach ensures a practical understanding of how foresight can be wielded as a powerful tool for anticipating industry developments. Design-based education takes center stage as the module progresses, introducing students to the principles of design thinking tailored specifically to the intricate landscape of tourism. With an emphasis on problem-solving, students will apply design-based approaches to navigate and address challenges within the industry, fostering a creative and adaptive mindset. Scenario planning emerges as a critical component of the curriculum, shedding light on its fundamentals and practical applications within tourism studies. Students will hone the skill of crafting and analyzing scenarios, equipping them to envision diverse potential futures for the dynamic tourism sector. The module also instills in students a critical lens for the analysis of tourism trends. Through a rigorous examination process, they will learn to assess current industry trends analytically, identifying key drivers and influencers that will play pivotal roles in shaping the future landscape of tourism. Lastly, an exploration of multidisciplinary perspectives forms an integral part of the module, emphasizing the collaborative and multifaceted nature of tourism futures studies. Students will integrate knowledge from various disciplines, enhancing their ability to comprehend and predict the intricate tapestry of future tourism landscapes. This holistic approach ensures that students not only grasp individual concepts but also appreciate the interconnectedness of factors that contribute to the evolving nature of the tourism industry.

Professional competence: In-depth knowledge and comprehension	Students get insights into cutting-edge theories and methodologies related to tourism foresight, scenario planning, and interdisciplinary perspectives. By the end of the module, students will be equipped with the intellectual foundation needed to critically analyze and contribute to the evolving discourse on the future of tourism.
Professional competence: conative skills, analysis and synthesis of knowledge	Through hands-on exercises and real-world applications, students will enhance their ability to apply foresight methods and design thinking to complex challenges in the tourism industry. Additionally, the module encourages the development of research skills, ensuring students can contribute meaningfully to the field through informed analyses and innovative problem-solving.
Personal competence: Social abilities and skills	Students will engage in collaborative projects, participate in discussions, and develop effective communication and teamwork skills. This not only enhances their ability to work harmoniously within diverse teams but also prepares them to navigate the social dynamics inherent in the multifaceted field of tourism futures.
Personal competence: Independence / autonomy)	Through self-directed smaller futures research projects and individual contributions to scenario planning exercises, students will learn to work independently, demonstrating initiative and a proactive approach to learning.
Competence levels according to GQF	7
Prerequisites	See individual course description
Module specifics	None
Scheduled	Regular
Combined assessments	Students work on future-based scenarios using the skills they learn in this module. The result of the student work is delivered in a paper and supported in a presentation.

Course Number and Title	**182311 Tourism Futures: Foundations & Methods**
Responsible Lecturer	Prof. Dr. Stephan Bingemer
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Type of Assessment	Module Examination

Planned learning activities and teaching methods

As a foundational course this course is primarily based on seminars and in-class discussions. Learning occurs through a combination of
- Face-to-face lectures and open discussion
- Assigned academic readings
- Practice-oriented case studies
- Extended self-study

Guest lectures for specific issues may be organised. The assessment is a written assignment that focuses on developing different scenarios.

Professional competence: In-depth knowledge and comprehension

Students
- Understand the need to look into the future of tourism and to guide tourism managers into the future.
- Understand
- Examine current industry practices and reactions to specific challenges.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Expected learning outcomes:
- Students will gain a foundational knowledge of the tourism industry.
- Students will be able to identify and evaluate issues of local, national and international significance, which impacts tourism activity.
- Students will be able to critically reflect on the issues presented, using their acquired theoretical knowledge to suggest potential solutions in practice

Personal competence: Social abilities and skills

Students will engage in collaborative projects, participate in discussions, and develop effective communication and teamwork skills. This not only enhances their ability to work harmoniously within diverse teams but also prepares them to navigate the social dynamics inherent in the multifaceted field of tourism futures.

Personal competence: Independence / autonomy

Through self-directed smaller futures research projects and individual contributions to scenario planning exercises, students will learn to work independently, demonstrating initiative and a proactive approach to learning.

Competence levels according to GQF

7

Course unit contents

- Understanding Tourism Futures as a field
- Role and Relevance of Foresight in Tourism
- Ontologies and Epistemologies in Tourism Futures
- Different Perspectives and Viewpoints in Futures Studies
- Foresight Methods (Trends, Megatrends, Backcasting, Design-based Thinking, Delphi, etc.)
- Scenario Planning: Generating valuable scenarios

Additional specifics

None

Recommended optional programme components

Visiting Tourism Futures Conferences

Recommended or required reading

- Martin, W. H., & Mason, S. (1987). Social trends and tourism futures. Tourism Management, 8(2), 112-114.
- Michopoulou, E., Darcy, S., Ambrose, I., & Buhalis, D. (2015). Accessible tourism futures: the world we dream to live in and the opportunities we hope to have. Journal of Tourism

Futures, 1(3), 179-188.
- Gössling, S., Hall, C. M., & Weaver, D. B. (2009). Sustainable tourism futures: Perspectives on systems, restructuring and innovations. In Sustainable tourism futures (pp. 1-16). Routledge.
- Kahane, A., Transformative Scenario Planning: Working Together to Change the Future, Berrett-Koehler Publishers, latest Edition.
- Yeoman, I., & McMahon-Beattie, U. (2023). Future past of tourism: critical reflection's on the rise of tourism futures. Tourism Geographies, 1-17.
- Yeoman, I., McMahon-Beattie, U., & Sigala, M. (2021). Developing a Theoretical Framework of Science Fiction and the Future of Tourism: A Cognitive Mapping Perspective. Science Fiction, Disruption and Tourism, 6.
- Yeoman, I., McMahon-Beattie, U., & Sigala, M. (Eds.). (2021). Science fiction, disruption and tourism (Vol. 6). Channel View Publications.
- Yeoman, I., & McMahon-Beattie, U. (2005). Developing a Scenario Planning Process Using a Blank Piece of Paper. Tourism and Hospitality Research, 5(3), 273-285. https://doi.org/10.1057/palgrave.thr.6040026

Scheduled

Regular or in teaching blocks

Combined assessments

None

Course Number and Title	182312 Multidisciplinary Approaches to Tourism Futures
Responsible Lecturer	Prof. Dr. Stephan Bingemer
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Type of Assessment	Module Examination

Planned learning activities and teaching methods

As a foundational course this course is primarily based on seminars and in-class discussions. Learning occurs through a combination of
- Face-to-face lectures and open discussion
- Assigned academic readings
- Practice-oriented case studies
- Extended self-study

Guest lectures for specific issues may be organised. The assessment is a written assignment that focuses on developing different scenarios.

Professional competence: In-depth knowledge and comprehension

Students
- Understand the need to look into the future of tourism and to guide tourism managers into the future.
- Understand
- Examine current industry practices and reactions to specific challenges.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Expected learning outcomes:
- Students will gain a foundational knowledge of the tourism industry.
- Students will be able to identify and evaluate issues of local, national and international significance, which impacts tourism activity.
- Students will be able to critically reflect on the issues presented, using their acquired theoretical knowledge to suggest potential solutions in practice

Personal competence: Social abilities and skills

Students will engage in collaborative projects, participate in discussions, and develop effective communication and teamwork skills. This not only enhances their ability to work harmoniously within diverse teams but also prepares them to navigate the social dynamics inherent in the multifaceted field of tourism futures.

Personal competence: Independence / autonomy

Through self-directed smaller futures research projects and individual contributions to scenario planning exercises, students will learn to work independently, demonstrating initiative and a proactive approach to learning.

Competence levels according to GQF

7

Course unit contents

- Understanding Tourism Futures as a field
- Role and Relevance of Foresight in Tourism
- Ontologies and Epistemologies in Tourism Futures
- Different Perspectives and Viewpoints in Futures Studies
- Foresight Methods (Trends, Megatrends, Backcasting, Design-based Thinking, Delphi, etc.)
- Scenario Planning: Generating valuable scenarios

Additional specifics

None

Recommended optional programme components

Visiting Tourism Futures Conferences

Recommended or required reading

- Buhalis, D., & Costa, C. (Eds.). (2006). Tourism management dynamics: trends, management and tools. Routledge.

- Lombardo, Tom. (2010). Multidisciplinary and interdisciplinary approaches to futures education. Journal of Futures Studies. 14. 121-134.
- Von Bergner, N. M., & Lohmann, M. (2014). Future challenges for global tourism: A Delphi survey. Journal of Travel Research, 53(4), 420-432.

Scheduled

Regular or in teaching blocks

Combined assessments

None

Module M2: 182320 Tourism Futures Studies: Leadership for Tomorrow

Course Number and Title	182321 Leadership and Global Talent Management
Responsible Lecturer	Prof. Dr. Dietmar Högel
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	-
Requirements for the award of credit points	LR - Module-specific paper / presentation

Planned learning activities and teaching methods
- Self-studies
- Interactive lectures
- Group work
- Case studies
- Videos
- Discussion with global leaders from various backgrounds

Professional competence: In-depth knowledge and comprehension
Students have a broad, in-depth and integrated knowledge of global talent management and leadership approaches. Included in this is a respective knowledge of relevant disciplines which are closely linked to these topics.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge
Students have a very wide range of methods to handle complex and cross-cultural issues in leadership and GTM. They are able to analyze problems and to develop concrete recommendations for given HR- business and leadership challenges.

Personal competence: Social abilities and skills
Students work independently on complex case studies, organize their work-sharing and deepen their technical expertise. They are capable of presenting and discussing the work results before experts.

Personal competence: Independence / autonomy
- Sensitivity regarding human needs and collective needs in an international context
- Self-reflection on consequences of own values and behaviors;
- Enhanced creativity based on acquaintance with a variety of new approaches towards self-leadership
- Improved sensitivity towards cultural differences
- Enhanced self-reflection on own emotional intelligence

Competence levels according to GQF
7

Course unit contents
The course focuses on international work assignments as a means of developing global talent for the needs of international companies. Students will examine the complex challenges both companies and expatriates face along the Assignment Life Cycle (ALC), explore in-depth selected issues and challenges of global mobility and GTM, and examine international work assignments as a means of GTM (developmental assignments).

The course additionally examines leadership theories from a variety of perspectives (strategic, political, ethical, psychological, and cultural) and how these theories can be applied in the field of leadership development. The characteristics of global leadership, the challenges and limitations of leadership development, and emerging holistic approaches to leadership are examined through the use of practical examples from multinational enterprises and international organizations.

Additional specifics
None

Recommended optional programme components
None

Recommended or required reading

- Dowling, P.J./Festing, M./Engle, A.D., International Human Resource Management, current edit., Cengage Learning, London
- Brisco, D.R./Schuler, R.S./Claus, L., IHRM: Policies and Practices for Multinational Enterprises, current edit., Routledge Chapman & Hall
- Al Ariss, A., Global Talent Management, Springer, current edition.
- Bryman, A.; Collinson, D.; Jackson, B. et al. (eds) (current edition): The SAGE handbook of leadership, London et al.: Sage
- Gehrke, B.; Claes, M.-T. (eds) (current edition): Global Leadership Practices: A Cross-Cultural Management Perspective, New York: Palgrave McMillan
- Mendenhall, M.E.; Osland, J.S.; Bird, A. et al. (ed.) (current edition): Global Leadership: Research, Practice and Development. London: Routledge
- Northouse, P. (current edition): Leadership - International Student Edition: Theory and Practice, London: Sage
- Stolz/Scherrer (eds.) (current edition): International Leadership, Berlin: Springer.

Scheduled

Lectures take place on a regular basis during the term.

Combined assessments

None

Module M3: 182330 Digital Transformation: Foundations, Business Models and AI in Tourism

Course Number and Title	182331 Digital Transformation: Foundations, Business Models and AI in Tourism
Responsible Lecturer	Prof. Dr. Stephan Bingemer
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Requirements for the award of credit points	Course-specific paper / presentation (LR)

Planned learning activities and teaching methods

As a foundational course this course is primarily based on lectures, case studies and in-class discussions, learning occurs through a combination of
- Face-to-face lectures and open discussion
- Assigned academic readings
- Practice-oriented case studies
- Extended self-study

The assessment is a written assignment and there will be short assignments throughout the course.

Professional competence: In-depth knowledge and comprehension

Students gain comprehensive knowledge of foundational principles, exploring the intersection of technological fundamentals, business models and artificial intelligence. Through rigorous academic exploration and exposure to industry best practices, students develop a nuanced comprehension of the multifaceted dynamics driving digital transformation in tourism.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students cultivate a range of conative skills essential for success in the digital era of the tourism industry. They engage in systematic analysis and synthesis of knowledge, honing their ability to evaluate complex information and derive strategic insights. Practical exercises and case studies enable them to refine decision-making skills, preparing them to navigate the intricate challenges posed by digital transformation.

Personal competence: Social abilities and skills

Focusing on personal competence, students develop crucial social abilities and skills. Through collaborative projects, group discussions, and industry interactions, they enhance their capacity to work effectively in diverse teams. Emphasis is placed on communication, interpersonal skills, and cultural sensitivity, preparing students to thrive in a globalized context where collaboration and effective communication are integral to success.

Personal competence: Independence / autonomy

Students are empowered with the autonomy and independence needed to navigate the complexities of an evolving industry. Through self-directed projects, research initiatives, and independent study, students develop the confidence to take ownership of their learning journey. The curriculum encourages a proactive approach to staying updated on emerging trends, fostering a sense of autonomy that equips graduates with the resilience and adaptability required to lead in a dynamic professional landscape.

Competence levels according to GQF

7

Course unit contents

- Fundamentals of Digital Transformation in Tourism
- Business Models in the Digital Era: A Comparative Analysis
- Emerging Technologies and Their Impact on the Future of Tourism
- Fundamentals of Artificial Intelligence
- Existing and new Artificial Intelligence Applications in Tourism
- Ethical and Legal Implications of Digital Technologies and AI in Tourism
- Current Issues in Tourism Digital Transformation

Additional specifics

None

Recommended optional programme components

Visiting Tourism Futures Conferences

Recommended or required reading

- Rogers, D. L. (2016). The digital transformation playbook: Rethink your business for the digital age. Columbia University Press.
- Rogers, D. L. (2014). The network is your customer: five strategies to thrive in a digital age. Yale University Press.
- Russell, S. and Norvig, P., *Artificial Intelligence: A Modern Approach*, latest Edition, Prentice Hall.

Scheduled

Regularly, according to timetable

Combined assessments

None

Module M4: 182340 Research Methods I

Course Number and Title	182341 Research Methods I
Responsible Lecturer	Prof. Dr. Franziska Drescher
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	Knowledge in statistics and data analysis.
Requirements for the award of credit points	LKBK - Course-specific combination of assignments (research project and a written examination of 90 minutes duration), both parts need to be passed

Planned learning activities and teaching methods

As a foundational course, this course is primarily based on regular weekly lectures and in-class discussions (theory and exercises). In addition, learning occurs through a combination of assigned academic readings, extended self-study, own field research consisting of a supervised research process and data analysis.

Professional competence: In-depth knowledge and comprehension

After completing the module, students will have the knowledge to conduct quantitative and qualitative research in the context of academics and business.
Learning objectives:
- Gaining foundational knowledge of descriptive statistics and inferential statistics
- Understanding the concepts behind the different statistical approaches
- Getting an overview of qualitative research methods in social sciences, their advantages and disadvantages
- Exploring different approaches in qualitative research and identifying challenges in answering research questions

Learning to plan a research project, to conduct qualitative research, to analyse qualitative data and to present research results

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students will be able to apply the knowledge gained about data collection and analysis to make sound decisions in business situations and academic research.
Expected learning outcomes:
- Students will be able to calculate parameters/statistics, test hypotheses, draw inferences, and describe the relationship between variables.
- Students will be able to critically reflect on parameters/statistics and inferences presented in academic literature, using their acquired theoretical knowledge.
- Students will be able to choose appropriate approaches depending on the research question and deal with the corresponding advantages and disadvantages.
- Students will be able to develop qualitative research designs and apply qualitative research methods to answer research questions.

Students will be able to critically reflect on qualitative research results presented in academic literature.

Personal competence: Social abilities and skills

Students will learn to leverage diversity by working in intercultural teams, behaving in an ethical manner. The students work in groups to carry out a qualitative research project. They monitor the interview process of others and improve their interview competence (create interview situation, appropriate inquiries, identify and avoid interviewer effects etc.).

In carrying out the scientific project together as a team and presenting their analyses, interpretations and conclusions to an audience at the end, students enhance their:
- Ability to work in heterogeneous teams and group coordination
- Ability to structure arguments
- Ability to convincingly justify and defend the conclusions reached.

Personal competence: Independence / autonomy

Students will manage projects in a timely and efficient manner, including their individual learning and team contributions and commitments.
Students will gain skills in:

- Independent design of work processes during the execution of a scientific project
- independent analysis and critical questioning of solution approaches and results.

Competence levels according to GQF

7

Course unit contents

Part 1: Quantitative methods
- Quantitative data and operationalisation
- Descriptive and inferential statistics – concepts, theoretical foundations and software-based application

Part 2: Qualitative methods
- Introduction to qualitative research and qualitative methods
- Qualitative research project (including research question, focus groups, qualitative interviews, qualitative content analysis, research paper)

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

- Härdle, W.K., Klinke, S., & Rönz, B.: Introduction to Statistics. Springer, Heidelberg, current edition.
- Kosfeld, R., Eckey, H. & Türck, M.: Wahrscheinlichkeitsrechnung und induktive Statistik. Springer, Wiesbaden, current edition.
- Mathai, A.M. & Haubold, H.J.: Probability and Statistics. De Gruyter, Berlin, current edition.
- Flick, U.: An Introduction to Qualitative Research. SAGE Publications, London, current edition.
- Silvermann, D.: Doing Qualitative Research. SAGE Publications, London, current edition.

Scheduled

Regular

Combined assessments

Course-specific combination of assessments; concluded by a written examination (LKBK).
The examination and grade consist of two key components: class participation/project work and a final written exam with a duration of 90 minutes.
The final grade is determined as follows:
1. Qualitative research paper (50%; Group work)
2. Quantitative written exam (50%; Individual work)

Module M5: 182350 Electives I

Duration	Semester
Workload	See individual course description
Type of assessment	Module without assessment: Grade includes individual student performances
Duration of assessment	See individual course description
Number of ECTS credits awarded	10.0
Preconditions for obtaining ECTS credits	See individual course description
Module coordinator	Prof. Dr. Christian Buer
Professional competence: In-depth knowledge and comprehension	See course description
Professional competence: conative skills, analysis and synthesis of knowledge	See course description
Personal competence: Social abilities and skills	See course description
Personal competence: Independence / autonomy)	See course description
Competence levels according to GQF	7
Prerequisites	See individual course description
Module specifics	M5 is an elective module. Students must complete 1 out of 4 courses (M5.1-M5.4).
Scheduled	See individual course description
Combined assessments	See individual course description

Course Number and Title	**182351 Entrepreneurship**
Responsible Lecturer	Prof. Dr. Bettina Merlin
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 45 hours per semester
Workload – Independent Studies	85 hours per semester
Prerequisites	None
Requirements for the award of credit points	Preliminary Exam with a presentation

Planned learning activities and teaching methods

Future Value Creation is a model that focuses on the pre-phase within entrepreneurship education focuses on the pre-phase - the phase phase before the development of ideas. In the pre-phase, the main aim is to train value-added thinking thinking and to teach the craft of how to develop relevant how relevant topics for people and the world can be can be identified and developed. This is also where you gain awareness of how important a transformative and visionary visionary objectives are for future business models that really change and improve something. This phase is therefore particularly suitable for developing an intuitive entrepreneurial mindset and to anchor it sustainably. Only after going through the pre-phase and after intensive the relevance question, is the entry into the further development of ideas ideas, successive product development and the analysis of market the analysis of market suitability (market research module). In this event, we therefore concentrate primarily on laying the foundations for the innovative and visionary power as well as for the resilience of future business models and entrepreneurship activities.

Professional competence: In-depth knowledge and comprehension

In this course, students are:
- enable them to develop a viable and relevant idea as a basis for develop their next steps as an entrepreneur
- learn about the prerequisites for innovation, added value and value creation and to reflect on them intensively
- are given the space and support to develop their thoughts
- and ideas in a well-founded value creation model (Future
- Value Creation), to verify and expand them
- gain confidence in their perception, their own awareness of problems and potential, their creativity and idea development skills
- are brought into contact with internationally successful
- business models in order to identify Future Value Creation in
- identify and internalize different forms of
- internalize them
- are provided with a model that they can use again and again
- for idea development and innovation processes.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students learn to act like an entrepreneur and to drive own decision-making and evaluation processes according to state-of-the-art knowledge.

Personal competence: Social abilities and skills

The process of creation is a social process. Hence, students learn to interact with one another in shaping their entrepreneurial skills.

Personal competence: Independence / autonomy

Entrepreneurship aims at enabling students to develop an open mindset that allows for a high degree of independence and autonomy in decision-making.

Competence levels according to GQF

7

Course unit contents

The course unit contains:
- Basics of entrepreneurship
- Entrepreneurial skills
- Business models
- Startup-Financing
- Start-up phases

- Decision making	
- Growth mindset	
Additional specifics	
None	
Recommended optional programme components	
None	
Recommended or required reading	
See Syllabus	
Scheduled	
Regular	
Combined assessments	
None	

Course Number and Title	182352 Global Marketing
Responsible Lecturer	Prof. Dr. Simon Fauser
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	Introduction to Marketing; Introduction to International Marketing; Marketing Cases (Bachelor Studies)
Requirements for the award of credit points	LKBK - Course-specific combination of assessments; concluded by a written examination

Planned learning activities and teaching methods

- Brief introductory lectures by professor and student presentations on relevant country-specific issues, e.g. political/ legal, social/cultural, economic, technological, ecological
- Moderated case study discussions
- Practical examples and company presentations
- Practical global Marketing project – ideally with project partner

Professional competence: In-depth knowledge and comprehension

- Comprehensive and up-to-date knowledge of all key aspects of international marketing – including knowledge of the effects that global macro-environmental factors have on international marketing decisions
- Understanding of interaction between marketing and other business functions

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

- Apply knowledge to cases and practical examples
- Expertise to solve complex marketing issues on a strategic and operational level
- Ability to develop solutions despite incomplete information
- Preparedness to think "outside the box"

Personal competence: Social abilities and skills

- Ability to act as a team leader, guiding others to achieve result
- Work effectively in a diverse team and create an atmosphere of
- inclusion so everyone is able to bring their full potential to the work
- Knowledge of own strength and role they can assume in a diverse and self-organized team

Personal competence: Independence / autonomy

- Self-management skills including the systematic exploitation of unknown content
- Ability to define research objectives and evaluate alternatives

Competence levels according to GQF

7

Course unit contents

- The module covers the strategic and operational aspects determining marketing work in a global context, such as the market environment, country and target market selection, market entry modes and approaches to marketing the 4 P's
- They will work with theories of internationalization
- Students learn how to evaluate the advantages of standardization versus the needs of adaptation from the corporate and market perspectives considering business criteria and cultural aspects

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

- Cateora, P. International Marketing. McGraw-Hill, New York, NY. Current edition.
- Hollensen, S. Global Marketing. Prentice Hall, Upper Saddle River. Current edition.
- Harvard and similar business school case studies
- Further articles on global Marketing uploaded onto learning platform

Scheduled

Regularly, according to timetable

Combined assessments
- Written exam (50%)
- Presentation and Case Studies (30%)
- Global Marketing Project (20%)

Course Number and Title	182353 Intercultural Communication and Management: Theories and Methods
Responsible Lecturer	Prof. Dr. Guadalupe Ruiz Yepes
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Requirements for the award of credit points	LKBR – Mid-term examination and Module-specific paper / presentation

Planned learning activities and teaching methods

- Weekly interactive lectures and open discussion
- Students preparation through reading outlined papers
- Classroom exercises in smaller groups using Padlets, the BYOD method and other Blended-Learning tools
- Preparation of papers in small groups
- Presentation of results in small groups
- Extended self-study

Professional competence: In-depth knowledge and comprehension

Students are able to:
- understand the complexities of intercultural communication
- explain and explore the impact of cultural factors on the process of communication between different players in business
- critically examine and discuss the fundamental theories and methods, principles and topics in intercultural communication from an interdisciplinary perspective
- understand how intercultural communication and intercultural management are interrelated
- explain and explore the impact of culture on trust, leadership, networking, conflict management, and so on.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students are able to:
- develop an effective and harmonious process of communication with business partners from different countries
- provide strategies to avoid communication bottlenecks
- perceive causes of conflict in different intercultural situations in business
- develop and implement effective solutions to conflict situations
- analyse, improve, and develop strategies of alternative dispute resolution while considering local cultural peculiarities
- select and apply appropriate methodological approaches when doing research on a particular culture or selecting a field of research

Personal competence: Social abilities and skills

Students are able to:
- Reflect on own contribution to enhance communication
- identify and evaluate issues of local, national and international social significance, which impact intercultural communication
- work in intercultural teams
- Be able to identify and evaluate issues of local, national and international social significance, which impact intercultural communication
- Be able to apply the knowledge acquired to cultural diversity in communication and management

Personal competence: Independence / autonomy

Students are able to:
- reflect on own contribution to enhance communication
- lead intercultural/heterogeneous teams
- apply the knowledge acquired to cultural diversity in communication and management

Competence levels according to GQF

7

Course unit contents

- Introducing intercultural communication

- Theories, models and approaches to intercultural communication and management
- The concept of Face
- Organizational culture
- Trust as a cultural dimension

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

- Dumetz, J. (ed.): Cross-Cultural Management Textbook. Lessons from the world leading experts, current edition.
- Hofstede, G.: Culture's consequences: International differences in work related values. Beverly Hills, CA: Sage, current edition.
- Hofstede, G.: Cultures and organizations: Software of the mind. London: McGraw-Hill, current edition.
- House, R.J., Hanges, P.J., Javidan, M., Dorfman, P.W., Gupta, V., Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies. Sage, Thousand Oaks, CA, current edition.
- Inglehart, R.F., Baker, W.E., 2000. Modernization, cultural change, and the persistence of traditional values. Am. Sociol. Rev. 65 (1), 19–51.
- Lewis, R.D. When cultures collide: leading across cultures. Nicholas Brealey Publishing, current edition.
- Meyer, E.: The Culture Map. Breaking through the invisible boundaries of Global Business. Public Affairs, current edition.
- Schwartz, S.H.: Cultural Value Orientations: Nature and Implications of National Differences, State University – Higher School of Economics Press, Moscow, current edition.
- Solomon, C. and Schell, M.S.: Managing Across Cultures. The seven keys to doing business with a global mindset, McGraw-Hill, current edition.
- Trompenaars, F. and Hampden-Turner, C.: Riding the waves of culture: understanding diversity in global business, McGraw-Hill, current edition.

Scheduled

Regular

Combined assessments

The assessment for the course will consist of a mid-term assessment and a course-specific presentation/paper.

Course Number and Title	182354 Specific Issues of Intercultural Management
Responsible Lecturer	Prof. Dr. Anna Hayduk
Semester	1
Available in	Winter Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Requirements for the award of credit points	LKBR – Mid-term examination and Module-specific paper / presentation

Planned learning activities and teaching methods

Learning occurs through a combination of face-to-face interactive lectures and open discussion, assigned academic readings, practice-oriented case studies and extended self-study. Guest lectures for specific issues may be organized.

Professional competence: In-depth knowledge and comprehension

Student possess comprehensive knowledge of major theories, models and concepts related to culture, cultural diversity, intercultural communication and intercultural management.
Students are able to:
- Identify & explore intercultural situations in international business & in tourism; understand how cultural variables affect management decisions and activities in these situations
- Explore the impact of the national as well as corporate culture on understanding the future as well as on the future oriented activities in business and tourism, e.g., visionary thinking, strategic management, sustainable management, etc.
- Explore the impact of culture on leadership, transformation/change, interpersonal relationship building, innovation, entrepreneurship, understanding of rules, and conflicts in business and tourism
- Explore the impact of national culture on organizational culture of companies (or vice-versa)
- Examine the impact of tourism upon the tourism region culture and explore the connection with the issues of sustainable development of the tourism region
- Explore causes, challenges and peculiarities of conflicts in different intercultural situations in business

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students are able to turn the knowledge of major theories, models and concepts related to cultural diversity and intercultural management into intercultural competences, while applying this ability in various intercultural situations in business and tourism.

Students develop skills of critically evaluating the role of different factors in understanding and shaping the future in business and tourism, of the cultural factors in particular. They are able to develop and justify measures to minimize the impact of culture (in case of it being a restraint) on the future related activities.

Based on the analysis of cultural peculiarities of doing business in selected regions, students are able to critically assess the future oriented business opportunities.

Students are able, based on the analysis of different business situations, to apply different leadership approaches in multicultural/global teams.

Students are able to analyze and critically assess strategies of internationalization (in terms of organizational culture) of companies in certain regions while taking into account local cultural peculiarities / risks of these regions.

Students possess the competence to reveal causes of conflict in different intercultural situations in business, and to develop and implement effective solutions to conflict situations.

Personal competence: Social abilities and skills

Students are able to:
- work cooperatively and responsibly in heterogeneous (by age, gender, cultural background, religion) and multidisciplinary teams of experts, as well as successfully lead/coordinate these groups,
- interact effectively with people in diverse and multidisciplinary teams,
- deal proactively with problems, especially intercultural ones, within a team, and present complex problems and problem solutions in a team in a reasoned manner,

- argue in discussions in a structured and respectful manner,
- justify and present results convincingly,
- reflect on their own position.

Personal competence: Independence / autonomy

Students are able to:
- work independently within areas of their responsibility,
- design working processes independently,
- foster a sense of personal responsibility, reflect on their own learning and work goals, as well those set by others, pursue and take responsibility for them in a self-directed manner and draw conclusions about working processes, in an intercultural team in particular.

Competence levels according to GQF

7

Course unit contents

- Introduction: Intercultural management, intercultural competences
- Intercultural situations in business. Culture shock. Acculturation strategies
- Culture and sustainability
- Culture and future oriented activities in business
- Culture and leadership
- Culture and networking/ interpersonal relationship building
- Culture and transformation/change, innovation, entrepreneurship
- Culture and understanding of rules in business
- Intercultural situations in tourism
- Impact of international tourism upon culture of tourism regions
- Organizational culture and national culture
- Cultural peculiarities of conflict management

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

- Dai, X.; Chen, G.-M.: Conflict management and intercultural communication: the art of intercultural harmony. London; New York: Routledge, Taylor & Francis Group, 2017
- Deresky, H., Stewart R. M.: International management: managing across borders and cultures: text and cases. Tenth edition, Pearson, Boston, Mass.; Munich et al., 2023
- Koc, E.: Cross-cultural aspects of tourism and hospitality: a services marketing and management perspective, Routledge, Taylor & Francis Group, London; New York, 2021
- Lewis, R. D.: When Cultures Collide: Leading Across Cultures. 3rd ed. Brealey, Boston, 2018
- Merkin, R. S.: Saving face in business: managing cross-cultural interactions . New York: NY, 2018

Scheduled

Regular or teaching blocks

Combined assessments

The assessment for the course will consist of a mid-term assessment and a course-specific presentation/paper.

Module M6: 182360 Tourism Futures Studies: Inspiration & Learning

Course Number and Title	182361 Understanding Futures from Art, Literature, Media & History
Responsible Lecturer	Prof. Dr. Stephan Bingemer
Semester	2
Available in	Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	2 SWS (contact hours per week) 30 hours per semester
Workload – Independent Studies	95 hours per semester
Prerequisites	None
Requirements for the award of credit points	Course-specific paper / presentation (LR)

Planned learning activities and teaching methods

Students engage in a dynamic learning environment that integrates lectures, seminars, interactive discussions, and practical applications. The course emphasizes an interdisciplinary approach, encouraging students to explore diverse perspectives from art, literature, media, and history. Through collaborative projects and experiential learning, students develop a holistic understanding of how these disciplines contribute to the study of futures.

Professional competence: In-depth knowledge and comprehension

Students acquire an extensive understanding of futures studies through the lenses of art, literature, media, and history. They learn about the theoretical foundations and key concepts that underpin these disciplines, gaining insights into the various ways in which they contribute to shaping our understanding of the future. Rigorous exploration and critical analysis deepen their knowledge and comprehension, enabling a nuanced appreciation of the complexities inherent in forecasting and envisioning futures.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students cultivate a range of conative skills essential for futures studies. They develop the ability to systematically analyze and synthesize knowledge from diverse sources, honing their skills in critically evaluating historical narratives, artistic expressions, literary works, and media representations. Through practical exercises, students refine their analytical and synthetic capacities, equipping them to navigate the intricate interplay of factors that influence future scenarios.

Personal competence: Social abilities and skills

Focusing on personal competence, students enhance their social abilities and skills, recognizing the collaborative nature of futures studies. Engaging in group discussions, projects, and interdisciplinary dialogues, they refine their communication skills and cultural awareness. The course encourages the development of effective interpersonal skills, fostering an environment where students can engage thoughtfully with diverse perspectives and contribute meaningfully to collaborative endeavors.

Personal competence: Independence / autonomy

In this field, students cultivate independence and autonomy in their approach to futures studies. Through self-directed research, independent projects, and critical reflection, they develop the confidence to navigate the complexities of anticipating future trends. The curriculum fosters a proactive mindset, encouraging students to take ownership of their learning journey and to contribute autonomously to the ongoing discourse on understanding futures.

Competence levels according to GQF

7

Course unit contents

- The Role of Art in Shaping Perceptions of the Future
- Literary Representations of Utopias and Dystopias
- Media Narratives and their Impact on Future Imaginaries
- Historical Perspectives on Future Visions
- Interdisciplinary Approaches to Futures Studies
- Ethical Considerations in Anticipating Future Scenarios
- Case Studies: Examining Futures Through Art, Literature, Media, and History
- Independent Research Project on a Selected Theme in Futures Studies

Additional specifics
None

Recommended optional programme components
None

Recommended or required reading
- Davis, D., Art and the Future: A History/Prophecy of the Collaboration Between Science, Technology, and Art, latest Edition, Praeger Publishing. - Esselborn, H., Die Erfindung der Zukunft in der Literatur: Vom technisch-utopischen Zukunftsroman zur deutschen Science Fiction, aktuelle Auflage, Könighausen & Neumann. - Esselborn, H. Utopie, Antiutopie und Science Fiction im deutschsprachigen Roman des 20. Jahrhunderts: Vorträge des deutsch-französischen Kolloquiums, aktuelle Auflage, Könighausen & Neumann. - Leigh, J., Webster, C., & Ivanov, S. (Eds.). Future Tourism: Political, Social and Economic Challenges. Latest Edition, Routledge. - Margulis, E.H., Psyche, L., Loughridge, D. (Eds.), The Science-Music Borderlands: Reckoning with the Past and Imagining the Future, latest Edition, The MIT Press. - The Editors of Popular Science, The Future Then: Fascinating Art & Predictions from 145 Years of Popular Science, Weldon Owen. - Yeoman, I. S., & Beeton, S. (2014). The state of tourism futures research: An Asian Pacific ontological perspective. Journal of Travel Research, 53(6), 675-679.

Scheduled
Regular or teaching blocks

Combined assessments
None

Module M7: 182370 Influencing Tourism Futures

Course Number and Title	182371 Activism, Policy Innovations, and Ethical Perspectives
Responsible Lecturer	Prof. Dr. Stephan Bingemer
Semester	2
Available in	Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	2 SWS (contact hours per week) 30 hours per semester
Workload – Independent Studies	95 hours per semester
Prerequisites	None
Requirements for the award of credit points	Course-specific paper / presentation (LR)

Planned learning activities and teaching methods

Students engage in a dynamic learning environment that integrates lectures, seminars, interactive discussions, and practical applications. The course emphasizes an interdisciplinary approach, encouraging students to explore diverse perspectives from art, literature, media, and history. Through collaborative projects and experiential learning, students develop a holistic understanding of how these disciplines contribute to the study of futures.

Professional competence: In-depth knowledge and comprehension

Students acquire comprehensive knowledge of the historical evolution of activism, the intricacies of policy innovations, and the ethical considerations inherent in decision-making. Through extensive exploration, they develop a profound understanding of theoretical frameworks and practical applications, enabling them to critically assess and navigate the complex landscape of contemporary societal challenges.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students learn to systematically analyze and synthesize information from diverse sources. The course emphasizes the application of these skills to formulate effective policy responses, assess the impact of activism on policy outcomes, and critically evaluate ethical considerations. Practical exercises and case studies enhance students' abilities to make informed decisions in the multifaceted realms of activism, policy, and ethics.

Personal competence: Social abilities and skills

Focusing on personal competence, students refine their social abilities and skills essential for effective collaboration in activism and policy development. Through group projects, discussions, and simulations, they enhance communication skills and learn to navigate diverse perspectives. The course places importance on effective interpersonal skills, preparing students for active engagement with fellow activists, policymakers, and stakeholders in real-world contexts.

Personal competence: Independence / autonomy

Students cultivate independence and autonomy in their approach to addressing societal challenges through activism, policy innovations, and ethical perspectives. Through independent research projects, critical reflections, and ethical dilemmas, students develop the confidence to navigate complex issues autonomously. The curriculum encourages a proactive mindset, fostering the independence required for advocating ethical principles, influencing policy change, and engaging in activism autonomously.

Competence levels according to GQF

7

Course unit contents

- Historical Perspectives on Activism: Movements and Evolution
- Policy Innovations: Analyzing Successful Models and Case Studies
- Ethical Foundations in Activism and Policy-making
- Intersectionality: Understanding the Complexities of Social Issues
- Stakeholder Engagement and Collaboration in Policy Development
- Case Studies on Ethical Dilemmas in Activism and Policy
- Advocacy Strategies: Communicating Effectively for Social Change
- Independent Research Project: Applying Activism, Policy Innovations, and Ethical Perspectives to a Real-world Issue

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

- Boluk, K., & Carnicelli, S. (2015). Activism and critical reflection through experiential learning. Journal of Teaching in Travel & Tourism, 15(3), 242-251.
- Fennell, D. A. (2019). The future of ethics in tourism. The future of tourism: Innovation and sustainability, 155-177.
- Lovelock, B., & Lovelock, K. (2013). The ethics of tourism: Critical and applied perspectives. Routledge.
- Oskam, J. A., & De Visser-Amundson, A. (2022). A systematic review of ethical issues in hospitality and tourism innovation. Journal of Hospitality and Tourism Insights, 5(4), 782-803.
- Soulard, J., & McGehee, N. (2023). Transformative travel and external activism: framing external activism outcomes within the travelers' discourse of perceived transformation. Journal of Sustainable Tourism, 31(3), 821-839.
- Yallop, A. C., Gică, O. A., Moisescu, O. I., Coroș, M. M., & Séraphin, H. (2023). The digital traveller: implications for data ethics and data governance in tourism and hospitality. Journal of Consumer Marketing, 40(2), 155-170.

Scheduled

Regular or in teaching blocks

Combined assessments

None

Module M8: 182380 Tourism Futures Project

Course Number and Title	182381 Tourism Futures Project
Responsible Lecturer	Prof. Dr. Christian Buer
Semester	2
Available in	Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Requirements for the award of credit points	Course-specific practice-related assignment (LA)

Planned learning activities and teaching methods

In this module, students perform a project on their own with guidance from their supervisor. The learning activities for the "Tourism Futures Project" course are carefully planned to provide a dynamic and participatory experience. Through a combination of interactive workshops, group discussions, project-based learning, and mentorship, students engage in hands-on activities that simulate real-world scenarios. Guest lectures from industry experts and collaborative sessions contribute to a multifaceted learning approach, fostering a comprehensive understanding of future trends in the tourism sector.

Professional competence: In-depth knowledge and comprehension

Within the course, students develop an in-depth knowledge of tourism futures, gaining a profound understanding of emerging trends and potential scenarios. Through intensive exploration, they acquire comprehensive insights into the complexities of the tourism industry's evolution, from the integration of technology to changing consumer behaviors. This deep comprehension positions students to critically analyze and interpret the multifaceted dimensions of future developments in tourism.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students learn to systematically analyze and synthesize information from diverse sources. The course emphasizes the application of these skills to formulate effective policy responses, assess the impact of activism on policy outcomes, and critically evaluate ethical considerations. Practical exercises and case studies enhance students' abilities to make informed decisions in the multifaceted realms of activism, policy, and ethics.

Personal competence: Social abilities and skills

Focusing on personal competence, students refine their social abilities and skills essential for effective collaboration in the tourism sector. Through the group project, collaborative discussions, and industry interactions, they enhance communication skills and cultural awareness. The course places a strong emphasis on effective interpersonal skills, preparing students to navigate the diverse and global landscape of the tourism industry.

Personal competence: Independence / autonomy

Through independent research projects, scenario planning exercises, and critical reflections, students develop the confidence to navigate the complexities of future trends autonomously. The curriculum encourages a proactive mindset, fostering the independence required for strategic thinking and decision-making in the rapidly evolving tourism sector.

Competence levels according to GQF

7

Course unit contents

Tourism Futures Project
- Collaborative Project: Crafting a Comprehensive Tourism Futures Strategy

Interactive Workshop topics
- Understanding Megatrends in Tourism: Technology, Sustainability, and Demographics
- Scenario Planning: Anticipating and Preparing for Diverse Futures
- Consumer Behavior in Evolving Tourism Landscapes
- The Role of Emerging Technologies in Shaping Tourism Experiences
- Sustainable Tourism Practices: Balancing Growth and Environmental Impact
- Crisis Management and Resilience in Tourism Futures
- Industry Innovations and Best Practices in Future-Forward Tourism

Additional specifics
None

Recommended optional programme components
None

Recommended or required reading
- Page, S. J., Yeoman, I., Connell, J., & Greenwood, C. (2010). Scenario planning as a tool to understand uncertainty in tourism: the example of transport and tourism in Scotland in 2025. Current Issues in Tourism, 13(2), 99-137. - Seyitoğlu, F., & Costa, C. (2022). A systematic review of scenario planning studies in tourism and hospitality research. Journal of Policy Research in Tourism, Leisure and Events, 1-18. - Yeoman, I. (2009). Tomorrow's tourist: scenarios & trends. Routledge. - Wu, D. C., Cao, Z., Wen, L., & Song, H. (2021). Scenario forecasting for global tourism. Journal of Hospitality & Tourism Research, 45(1), 28-51.

Scheduled
Regular or in teaching blocks

Combined assessments
None

Module M9: 182390 Research Methods II

Course Number and Title	182391 Research Methods II
Responsible Lecturer	Prof. Dr. Franziska Drescher
Semester	2
Available in	Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	Students should have completed module M4 (Research Methods I) before joining this module.
Requirements for the award of credit points	LKBR - Course-specific combination of one home assignment, written exam of 90 minutes (individual work) concluded with a group work

Planned learning activities and teaching methods

Regular weekly lectures (theory and exercises), accompanied by class discussion and computer lab sessions, individual studies by students, empirical part of project work related to module M8 executed under supervision and guidance of lecturer.

Professional competence: In-depth knowledge and comprehension

After the course, students will have learnt how to:
- empirically test hypotheses
- estimate causal effects after controlling for the confounding effects of other variables
- draw inferences based on empirical evidence
- use a statistic software to perform different kinds of data analysis in order to analyse several kinds of problems and interpret the outcome correctly
- are able to execute an applied tourism research and/or consultancy project in a team, from the initial research design to the presentation of empirical results to real-world partners and stakeholders

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students are able to apply the gained theoretical and empirical knowledge in advanced quantitative methods to different given problems and own research questions. Students are able to assess and describe the relationship between variables, as well as use software tools to perform different kinds of data analyses to analyse data and solve scientific and practice-related problems.

Personal competence: Social abilities and skills

Students will learn to leverage diversity by working in intercultural teams, behaving in an ethical and sustainable manner. In carrying out a scientific/consultancy project together as a team and presenting their analyses, interpretations and conclusions to a professional audience at the end, students enhance their
- ability to work in heterogeneous teams and group coordination
- ability to structure arguments
- ability to convincingly justify and defend their conclusions reached

Personal competence: Independence / autonomy

Students will manage projects in a timely and efficient manner, including their individual learning and team contributions and commitments. In addition, students gain skills in
- independent design of work processes during the execution of a scientific/consultancy project
- independent analysis and critical questioning of solution approaches and results.

Competence levels according to GQF

7

Course unit contents

- Selecting an appropriate research design
- Preparing a questionnaire (or interview guidelines)
- Collecting, organizing and preparing data
- Data analysis – theory and application
- Application of statistical knowledge: Specification and hypothesis testing; estimating causal effects after controlling for the confounding effects of other variables; drawing inferences based on empirical evidence

- Practical application of other empirical methods for module M8 (if applicable)
- Presentation of research results empirical evidence

Additional specifics

Module M8 Tourism Futures Project

Recommended optional programme components

None

Recommended or required reading

- Auer, B. & Rottmann, H.: Statistik und Ökonometrie für Wirtschaftswissenschaftler. Springer, Leipzig, current edition.
- Backhaus, K., Erichson, B., Gensler, S., Weiber, R & Weiber, T.: Multivariate Analysemethoden – Eine anwendungsorientierte Einführung. Springer, Berlin, current edition.
- Field, A.: Discovering Statistics Using IBM SPSS Statistics. London: SAGE Publications, current edition.
- Creswell, J. W. & Creshwell, J. D.: Research Design. Qualitative, Quantitative, and Mixed Methods Approaches. SAGE Publications, London, current edition.
- Lewis-Beck, M. S.: Applied Regression – an Introduction, SAGE Publications, Thousand Oaks CA, current edition.

Scheduled

Regular

Combined assessments

The final grade is determined as follows:

1) Exam (90 minutes) (individual assessment; 50% of the grade)
2) Performance and presentation of a research project (group work; 50% of the grade)

Modul M10: 182400 Electives II

Duration	Semester
Workload	See individual course description
Type of assessment	Module without assessment: Grade includes individual student performances
Duration of assessment	See individual course description
Number of ECTS credits awarded	10.0
Preconditions for obtaining ECTS credits	See individual course description
Module coordinator	Prof. Dr. Christian Buer
Professional competence: In-depth knowledge and comprehension	See course description
Professional competence: conative skills, analysis and synthesis of knowledge	See course description
Personal competence: Social abilities and skills	See course description
Personal competence: Independence / autonomy)	See course description
Competence levels according to GQF	7
Prerequisites	See individual course description
Module specifics	M10 is an elective module. Students must complete 2 out of 4 courses (M10.1-M10.4).
Scheduled	See individual course description
Combined assessments	See individual course description

Course Title	182401 Natural & Cultural Heritage Management
Responsible Lecturer	Prof. Dr. Martina Shakya
Semester	2
Available in	Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Requirements for the award of credit points	The assessment is a group presentation of a case study, accompanied by a short written assignment (exam type LR)

Planned learning activities and teaching methods

Learning occurs through a combination of face-to-face lectures with integrated exercises, interactive discussions, academic readings, case studies and extended self-study.

Professional competence: In-depth knowledge and comprehension

The course explores the contribution and potentials of natural and cultural heritage assets for sustainable destination management. Based on an elaboration of heritage management essentials (including issues of heritage governance, stakeholder and visitor management, as well as product development and marketing), the course examines different approaches for the sustainable management and protection of natural areas and cultural heritage sites by looking at case studies and good practice examples.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

At the end of the course, students
- are familiar with various aspects of heritage management (e.g. classifications of natural protected areas and cultural heritage assets, national and international stakeholders and institutions of heritage conservation and management, funding sources);
- Understand the global importance and scope of nature and biodiversity conservation;
- Understand the various types of value attached to cultural heritage preservation;
- are able to develop tourism offers in and around protected natural areas and cultural heritage sites;
- know how to manage visitors and stakeholders of heritage assets in different contexts in an ecologically sustainable and culturally appropriate manner.

Personal competence: Social abilities and skills

Students enhance their capacity to work and communicate effectively in a diverse, intercultural team through a case study group project that they will be present and discuss in the course of the semester.

Personal competence: Independence / autonomy

Through a self-directed group project and independent study, students develop the confidence to take ownership of their learning journey.

Competence levels according to GQF

7

Course unit contents

- Foundations of cultural & natural heritage management and tourism (definitions, approaches)
- Nature conservation and cultural heritage institutions and governance
- Stakeholder interests and stakeholder management
- Visitor satisfaction and visitor management
- Heritage-based experiences, product development and marketing
- Presentations of case studies

Additional specifics

External guest lecturers will be involved on specialised topics (according to availability)

Recommended optional programme components

None

Recommended or required reading

- Cameron, C. (ed.): Evolving Heritage Conservation Practice in the 21st Century, Springer Nature, Singapore, 2023.
- Finneran, N., Hewlett, D. and Clarke, R.: Managing Protected Areas. People and Places, Springer Nature, Cham, 2024.
- Leung, Y. et al.: Tourism and visitor management in protected areas, IUCN, Gland, 2018.

- World Bank: Tools and Resources for Nature-Based Tourism, Washington; World Bank, 2022.
- Yu, P., Lertcharnrit, T. and Smith, G. (eds.): Heritage and Cultural Heritage Tourism. International Perspectives, Springer Nature, Cham, 2023.

Scheduled

Regular (or in teaching blocks)

Combined assessments

None

Course Title	182402 Sustainable Tourism Management
Responsible Lecturer	Prof. Dr. Martina Shakya
Semester	2
Available in	Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	Students without a basic knowledge on the global sustainable development discourse are required to familiarise themselves with the concept of sustainable development, the UN Sustainable Development Goals and the global climate crisis before the start of the course.
Requirements for the award of credit points	The assessment is an oral exam (exam type LM)

Planned learning activities and teaching methods

Learning occurs through a combination of face-to-face lectures with integrated exercises and short student presentations, interactive discussions, academic readings and extended self-study.

Professional competence: In-depth knowledge and comprehension

The course aims at expanding students' understanding of sustainability and related concepts (e.g. resilience), their significance for and practical applicability to the tourism industry. Through case studies, students explore a variety of approaches to sustainability management at the level of destinations and individual businesses of the tourism and hospitality industry (e.g. destination management organisations, hotels/resorts, tour operators, mobility service providers). Particular attention is paid to climate change adaptation, carbon management and other areas of environmental management (e.g. water management, waste management) that are vital for destinations and tourism businesses under contemporary market conditions.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

At the end of the course, students
- are sensitised for the importance of and various aspects of sustainability management in various sub-sectors of the tourism industry (e.g. related to economic prosperity, visitor/customer experience, service quality, quality of life)
- can critically assess different strategies and approaches to sustainability management in tourism and select appropriate tools in a given context (e.g. certification strategy, award strategy, environmental management, mobility management, food management, stakeholder management, human resource management/green HRM)

Personal competence: Social abilities and skills

Students will train collaboration in multicultural teams and effective communication across disciplinary and cultural boundaries.

Personal competence: Independence / autonomy

Students work independently to master the concepts covered during lectures, with the intention to use the knowledge gained during course discussions and in group assignments.

Competence levels according to GQF

7

Course unit contents

- Understanding Sustainability in Tourism
- Sustainable Tourism Destinations
- Sustainable Tourism Industries

Additional specifics

It is intended that this course will be regularly taught by two lecturers, including international guest lecturers upon availability, with varying focus areas and specialisations (co-teaching). It will thus offer various (international) perspectives on the topic, as well as include a wide range of academic and professional insights.

Recommended optional programme components

None

Recommended or required reading

- Coghlan, A.: An Introduction to Sustainable Tourism, Goodfellow Publishers, latest edition.
- Farmaki, A., Altinay, L. and Font, X. (eds.): Planning and Managing Sustainability in Tourism. Empirical Studies, Best-practice Cases and Theoretical Insights, Springer Nature,

Cham, 2022.
- Köchling, A. et al. (eds.): Towards Sustainable and Resilient Tourism Futures. Insights from the Competence Network of Tourism Research and Education (ICNT), Erich Schmidt Verlag, Berlin, 2023.
- Hall, C. M. (Ed.): Routledge Handbook of Tourism and Sustainability, Routledge, London, 2015.

Scheduled

Regular (or in teaching blocks)

Combined assessments

None

Course Title	**182403 Exponential Technologies**
Responsible Lecturer	Prof. Dr. Stephan Bingemer
Semester	2
Available in	Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Requirements for the award of credit points	Course-specific paper / presentation (LR)

Planned learning activities and teaching methods

Students engage in a dynamic learning environment shaped by a blend of lectures, workshops, and case studies. The curriculum is designed to encourage active participation, fostering collaborative discussions, and practical applications. Through immersive experiences, guest lectures, and industry insights, students gain a deep understanding of the transformative potential of exponential technologies in shaping the future of tourism.

Professional competence: In-depth knowledge and comprehension

Students get acquainted with the realm of exponential technologies, acquiring in-depth knowledge of their applications and implications for the tourism industry. They explore the theoretical foundations and practical aspects of technologies such as artificial intelligence, blockchain, augmented reality, and data analytics. The course ensures a comprehensive comprehension of how these technologies intersect with and impact various facets of the tourism sector, from customer experiences to operational efficiencies.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Through practical exercises, case studies, and projects, they improve their analytical skills, enabling them to critically assess the opportunities and challenges presented by these technologies.

Personal competence: Social abilities and skills

The course places particular emphasis on developing effective interpersonal skills, preparing students to navigate the complexities of interdisciplinary collaboration.

Personal competence: Independence / autonomy

Through self-directed research, independent projects, and critical reflections, students develop the confidence to navigate the complexities of these technologies autonomously.

Competence levels according to GQF

7

Course unit contents

- Introduction to Exponential Technologies: AI, Blockchain, AR, and Data Analytics
- Applications of AI in Tourism: Personalization and Predictive Analytics
- Blockchain in Tourism: Enhancing Security and Transparency
- Augmented Reality Experiences in Tourism
- Big Data Analytics for Customer Insights and Operational Efficiency
- Ethical Considerations in the Use of Exponential Technologies in Tourism
- Case Studies: Successful Integrations of Exponential Technologies in Tourism
- Practical Workshops: Applying Exponential Technologies to Tourism Challenges

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

- Corea, F., Artificial Intelligence and Exponential Technologies: Business Models Evolution and New Investment Opportunities, latest Edition, Springer Cham.
- Leonhard, G., & von Kospoth, C. A. G. (2017). Exponential technology versus linear humanity: Designing a sustainable future. In Sustainability in a digital world: New opportunities through new technologies (pp. 77-83). Cham: Springer International Publishing.
- Staat, D.W., Exponential Technologies: Higher Education in an Era of Serial Disruptions, latest Edition, Rowmann & Littlefield.

Scheduled	
Regular (or in teaching blocks)	
Combined assessments	
None	

Course Title	182404 Real & Virtual Spaces in Tourism Futures
Responsible Lecturer	Prof. Dr. Stephan Bingemer
Semester	2
Available in	Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	4 SWS (contact hours per week) 60 hours per semester
Workload – Independent Studies	65 hours per semester
Prerequisites	None
Requirements for the award of credit points	Course-specific paper / presentation (LR)

Planned learning activities and teaching methods

The course employs a combination of interactive lectures, seminars, practical workshops, and virtual simulations. Guest lectures from industry experts, site visits, and collaborative projects enrich the learning experience, providing students with both theoretical knowledge and practical insights into the intricate relationship between real and virtual spaces in the context of tourism futures.

Professional competence: In-depth knowledge and comprehension

Students understand the exploration of real and virtual spaces in the context of tourism futures, gaining in-depth knowledge of the theoretical foundations and practical applications. They acquire a comprehensive understanding of how physical and virtual environments intersect and shape the future of tourism experiences. The course ensures that students comprehend the complexities and nuances associated with the evolving dynamics of real and virtual spaces within the tourism industry.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

The course emphasizes the application of synthetic skills in crafting strategic responses to the evolving dynamics of real and virtual spaces in tourism futures.

Personal competence: Social abilities and skills

Through collaborative projects, group discussions, and industry interactions, they enhance their communication skills, cultural awareness, and teamwork. The course places particular emphasis on developing effective interpersonal skills, preparing students to navigate the complexities of interdisciplinary collaboration within the tourism sector.

Personal competence: Independence / autonomy

Through self-directed research, independent projects, and critical reflections, students develop the confidence to autonomously explore and analyze the impact of these spaces on the future of tourism.

Competence levels according to GQF

7

Course unit contents

- Theoretical Foundations: Understanding the Interplay between Real and Virtual Spaces
- Virtual Reality and Augmented Reality in Tourism Experiences
- Smart Cities and the Integration of Real and Virtual Spaces
- Gamification and Interactive Technologies in Tourism
- Destination Management in Virtual Environments
- Ethical Considerations in the Design and Implementation of Virtual Tourism Experiences
- Case Studies: Successful Utilization of Real and Virtual Spaces in Tourism

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

- Clavé, S. A. (2012). Rethinking mass tourism, space and place. In The Routledge handbook of tourism geographies (pp. 230-237). Routledge.
- Holmes, D. (Ed.). Virtual globalization: Virtual spaces/tourist spaces (Vol. 1). Latest Edition, Routledge.
- Kowalczyk, A. (2014). The phenomenology of tourism space. Turyzm, 24(1), 9-15.
- Włodarczyk, B. (2014). Space in tourism, tourism in space: On the need for definition, delimitation and classification. Turyzm, 24(1), 25-34.

Scheduled	
Regular (or in teaching blocks)	
Combined assessments	
None	

Modul M11 (Optional): 182410 Tourism Futures Studies A - Non-Mandatory Internship Abroad

Course Number and Title	182411 Tourism Futures Studies A - Non-Mandatory Internship Abroad
Responsible Lecturer	Prof. Dr. Christian Buer
Semester	3
Available in	Winter or Summer Semester
Language of Instruction	According to internship agreement
ECTS Awarded	30.0
Workload – Contact Hours	None
Workload – Independent Studies	390 hours per semester
Prerequisites	None
Requirements for the award of credit points	SA - Examination performance through practical work (without grade – pass/fail)

Planned learning activities and teaching methods

According to internship agreement

Professional competence: In-depth knowledge and comprehension

The knowledge accumulation depends on the internship selected.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

The conative skills depend on the selected internship.

Personal competence: Social abilities and skills

Social abilities profit from contact with other cultures and new environments.

Personal competence: Independence / autonomy

A stay abroad enhances the independence & autonomy of students and provides them with additional career opportunities.

Competence levels according to GQF

7

Course unit contents

None

Additional specifics

Master students can decide to add an (foreign) internship into their curriculum. The internship must last at least 100days and is contributing with additional 30 ECTS into the students overall performance.

Recommended optional programme components

None

Recommended or required reading

None

Scheduled

None

Combined assessments

None

Modul M12 (Optional): 182420 Tourism Futures Studies B - Non-Mandatory Study Abroad

Course Number and Title	182421 Tourism Futures Studies B - Non-Mandatory Study Abroad
Responsible Lecturer	Prof. Dr. Christian Buer
Semester	3
Available in	Winter or Summer Semester
Language of Instruction	According to partner university
ECTS Awarded	30.0
Workload – Contact Hours	According to partner university
Workload – Independent Studies	Hours per course requirements at partner university
Prerequisites	According to partner university
Requirements for the award of credit points	LA - Practical work accompanying the course

Planned learning activities and teaching methods

Courses as agreed with the selected partner university

Professional competence: In-depth knowledge and comprehension

The knowledge accumulation depends on the courses selected in the abroad study programme.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

The conative skills depend on the selected courses.

Personal competence: Social abilities and skills

Social abilities profit from contact with other cultures and new environments.

Personal competence: Independence / autonomy

A stay abroad enhances the independence & autonomy of students and provides them with additional career opportunities.

Competence levels according to GQF

7

Course unit contents

Voluntary completion of a study period abroad

Additional specifics

Master students can decide to add foreign studies into their curriculum. They can select courses of up to 30 ECTS that can be included in this study programme. Courses shall have a connection to tourism futures.

Recommended optional programme components

According to partner university

Recommended or required reading

According to partner university

Scheduled

According to partner university

Combined assessments

None

Modul M13: 182430 Personal Skills / Studium Generale

Course Number and Title	182431 Personal Skills / Studium Generale
Responsible Lecturer	Prof. Dr. Christian Buer
Semester	3
Available in	Winter or Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	Based on selected course(s)
Workload – Independent Studies	Based on selected course(s)
Prerequisites	Successful completion of all modules.
Requirements for the award of credit points	Individual assessment

Planned learning activities and teaching methods

Students learn to select a free topic to enhance their personal skills.

Professional competence: In-depth knowledge and comprehension

Depends on student's selection.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

Students learn how to learn and prepare contents from other disciplines,

Personal competence: Social abilities and skills

Through learning new disciplines, the student gets a larger scope that he can use in the tourism futures domain.

Personal competence: Independence / autonomy

The students selects the courses autonomously and ensures his/her success.

Competence levels according to GQF

7

Course unit contents

The Personal Skills / Studium Generale can be selected from a huge catalogue. The student selects an equivalent of 5 ECTS.

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

Student led unit with individual literature.

Scheduled

Regular or teaching blocks.

Combined assessments

None

Modul M14: 182440 Master Thesis

Duration	6 months Semester
Workload	See individual course description
Type of assessment	Module without assessment: Grade includes individual student performances
Duration of assessment	See individual course description
Number of ECTS credits awarded	25.0
Preconditions for obtaining ECTS credits	Both examinations (M14.1 Master's thesis and M14.2 final colloquium) must be passed in order to pass the M14 module.
Module coordinator	Prof. Dr. Christian Buer
Professional competence: In-depth knowledge and comprehension	See course descriptions
Professional competence: conative skills, analysis and synthesis of knowledge	See course descriptions
Personal competence: Social abilities and skills	See course descriptions
Personal competence: Independence / autonomy	See course descriptions
Competence levels according to GQF	7
Prerequisites	The module examinations of the first and second semesters should be passed before the start of the Master's thesis.
Module specifics	The thesis topic must be registered no later than the end of the semester following the semester in which the final Master's examination is completed.
Scheduled	No contact hours take place
Combined assessments	Module consists two parts, both of which must be passed: - Thesis (with weighting) - Defense (without weighting – pass/fail)

Course Number and Title	**182441 Master Thesis**
Responsible Lecturer	Prof. Dr. Christian Buer
Semester	3 (4)
Available in	Winter and Summer Semester
Language of Instruction	English
ECTS Awarded	25.0
Workload – Contact Hours	None
Workload – Independent Studies	500 Hours
Prerequisites	The module examinations of the first and second semesters should be passed before the start of the Master's thesis.
Requirements for the award of credit points	PT - Final thesis (Master Thesis)

Planned learning activities and teaching methods

The master thesis is a student led unit, with tutorial support from the master thesis supervisors.

Professional competence: In-depth knowledge and comprehension

Having completed this unit, the student is expected to:
- Evaluate alternative research approaches and to select appropriate methods for the research aims; and to synthesise ideas and information in order to solve problems or questions that build on existing knowledge
- Develop an understanding of the relationship between theory and practice in different contexts

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

The students are expected to:
- Design and execute, and write up an appropriate research project
- Demonstrate the skills of planning necessary to undertake collection and analysis of information leading to conclusion formulation

Personal competence: Social abilities and skills

The student must be able to effectively communicate the research topic, content, and results to relevant audiences (including experts).

Personal competence: Independence / autonomy

The students develop research, planning and self-management skills.

Competence levels according to GQF

7

Course unit contents

The Master Thesis is the culmination of the student's learning experience on the programme, requiring the development of the intellectual capacity to plan and carry out an academically-sound research project, the selection and application of appropriate management tools acquired during the taught programme, and a critical appreciation of the context and issues of Tourism Futures Studies.

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

Student led unit with individual literature.

Scheduled

None

Combined assessments

See module description

Course Number and Title	182442 Defense & Seminar
Responsible Lecturer	Prof. Dr. Christian Buer
Semester	3 (4)
Available in	Winter and Summer Semester
Language of Instruction	English
ECTS Awarded	5.0
Workload – Contact Hours	None
Workload – Independent Studies	125 hours
Prerequisites	Prerequisite for participation in the final colloquium is the completion of the written part of the Master Thesis (M14.1).
Requirements for the award of credit points	SR - Examination performance through presentation (pass/fail)

Planned learning activities and teaching methods

The master thesis is a student led unit, with tutorial support from the master thesis supervisors.

Professional competence: In-depth knowledge and comprehension

Having completed this unit, the student is expected to:
- Present own research in an adequate, scientific manner
- Being capable of explaining own argumentation lines and trains of thought in a structured manner.

Professional competence: Cognitive skills, analysis, and synthesis of knowledge

The students are expected to:
- Design and execute, and write up an appropriate research project presentation
- Demonstrate the skills of planning necessary to undertake collection and analysis of information leading to conclusion formulation

Personal competence: Social abilities and skills

The student must be able to effectively communicate the research topic, content, and results to relevant audiences (including experts).

Personal competence: Independence / autonomy

The students develop research, planning and self-management skills.

Competence levels according to GQF

7

Course unit contents

The defense is the place where students shall prove their authorship. They present their results and conclude a period of autonomous research.

Additional specifics

None

Recommended optional programme components

None

Recommended or required reading

In accordance with the objective of the Master Thesis, students are responsible for selecting the specialist literature used.

Scheduled

Teaching block

Combined assessments

See module description