



**Hochschule
für nachhaltige Entwicklung
Eberswalde**

Module handbook:

**Sustainable Tourism Management
Master of Arts (M.A.)**

Department of Sustainable Economy

As at: May 1, 2024

Inhaltsverzeichnis

1. Semester	2
<i>Dimensions of Sustainable Tourism</i>	3
<i>Tourism Economics, digital Transformation & Ethics</i>	5
<i>Sustainable Marketing Management</i>	8
<i>Sustainability in Destination Management</i>	13
<i>Data Literacy in Tourism</i>	16
2. Semester	18
<i>Applied Tourism Management Project</i>	19
<i>Social Entrepreneurship in Tourism</i>	22
<i>Nature-based Tourism & Protected Area Management</i>	25
<i>Applied Data Science in Tourism</i>	27
<i>Flexi Module</i>	29
3. Semester	30
<i>Practical Project</i>	31
<i>Semester Abroad</i>	35
4. Semester	38
<i>Master-Colloquium & Research Methods</i>	39
<i>Master Thesis</i>	41
Full-time Master's degree course – Sustainable Management M.A	43
Part-time Master's degree course – Sustainable Tourism Management M.A.	44

1. Semester

Module description: Dimensions of Sustainable Tourism

Module	Dimensions of Sustainable Tourism				
Acronym	Semester		Type		
TUSK	1st Semester		Compulsory Modul		
Frequency	Modul Coordinator		Lecturers		
Annually (WS)	Birte Kaddatz		N.N., Birte Kaddatz		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
None	Oral presentation of case studies or group work	Oral exam (15-20 min.)	15-20 min. oral exam	4	6
Workload		Teaching Forms (h):		Language	
180h in total (= 6 ECTS) presence education: 45 h self-study: 135 h		45 h presence education: Lectures: 20 h (44 %) Seminar: 10 h (22 %) Exercises: 15 h (33 %)		German	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability:	
-		-		-	
Content:					
<p>Impacts and solutions of tourism in the environmental, social and cultural dimensions.</p> <p>Basic principles of sustainable development and their application to tourism; Development and forms of sustainable tourism;</p> <p>Environmental dimension: impacts and solutions in the area of climate change and biodiversity. Importance of the landscape for tourism.</p> <p>Social dimension: focus on human and children's rights, working conditions and workers' rights, gender and diversity in tourism, corporate social responsibility.</p> <p>Cultural dimension: definition of culture, cultural heritage, identity. Interrelationship with tourism. Interculturality. Importance of cultural heritage. Case studies.</p> <p>This module handles with content that could be brought into a line with the following sustainable development goals (SDG):</p> <ul style="list-style-type: none"> • 5. Gender Equality • 6. Clean Water & Sanitation • 7. Affordable & Clean Energy • 12. Responsible Consumption & Production • 13. Climate Action • 14. Life below Water • 15. Life on Land 					
Learning Goals:				percentage %	Indexing DQR

Module description: Dimensions of Sustainable Tourism

Professional Skills	Knowledge/expertise	Students have a basic knowledge of the ecological, social and cultural impacts of tourism and approaches to solutions. They understand the basic principles of sustainable development and sustainable tourism.	50	3
	Abilities	Students have learnt to establish connections in the complex network of relationships between tourism, the environment, social issues and culture and to critically discuss and question the effects of tourism and concepts of sustainable development.	20	6
Personnel Competences	Social Competence	The students have learnt to work in groups, to discuss constructively and to present and present the results of their work in plenary sessions.	20	5
	Independence	Students have independently analyzed and presented case studies and special sustainability aspects. They have deepened their knowledge of sustainability topics through self-study.	10	3

Literature

BALAŠ, M. / STRASDAS, W. (2019): Nachhaltigkeit im Tourismus – Entwicklungen, Ansätze und Begriffsklärung. Themenpapier. Umweltbundesamt, Texte 22/2019

BUCHWALD, K. / ENGELHARDT, W. (Hg.) (1998): Freizeit, Tourismus und Umwelt. Reihe Umweltschutz – Grundlagen und Praxis, Bd. 11, Economica Verlag, Bonn

EPLER WOOD, M. et al. (2019): Destinations at Risk – The Invisible Burden of Tourism. Publ. by EplerWood International, Cornell University, The Travel Foundation

FORSCHUNGSGEMEINSCHAFT URLAUB UND REISEN (2014): Nachfrage für nachhaltigen Tourismus im Rahmen der Fachbereich Nachhaltige Wirtschaft Reiseanalyse. Studie i.A. des Bundesumweltministeriums

FREERICKS, R. / HARTMANN, R. / STECKER, B. (2010): Freizeitwissenschaft. Handbuch für Pädagogik, Management und nachhaltige Entwicklung. Oldenbourg Verlag, München

GOODWIN, H (2011): Taking Responsibility for Tourism. Goodfellow Publishers, Oxford

IBISCH, P. / MOLITOR, H. et al. (2018): Der Mensch im globalen Ökosystem – Eine Einführung in die nachhaltige Entwicklung. HNEE, oekom Verlag

LIBURD, J. / EDWARDS, D. (2010): Understanding the Sustainable Development of Tourism. Goodfellow Publishers, Oxford

MÜLLER, H. (2007): Tourismus und Ökologie – Wechselwirkungen und Handlungsfelder. 3. überarb. Auflage, Oldenbourg Verlag, München

ÖKO-INSTITUT (2016): Bestandsanalyse Umweltschutz im Tourismus

REIN, H. / STRASDAS, W. (Hg.) (2017): Nachhaltiger Tourismus. 2. Aufl., UVK Lucius Verlag, Konstanz/München

SCHEMEL, H.J. / ERBGUTH, W. (2000): Handbuch Sport und Umwelt. 3. überarb. Auflage. Hg: Umweltbundesamt, Deutscher Sportbund, Deutscher Naturschutzring, Meyer & Meyer Verlag, Aachen

STRASDAS, W / ZEPPEFELD, R. (Hrsg.) (2016): Tourismus und Klimawandel in Mitteleuropa — Wissenschaft trifft Praxis. Konferenzband, Springer Gabler Verlag

UNITED NATIONS, GENERAL ASSEMBLY (2015): Transforming our World – The 2030 Agenda for Sustainable Development. A/RES/70/1, 21 Oct. 2015

UNITED NATIONS WORLD TOURISM ORGANIZATION (2017): Discussion Paper on the occasion of the International Year of Sustainable Tourism for Development. April 2017, Madrid

last update on the module description: Birte Kaddatz (23.11.2023)

Module description: Tourism Economics, digital Transformation & Ethics

Module	Tourism Economics, digital Transformation & Ethics				
Acronym	Semester		Type		
TDTE	1st semester		Compulsory module		
Frequency	Modul Coordinator:		Lecturers		
Annually (WS)	Prof. Dr. Claudia Brözel		Prof. Dr. Claudia Brözel, Guests from the Tourism Industry		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
	Participation in a study trip (<i>self-payment</i>) <i>Reason: The visit of the annual congress Entrepreneurship Summit enables the students to experience the theoretical confrontation with new economic approaches in practice.</i>	Written Exam (100%) R (ES)	180 Min Open Book exam	4	6
Workload		Teaching Forms :		Language	
presence: 48,75 h + excursion: 11,25 h self-study: 120h		Interactive knowledge transfer: 19,5 h (40%) Supervised exercises in individual work or small groups: 9,75 h (20%) Reflection and self-study: 14,6 h (30%) Guest lectures: 4,9 h (10%)		German/English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability:	
-		Recommended preparation "Tourism management in the field of sustainability" (University of Bremen; Virtual Academy for Sustainability) https://oncourse.uni-bremen.de/course/view.php?id=25		-	
Content:					
<p>The aim is to get to know and gain an in-depth understanding of the tourism industry in all its value creation stages with an economic focus including an in-depth look at digital business models, the internet economy, the platform economy and the effects of digital transformation. The module is profiled and covers the entire tourism industry (including sub-sectors). Building on neoclassical economics, new economic approaches such as the economy for the common good or social entrepreneurship are considered in the context of tourism development. Critical economic approaches and ethical aspects of digitalization, economics and the tourism industry are discussed. The interactive knowledge transfer and theoretical discussion will be accompanied by guests from the field, along the value chain.</p> <p>This module handles with content that could be brought into a line with the following sustainable development goals (SDG):</p> <ul style="list-style-type: none"> • 1. No poverty • 4. Quality education • 5. Gender equality • 8. Decent work and economic growth • 9. Industry, Innovation, and Infrastructure • 10. Reducing inequalities • 11. Sustainable Cities and Communities • 12. Responsible Consumption and Production 					

Learning Goals:			percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	Students will be able to explain the different approaches to thinking and acting in business management and present the criticism, as well as reflect on new approaches and place them in the context of the concept of sustainability. Students are familiar with the tourism industry and all its sub-sectors and the transformation brought about by digitalization.	40	7
	Abilities	Students work with various literature options such as books, journals and daily newspapers, specialist media and recognize the theoretical foundations therein and can assess and reflect on them.	30	7
Personnel Competences	Social Competence	In this foundation module, first-year students learn how to contribute a thematically assigned input to the current lecture via an independent PVL. Teamwork and communication skills in a new group as well as the opportunity to help shape the lecture are developed.	20	7
	Independence	This module enables students to build up and further develop a broad base of knowledge. The accompanying literature, as well as current developments (reflection on current topics in the tourism industry based on guests from the field) and accompanying exercises enable students to study in depth, depending on their previous level of knowledge. The module offers many suggestions and in-depth literature for building up and developing your own level of knowledge.	10	7

Literature

The lecture builds on **basic literature**, which is presupposed as read:

Economy: Wöhe / Döring „Einführung in die Allgemeine Betriebswirtschaftslehre“ von Prof. Dr. Dr. h.c. mult. Günter Wöhe† und Prof. Dr. Ulrich Döring/ 24., überarbeitete und aktualisierte Auflage 2010. XXX, 1082 Seiten./Vahlen ISBN 978-3-8006-3795-9

Raffé, H. 1993 „Grundprobleme der Betriebswirtschaftslehre“ – Betriebswirtschaftslehre im Grundstudium der Wirtschaftswissenschaften (Band 1), 8. Unveränderte Auflage; UTB Verlag

Tourism: Freyer, Walter „Tourismus“ - Einführung in die Fremdenverkehrsökonomie“, 10., überarbeitete und aktualisierte Auflage 2011. | XVII, 578 Seiten | ISBN 978-3-486-59673-1

Darüberhinaus wird der Online-Kurs der Dozentin auf der Plattform „Virtuelle Akademie Nachhaltigkeit“ der Universität Bremen empfohlen: „Tourismusmanagement im Spannungsfeld von Nachhaltigkeit“ <https://www.va-bne.de/index.php/de/>

supporting literature

Tourism/Economy:

Karl Homann, Andreas Suchanek: „Ökonomik: Eine Einführung - Neue ökonomische Grundrisse“; Ausgabe 2/ Mohr Siebeck, 2005; ISBN.: 3161484363, 9783161484360:

Mundt, Jörn: „Tourismus“, 3. Auflage 2006, Oldenbourg Wissenschaftsverlag

Mundt, Jörn: „Reiseveranstaltung“, 2007, Oldenbourg Wissenschaftsverlag

Mundt, Jörn: „Tourismuspolitik“, 2004, Oldenbourg Wissenschaftsverlag

Freyer, W./Pompl, W. (2008)“ReisebüroManagement“ 2. Auflage, Oldenbourg Verlag, München

Schulz, A./Weithöner, U/Goecke, R. (2010) „Informationsmanagement im Tourismus – E-Tourismus: Prozesse und Systeme“, Oldenbourg Verlag, München

Module description: Tourism Economics, digital Transformation & Ethics

Müller, H./Kramer, B./Krippendorf, J. (1991) „Freizeit und Tourismus – Eine Einführung in Theorie und Politik“ – Berner Studien zu Freizeit und Tourismus Nr. 28

Journals: www.Fvw.de (Blog, Newsletter, Website); www.globi.de (Newsletter ReiseVor9)

Internet Economy:

Peters, R. (2010) „Internet-Ökonomie“, Springer, Heidelberg.

Clement, R./Schreiber, D.(2010) „Internet-Ökonomie: Grundlagen und Fallbeispiele der vernetzten Wirtschaft“, Physica Verlag.

Digital transformation:

Parker/Alstyn/Choudary (2016) Platform Revolution, W.W.Norton & Company NewYork

Evans/Schmalensee (2016) Matchmakers: the new economics of platform business, Harvard Business Review Press

Gray (2012) The Connected Company, Oreilly, California

Schmalz (2009) No economy, EichbornFrankfurt a. Main

Economic Ethics/sustainable management/ Economic criticism:

Brodbeck, Karl-Heinz (2011) Buddhistische Wirtschaftsethik – Eine Einführung, edition-steinrich, Berlin

Müller-Christ, Georg (2014), Nachhaltiges Management, 2. Auflage, Baden-Baden

Paech, Niko (2005), Nachhaltiges Wirtschaften jenseits von Innovationsorientierung und Wachstum, Marburg

Ulrich, Peter (2008), Integrative Wirtschaftsethik, 4. Auflage, Stuttgart

Binswanger, Hans Christoph (1998), Die Glaubensgemeinschaft der Ökonomen, München

Deimling, Daniel (2016), Sinnstrukturen und Muster nachhaltiger Unternehmen im Kontext der Wachstumskritik – Eine Untersuchung unter Einsatz einer Systemaufstellung, Wien

Felber, Christian (2010), Gemeinwohl-Ökonomie, Wien

Marx, Karl (2008), Das Kapital, Erster Band, MEW 23, 39. Auflage, Berlin

Raith, Dirk, Deimling, Daniel, Ungericht, Bernhard und Wenzel, Eleonora (2017), Regionale Resilienz – Zukunftsfähig Wohlstand schaffen, Marburg

Thielemann, Ulrich (2009), System Error – Warum der freie Markt zur Unfreiheit führt, Frankfurt

Vogl, Joseph (2010), Das Gespenst des Kapitals, 2. Auflage, Zürich

A special **Reference Guide/handbook** (tools, sources of literature, events, web platforms, research models, theories, etc.) taylormade by the lecturer is available for the students (updated)

last update on the module description: Prof. Dr. Claudia Brözel (28.11.2023)

Module description: Sustainable Marketing Management

Module	Sustainable Marketing Management				
Acronym:	Semester	Type			
SMM	1 st Semester	Compulsory module			
Frequency:	Module Coordinator:	Lectures:			
Annually (WS)	Prof. Dr. Claudia Brözel	Prof. Dr. Claudia Brözel Thomas Pribbenow (M.A.)			
Courses: (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of the exam:	SWS	ECTS:
Sustainable Marketing Management Cases and CRM (Customer Research Management)		For both Modules together sP <i>The module has a seminar-like character, the participants develop a presentation (70%) on a marketing topic (or case) - selected by the groups themselves - which is presented and discussed in plenary. Finally, a term paper on the topic is submitted (30%).</i>	seminar paper + presentation <i>Depending on the type of presentation (e.g. Pecha Kucha 6.5 min + Q&A) max. 20 min per group Summary approx. 5-8 pages</i>	6	6
Workload for students		Teaching Forms:		Language	
presence education: 67,5 h self-study: 120 h Exams ca. 5 h				German, English	
Course Prerequisites		Recommended connections		Also in the Curriculum of applicability:	
No		SMM 2		no	
Course 1.					
Submodule 1: Sustainable Marketing Management Cases					
Workload for students		Teaching Forms:		Language	
presence education: 45 h self-study: 60 h Exams ca. 3 h (course)/ 20 min per student		Guest lectures: 4,5 h (10%) Interactive knowledge transfer: 9 h (20%) Supervised exercises/cases in individual work or small groups: 18 h (40%) Reflection and self-study: 13,5 h (30%)		German, English	
Course Prerequisites		Recommended connections		Also in the Curriculum of applicability:	
no		SMMP, Master thesis		no	
Content:					
Course 1: At the beginning, the module builds on marketing basics and develops the structure, manifestations, differentiation and special features of tourism marketing. Students learn about marketing conception, planning, segmentation, positioning, communication and distribution as a strategic approach to marketing - as marketing management with an in-depth study of eMarketing and social media marketing. In particular, the following topics are covered: structure, manifestations and special features of tourism marketing; digital marketing measures, strategic fields of application and controlling; digital marketing instruments, mobile marketing and performance marketing as well as social media marketing, de-marketing; best practices. The course enables students to plan, design and control digital marketing measures, evaluate the associated instruments and weigh up their use in					

Module description: Sustainable Marketing Management

practice. Knowledge and conceptual differentiation of green marketing, sustainable marketing and sustainability communication. The course focuses on sustainable corporate management in the field of marketing from a scientific and practical perspective. Along the stages of the decision-oriented management approach (goals, strategies, implementation, control), case studies from both science and practice will be dealt with in order to ensure a holistic perspective. Including a 1-day design thinking workshop on a current topic in the industry.

This module serves content that can be categorized under the following Sustainable Development Goals (SDG):

- 5. gender equality
- 8. decent work and economic growth
- 9. industry, innovation and infrastructure
- 10. less inequalities

Learning Goals			percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	Students have a broad integrated knowledge of marketing, including the scientific foundations and current technical problems in the tourism industry. Students have a broad spectrum of methods that are well-founded both in the field of empirical social research and in marketing and can use them to develop solutions to current problems in a team. At the same time, students reflect on marketing strategies in relation to a sustainable corporate orientation.	30	6
	Abilities	Theoretical research approaches and their possible application to current marketing problems. Various communication options and different presentation approaches and tools.	25	6
Personnel Competences	Social Competence	Ability to work in a team, dealing with given tasks in a defined period of time. Leading groups to solve a task, argumentative presentation of own approaches and further development of the same.	15	6
	Independence	Responsibility, reflection, learning competence	30	6

Course 2.				
Submodule 2: Applied Customer Research Management				
Workload for students		Teaching forms:	Language	
presence education: 22,5 h self-study: 60 h Exams ca. 3 h (course)/ 20 min per student		Interactive knowledge transfer: 4,5 h (20%) Supervised exercises/cases in individual work or small groups: 11,25 % (50%) Reflection and self-study: 6,75 h (30%)	German, English	
Course Prerequisites		Recommended connections	Also in the Curriculum of applicability:	
SMM 1		SMMP, Master thesis		
Content:				
<p>The module introduces the relevance of customer experience or customer centricity in marketing. This initially includes the theoretical background for focusing on the customer and their needs, the method of jobs-to-be-done and the importance of customer journey development and further analysis. In addition, the focus will be on the research process using quantitative and qualitative methods - as a basis for understanding, explaining and interpreting customers' social actions.</p> <p>Subsequently, the theoretical knowledge gained is applied in practice. Therefore, in the second part of the lecture, students will work on a small research question themselves and prepare the findings in an infographic. In this way, students will gain an insight into the entire process of applied customer research - the development of a question - the survey methods - the analysis and, above all, the presentation and subsequent usability of the findings obtained with a small applied exercise.</p> <p>This module serves content that can be categorized under the following Sustainable Development Goals (SDG):</p> <ul style="list-style-type: none"> • 5. gender equality • 8. decent work and economic growth • 9. industry, innovation and infrastructure • 10. less inequalities 				
Learning Goals:			percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	Gain knowledge of Customer Centricity, research approaches and research methods, and journals and conferences for further research on own research topics.	20	6
	Abilities	Apply the techniques of qualitative, quantitative - and mixed methods of empirical field research and analysis.	40	6
Personnel Competences	Social Competence	Presenting and discussing together as a group the findings gained from your own small research as well as providing constructive feedback and motivating each other.	10	6
	Independence	Further sources, literature reviews and videos - develop further material independently - for your own research question.	20	6
Literature				
<p>Accompanying literature</p> <p>Marketing:</p> <p>Bruhn, M. (2010) Marketing – Grundlagen für Studium und Praxis; Gabler Lehrbuch – 10. Auflage.</p>				

Module description: Sustainable Marketing Management

Kreutzer, Ralf, T. (2012) Praxisorientiertes Online-Marketing. Konzepte – Instrumente – Checklisten, Gabler Lehrbuch, 1. Auflage.

Levinson, Jay Conrad/ Horowitz, Shel (2010) Guerrilla Marketing Goes Green – Winning Strategies to improve your profits and your planet, published by John Wiley & Sons, inc., Hoboken, New Jersey

Grant, John (2010) (3. Aufl) The Green Marketing Manifesto; published by John Wiley & Sons, Ltd, The Atrium Southern Gate, Chichester, West Sussex

Godemann, J./Michelsen, G. (Hrsg) (2007) 2. Aktualisierte Auflage: HANDBUCH Nachhaltigkeitskommunikation – Grundlagen und Praxis; oekom Verlag, München

Marktforschung:

Buber, R./Holzmüller, H. (Hrsg) (2009) Qualitative Marktforschung. Konzepte – Methoden – Analysen (2. Auflage), Gabler, Lehrbuch.

Kuckartz, U; Rädiker, S; Ebert, T; Schehl, J.:

Statistik. Eine verständliche Einführung. Wiesbaden: VS Verlag 2010

Kuckartz, U. (2012) Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung, Beltz/Juventa Verlag

Kuckartz, U. (2010) Einführung in die computergestützte Analyse qualitativer Daten, VS Verlag, Wiesbaden.

Kuckartz, U./Ebert, T./Rädiker, S./Stefer, C. (2009) „Evaluation Online“ Internetgestützte Befragung in der Praxis., VS Verlag Wiesbaden.

Kuckartz, U./Dresing, T./ Rädiker, S./, Stefer, C. (2008) „Qualitative Evaluation“ Der Einstieg in die Praxis. VS Verlag, Wiesbaden.

Strauss/Corbin (1996) Grounded Theory: Grundlagen Qualitativer Sozialforschung. BELZ Psychologie VerlagsUnion.

SocialMedia/Tourismus:

http://paper.li/SocMedTouri/1317032242?utm_source=subscription&utm_medium=email&utm_campaign=paper_sub#

eMarketing:

http://paper.li/XeMarketing/1317036051?utm_source=subscription&utm_medium=email&utm_campaign=paper_sub#

TED Talks

http://www.ted.com/search?cat=ss_all&q=Sustainability+

Websites (Auswahl)

Online Marketing Radar: <http://www.online-marketing-radar.de/category/social-media/>

<http://www.socialmedia-blog.de/2010/04/5-kostenfreie-social-medi-monitoring-tools>

<http://www.dmexco.de>

<http://www.sustainablebrands.com/>

http://www.sustainablebrands.com/digital_learning (Lernplattform/Videos)

<http://www.umweltdialog.de/umweltdialog/rubrikverteiler/index.php> (Wirtschaft - Verantwortung - Nachhaltigkeit) Informationen

<http://www.green-responsibility.de/marketingpower-fur-nachhaltigkeit> (Netzwerk für nachhaltige Kommunikation)

<http://www.nachhaltigkeits-marketing.de/index.php?/plugin/tag/nachhaltigkeitsmarketing> (Nachhaltigkeits-Marketing-Blog)

Begleitende Literatur (2)

Kornmeier, M (2011) Wissenschaftlich schreiben leicht gemacht für BA, MA und Dissertation, Haupt, 4. Auflage, 2011

Esselborn-Krumbiegel, H. (2017) Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen UTB (5. Auflage, April 2017)

Buber, R./Holzmüller, H. (Hrsg) (2009) Qualitative Marktforschung. Konzepte – Methoden – Analysen (2. Auflage), Gabler, Lehrbuch.

Kuckartz, U; Rädiker, S; Ebert, T; Schehl, J.:

Statistik. Eine verständliche Einführung. Wiesbaden: VS Verlag 2010

Kuckartz, U. (2012) Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung, Beltz/Juventa Verlag

Kuckartz, U. (2010) Einführung in die computergestützte Analyse qualitativer Daten, VS Verlag, Wiesbaden.

Module description: Sustainable Marketing Management

Kuckartz, U./Ebert, T./Rädiker, S./Stefer, C. (2009) „Evaluation Online“ Internetgestützte Befragung in der Praxis., VS Verlag Wiesbaden.

Kuckartz, U./Dresing, T./ Rädiker, S./, Stefer, C. (2008) „Qualitative Evaluation“ Der Einstieg in die Praxis. VS Verlag, Wiesbaden.

Strauss/Corbin (1996) Grounded Theory: Grundlagen Qualitativer Sozialforschung. BELZ Psychologie VerlagsUnion.

As well as literature and journal papers recommended in the course.

last update on the module description: Prof. Dr. Claudia Brözel & Thomas Pribbenow (05.11.2023)

Module description: Sustainability in Destination Management

Module	Sustainability in Destination Management				
Acronym:	Semester	Type			
SMM	1 st Semester	Compulsory module			
Frequency:	Module Coordinator:	Lectures:			
Annually (WS)	N.N.	N.N.			
Courses: (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of the exam:	SWS	ECTS:
1. Principles of Sustainable Destination Management 2. Sustainable Site Development	none	Exam for both courses together	3 hours	For 1 st : 3 For 2 nd : 2	For 1 st : 4 For 2 nd : 2
Workload for students		Teaching Forms:		Language	
presence education: 75 h self-study: 105 h		Lectures: 22 h (29 %) Seminar: 33 h (44 %) Exercises: 17 h (23 %) Excursion: 3 h (4 %)		German	
Course Prerequisites		Recommended connections		Also in the Curriculum of applicability:	
-		-		-	
Course 1.					
Submodule 1: Principles of Sustainable Destination Management					
Workload for students		Teaching Forms:		Language	
presence education: 45 h self-study: 60 h Exams ca. 3 h (course)/ 20 min per student		Lectures: 12 h (27 %) Seminar: 18 h (40 %) Exercises: 12 h (27 %) Excursion: 3 h (7 %)		German	
Course Prerequisites		Recommended connections		Also in the Curriculum of applicability:	
-		-		-	
Content:					
<p>Course 1: Definition Destination, Destination Management Organization (DMO), Levels of spatial planning in Germany, EIA and intervention regulation, tourism planning as a task of destination management planning versus management, classification and differentiation (e.g. from tourism marketing); development of tourism concepts: supply analysis (components of a tourism offer), demand analysis (indicators, data sources, development trends), analysis of current target groups, market/competition analysis, SWOT analysis as an evaluation tool, mission statement and development goals, action and measure plan, case studies, sustainability in destination development: indicators, evaluation approaches and practical implementation, institutional sustainability at DMOs, competitions as an activation tool, sustainable mobility</p> <p>This module serves content that can be categorized under the following Sustainable Development Goals (SDG):</p> <ul style="list-style-type: none"> • 4. Quality Education • 8. Decent Work and Economic Growth • 9. Industry, Innovation and Infrastructure • 11. Sustainable Cities & Communities • 13. Climate Action • 17. Partnerships for the Goals 					

Module description: Sustainability in Destination Management

Learning Goals			percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	Students are able to explain the requirements for a competitive destination and DMO and to develop and present all steps of a tourism concept. They will be able to identify the key indicators for sustainable destination development and name effective measures and assess their feasibility.	35	7
	Abilities	Students are able to develop and visualize tourism situation analyses, demand and trend analyses as well as market and competition analyses, benchmarks, SWOT, mission statements and action and measure plans.	35	7
Personnel Competences	Social Competence	Students have acquired teamwork and leadership skills and are able to present and competently present their knowledge.	10	7
	Independence	Students have acquired the ability to independently formulate and defend realistic approaches to sustainability.	20	7

Module description: Sustainability in Destination Management

Course 2.				
Submodule 2: Sustainable Site Development				
Workload for students		Teaching forms:	Language	
presence education: 30 h self-study: 30 h		Lectures: 10 h (33 %) Seminar: 15 h (50 %) Exercises: 5 h (17 %)	German	
Course Prerequisites		Recommended connections	Also in the Curriculum of applicability:	
Principles of Sustainable Destination Management		-	-	
Content:				
Fundamentals for site decisions for sustainable tourism holiday and leisure infrastructure, catchment area and competition analysis, economic and other indicators for (sustainable) profitability, case studies.				
This module serves content that can be categorized under the following Sustainable Development Goals (SDG):				
<ul style="list-style-type: none"> • 8. Decent Work and Economic Growth • 9. Industry, Innovation and Infrastructure • 11. Sustainable Cities & Communities • 13. Climate Action • 17. Partnerships for the Goals 				
Learning Goals:			percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	Students are able to assess a holiday or leisure project in terms of its economic feasibility and, in particular, its sustainability.	35	7
	Abilities	They are able to carry out simple calculations independently or to assess the plausibility of existing calculations.	35	7
Personnel Competences	Social Competence	Students have acquired the necessary technical skills and are able to present and competently present their knowledge.	10	7
	Independence	Students have acquired the ability to independently formulate and defend an initial assessment of projects with regard to their feasibility and sustainability.	20	7
Literature				
STEINECKE, A. (2013): Destinationsmanagement. UVK/ Lucius Verlag, Konstanz, München EISENSTEIN, B. (2010): Grundlagen des Destinationsmanagements. Oldenbourg Verlag. München BIEGER, T. (2008): Management von Destinationen. Oldenbourg Verlag. München, Wien PAPTAEODOROU, A. (2006): Managing Tourism Destinations; Edward Elgar Publishing Limited, Glensada House/Monpellier Parade/Cheltenham/Glos UK WIESNER, K. A. (2008): Strategisches Destinationsmarketing - Erfolgsfaktoren für touristische Organisationen und Leistungsträger. Gmeiner-Verlag GmbH, Meßkirch REIN, H.; STRASDAS (Hrsg.) (2017): Nachhaltiger Tourismus. UVK/Lucius Verlag, Konstanz, München REIN, H.; SCHULER, A. (Hrsg.) (2012): Tourismus im ländlichen Raum. Springer Gabler Verlag, Heidelberg				
last update on the module description: Prof. Hartmut Rein, Takeover by Birte Kaddatz on 22.11.2023				

Module description: Data Literacy in Tourism

Module	Data Literacy in Tourism				
Acronym	Semester		Type		
DaLiT	1st Semester		Compulsory Modul		
Frequency	Modul Coordinator		Lecturers		
Annually (WS)	Prof. Dr. Claudia Brözel		Prof. Dr. Claudia Brözel ,Prof. Dr. Luis Miranda, Prof. Dr. Jens Müller		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
None	Active participation in supervised exercises and interactive lectures	Creating an infographic or visualization visualization for a self-selected example from the tourism context	Oral Presentation and Q&A (30 min)	4	6
Workload		Teaching Forms:		Language	
presence education: 60 h self-study: 120 h		Interactive knowledge transfer: 12 h (20%) Supervised exercises in individual work or small groups: 24 h (40%) Reflection and self-study: 18 h (30%) Guest lectures: 6 h (10%)		German and English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability:	
-		Applied Data Science in Tourism		-	
Content:					
<p>The module provides an overview of data literacy applied in a tourism context. Data literacy means the ability to handle data confidently, such as finding, creating, reading, preprocessing, analyzing and understanding data, as well as their (visual) preparation for data-based communication. During the course we will follow the data from its creation to the communication of the results in the context of the tourism value chain. After a lecture part and an introduction, students will work with data themselves. The broad areas include:</p> <ol style="list-style-type: none"> 1. What is data and why is it important? How is it generated? 2. How do I develop a question? How do I find the question I want to answer? 3. What data sources exist? How do I collect data myself? 4. How do I store data and ensure that it is FAIR (Findable, Accessible, Interoperable, Reusable)? 5. What tools can I use to process data and how do I go about it? 6. Which analysis methods and models exist to answer my question? What assumptions do they make? 7. How do I visualize the data in an understandable way? What problems should be avoided in the visual presentation of the results? 8. How do I categorize the results in context and how and where do I communicate them? <p>Questions relating to sustainability and ethics are raised and discussed in all areas of working with data.</p> <p>This module serves content that can be categorized under the following Sustainable Development Goals (SDG):</p> <ul style="list-style-type: none"> • 5. Gender Quality • 8. Decent Work & Economic Growth • 9. Industry, Innovation & Infrastructure • 10. Reduced Inequalities • 11. Sustainable Cities & Communities • 13. Climate Action 					
Learning Goals:				percentage	Indexing

Module description: Data Literacy in Tourism

			%	DQR
Professional Skills	Knowledge/expertise	Students name and explain the steps involved in working with data. They recognize potential problems with regard to ethical and social implications.	30	7
	Abilities	Students develop questions independently and plan their processing on the basis of data. Furthermore, they have the basic skills to find data and clarify its use. They are able to apply recommended procedures when visualizing data and communicate results clearly.	20	7
Personnel Competences	Social Competence	The students work in teams to develop results based on a question derived from the reality of tourism. They present and discuss this result in plenary.	20	8
	Independence	Students work independently on related content and reflect on current industry information accompanying the lectures/exercises, which are put into context in a reflective manner.	30	8

Literature

Fundamentals/Data in the information society

Gutman, A. J., & Goldmeier, J. (2021). *Becoming a data head: How to think, speak, and understand data science, statistics, and machine learning*. John Wiley & Sons.

Jones, B. (2020). *Data Literacy Fundamentals: Understanding the Power & Value of Data (Vol. 1)*. Data Literacy Press.

Morrow, J. (2021). *Be data literate: The data literacy skills everyone needs to succeed*. Kogan Page Publishers.

Explorative Dataanalysis

Seltman, H. J. (2018). *Experimental Design and Analysis*. Carnegie Mellon University. Online available at: <https://www.stat.cmu.edu/~hseltman/309/Book/>

Cleff, T. (2014). *Exploratory data analysis in business and economics*. *Exploratory Data Analysis in Business and Economics*. <https://doi.org/10.1007/978-3-319-01517-0>.

Procedure for specific questions

<https://stanforddatascience.github.io/best-practices/index.html>

Exploratory data analysis

Communication of data by means of visualisation (Story Telling with Data)

Anscombe, F. J. (1973). *Graphs in statistical analysis*. *The American Statistician*, 27(1), 17-21.

Lin, S., Fortuna, J., Kulkarni, C., Stone, M. and Heer, J. (2013). *Selecting Semantically-Resonant Colors for Data Visualization*. *Eurographics Conference on Visualization (EuroVis)*. Oxford, UK: Blackwell Publishing Ltd.

Matejka, J., & Fitzmaurice, G. (2017, May). *Same stats, different graphs: generating datasets with varied appearance and identical statistics through simulated annealing*. In *Proceedings of the 2017 CHI conference on human factors in computing systems* (pp. 1290-1294).

Rougier, N. P., Droettboom, M., & Bourne, P. E. (2014). *Ten simple rules for better figures*. *PLoS computational biology*, 10(9), e1003833.

United Nations Economic Commission for Europe (2009). *Making Data Meaningful*. Parts 1 to 4.

Wilson, J. P. (2021). *Making Information Measurement Meaningful: The United Nations' Sustainable Development Goals and the Social and Human Capital Protocol*. *Information*, 12(8), 338.

<https://unece.org/statistics/making-data-meaningful>

last update on the module description: Prof.: Brözel, Miranda, Müller (28.11.2023)

2. Semester

Module	Applied Tourism Management Project				
Acronym	Semester		Type		
AtourP	2 nd Semester		Compulsory Modul		
Frequency	Modul Coordinator		Lecturers		
Annually (SS)	Prof. Dr. Claudia Brözel		Prof. Dr. Claudia Brözel, NN		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
None		SP (100%) R (ES) The module contains a supervised group project. The work to be completed by the groups is project documentation (3x protocol) (40%), poster (30%) and management summary (30%).	Presentation per group (30 min)	8	12
Workload		Teaching Forms :		Language	
presence education: 90 h self-study: 260 h Final presentation: approx. 5 h		Interactive knowledge transfer: 9 h (10%) Design Think Workshop: 4 days (50%) Reflection and self-study: 27 h (30%) Accompanied own empirical research: 9 h (10%)		German, English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability:	
SMM		SMM			
Content:					
<p>In the module, the knowledge is applied in a defined (external) project with a partner. Here, teams must be formed that fulfill a specific role distribution. The projects and questions are discussed/presented at the beginning of the course and presented by an external partner or developed by the students/lecturer themselves. The structure of a project comprises an initial situation of the partner (or the research question), an applicable theoretical/scientific basis (journal papers, literature), as well as an empirical study based on this. The students are trained in a Design Thinking part (50% of the module) to work on the partner's question, to develop approaches to creative solutions and time- and team management (allocation of roles). The student teams carry out the project independently, accompanied by impulse lectures and individual coaching sessions. During the implementation phase regular plenary meetings take place - as well as interim presentations and discussions on the current status. At the end, the students present their results to their partners in the form of a poster - presentation to the partners and discuss their results in plenary. This module enables students to understand and apply marketing and project management as a strategic approach to corporate management. Working in a team on a specific question or problem enables both social and content-related discussion under given time constraints. In their dealings with partners, students experience everyday situations in a company and must problems that arise within the given time frame. Various presentation modes and options (ppt, Poster, Prezi, Pecha Kucha etc.) are introduced and developed.</p> <p>This module provides content that can be categorized under the following Sustainable Development Goals (SDGs):</p> <ul style="list-style-type: none"> ● 1. No poverty ● 4. Quality Education ● 5. Gender Equality ● 8. Decent Work & Economic Growth 					

Modulbeschreibung: **Applied Tourism Management Project**

<ul style="list-style-type: none"> • 9. Industry, Innovation & Infrastructure • 12. Responsible Consumption and Production 				
Learning Goals:			percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	The students are able to analyze a complex problem from the tourism industry against the background of theoretical knowledge and develop a solution approach in a team - with a focus on a sustainable marketing strategy. At the same time, students reflect on marketing strategies in relation to a sustainable corporate approach.	10	7
	Abilities	Examination of scientific, theoretical research approaches and their possible application to the actual problems of a partner. Various communication options and different presentation approaches and tools.	25	8
Personnel Competences	Social Competence	Team work skills, dealing with defined roles in a team and realizing a project. Ability to discuss and design a solution approach in a team with a partner; communication internally and with a partner.	30	8
	Independence	Independence, responsibility, reflection, learning competence	35	7

Literature

Marketing:
 Bruhn, M. (2010) Marketing – Grundlagen für Studium und Praxis; Gabler Lehrbuch – 10. Auflage.
 Kreutzer, Ralf, T. (2012) Praxisorientiertes Online-Marketing. Konzepte – Instrumente – Checklisten, Gabler Lehrbuch, 1. Auflage.
 Levinson, Jay Conrad/ Horowitz, Shel (2010) Guerrilla Marketing Goes Green – Winning Strategies to improve your profits and your planet, published by John Wiley & Sons, inc., Hoboken, New Jersey
 Grant, John (2010) (3. Aufl) The Green Marketing Manifesto; published by John Wiley & Sons, Ltd, The Atrium Southern Gate, Chichester, West Sussex
 Godemann, J./Michelsen, G. (Hrsg) (2007) 2. Aktualisierte Auflage: HANDBUCH Nachhaltigkeitskommunikation – Grundlagen und Praxis; oekom Verlag, München

Walsh, G.; Klee, A.;Kilian, T. (2009). Marketing – Eine Einführung auf der Grundlage von Case Studies“, Springer Verlag Heidelberg/Berlin
 To subscribe (Curation)
 SocialMedia/Tourism:
http://paper.li/SocMedTouri/1317032242?utm_source=subscription&utm_medium=email&utm_campaign=paper_sub#
 eMarketing:
http://paper.li/XeMarketing/1317036051?utm_source=subscription&utm_medium=email&utm_campaign=paper_sub#
 TED Talks
http://www.ted.com/search?cat=ss_all&q=Sustainability+
www.tnooz.com (talking travel tech) Info´s Webinare etc...
<http://www.animateurnumeriquedeterritoire.com> (französisch) Info´s rund um den französischen Ansatz einen „Digital Officer“ in der DMO
 Here's a link about the keynote "going digital in TIC" (Tourist Information Center) <http://fr.slideshare.net/jlbmonsegur/going-full-digital-in-tourist-information-center>
 Websites (small selection)
 Online Marketing Radar: <http://www.online-marketing-radar.de/category/social-media/>
<http://www.socialmedia-blog.de/2010/04/5-kostenfreie-social-medi-monitoring-tools>
<http://www.onlinemarketing.de/>
<http://www.dmexco.de>
<http://www.google.com/intl/de/analytics/>
<http://www.etracker.com/de/etracker-echtzeit-webcontrolling-und-online-marktforschung.html#&panel1-1>
<http://www.sustainablebrands.com/>
http://www.sustainablebrands.com/digital_learning (Lernplattform/Videos)
<http://www.umweltdialog.de/umweltdialog/rubrikverteiler/index.php> (Wirtschaft - Verantwortung - Nachhaltigkeit) Informationen
<http://www.green-responsibility.de/marketingpower-fur-nachhaltigkeit> (Netzwerk für nachhaltige Kommunikation)
<http://www.nachhaltigkeits-marketing.de/index.php?/plugin/tag/nachhaltigkeitsmarketing> (Nachhaltigkeits-Marketing-Blog)
<http://pinterest.com/search/pins/?q=Sustainability> (Übersicht Infografiken etc)
 Reference guide/manual with tools, theories and resources (links) developed by the lecturer herself.

Modulbeschreibung: **Social Entrepreneurship** in Tourism

Module	Social Entrepreneurship in Tourism				
Acronym	Semester		Type		
SocEntre	2. Semester		Elective Modul		
Frequency	Modul Coordinator		Lecturers		
Annually (SS)	Prof. Dr. Claudia Brözel		Prof. Dr. Claudia Brözel & Guests		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
		(H) Development of a project idea and submission of project idea with formulated project realization plan. There will be a presentation and discussion during the course (R) (ES)	Presentation 10 minutes + 5 minutes Q & A + written paper 2 pages	4	6
Workload		Teaching Forms :		Language	
presence education: 45 h self-study: 130 h final presentation: 4,5 h		Lecture: 4,5 h (10%) Seminar: 18 h (40%) Exercise: 4,5 h (10%) Reflection/Self-study: 18 h (40%)		English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability	
SMM		-		-	
Content:					
<p>In the module, students develop their own business concept or an entry route into the labor market for social enterprises. Students are guided at the beginning to choose one of the two directions. During the course, teams are formed for the business concept in order to develop and present the concept as a group; students who are not aiming to set up a business work individually and only for exercises in alternating groups.</p> <p>The aim of the module is to create a presentation as a pitch either for a business idea or as an application pitch. The critical examination of the choice of social problem, the depth of the analysis of the roots of the problem and the plan for implementation (as an entrepreneur or applicant) are assessed. The pitch is the equivalent of a presentation for an investment (as an entrepreneur) or a job interview (as an applicant). A presentation is optional. A jury of students, chosen by lot, acts as fake investors or employers and asks questions after the presentation, which are not included in the evaluation.</p> <p>This module enables students to take a critical look at social entrepreneurship and find their own examples of its application. Through many examples, students gain an insight into the real working world of social entrepreneurship and which working methods are closest to their personality type. Dealing with the financing of an idea/project plays an important role.</p> <p>Working in a team on a specific business idea or finding a suitable job enables students to analyze the content, deepen their social skills and provide an approach to entering the sector.</p> <p>This module handles with content that could be brought into a line with the following sustainable development goals (SDG):</p> <ul style="list-style-type: none"> • 4. Quality Education • 5. Gender Equality • 8. Decent Work & Economic Growth • 9. Industry, Innovation & Infrastructure 					

Modulbeschreibung: **Social Entrepreneurship** in Tourism

<ul style="list-style-type: none"> • 10. Reduced Inequalities • 12. Sustainable Cities & Communities • 17. Partnerships for the Goals 				
Learning Goals:			percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	The students have comprehensive knowledge and sources on the subject of social entrepreneurship and topics as well as examples of successful entrepreneurs.	25	7
	Abilities	Students learn to identify social and societal problems and to develop ideas to solve these problems using brainstorming tools. In addition, students learn conceptual and strategic skills (project planning, financing) to bring a project idea to realization and thus develop a business model.	25	7
Personnel Competences	Social Competence	The students organise themselves into groups within the course and develop a project idea together. The students discuss social and societal issues together in order to identify problems. A peer feedback system is used during the course so that students can evaluate each other and provide targeted feedback.	25	7
	Independence	Students follow an online course module independently and work through their weekly material. In addition to participating in the online course, there is the opportunity to communicate and develop projects with other students in Germany from participating universities via chat and forums. Students organize themselves independently in terms of knowledge acquisition and develop new ideas using the additional tools and information sources provided, which are then discussed in groups.	25	7
Literature				
<p>Social Entrepreneurship Competition in Tourism: https://socialtourismcompetition.com/ (the first and only Copetition on Social Entrepreneurship in Tourism- Ressources and Examples)</p> <p>Literature</p> <p>Achleitner, A.-K., Pöllath, R. & Stahl, E., 2007. Finanzierung von Sozialunternehmen, Stuttgart: Schäffer-Poeschel Verlag.</p> <p>Achleitner, A.-K., Spiess-Knafl, W. & Volk, S., 2011. Finanzierung von Social Enterprises-Neue Herausforderungen für die Finanzmärkte. In Hackenberg, H. / Empter, S. (Hrsg.) Social Entrepreneurship-Social Business: Für die Gesellschaft unternehmen. Wiesbaden: VS Verlag.</p> <p>Carlson, Carol (2023) Social Entrepreneurship and Innovation, Sage Publications, Thousand Oaks.</p> <p>Gera, Wolfgang (2023) Social Entrepreneurship, Studienkurs Sozialwissenschaft,, Nomos Verlag, Baden-Baden</p> <p>Jansen, S.A., 2013a. Begriffs-und Konzeptgeschichte von Sozialunternehmen; Differenztheoretische Typologisierungen. In Sozialunternehmen in Deutschland. Wiesbaden: Springer VS.</p> <p>Jansen, S.A., 2013b. Skalierung von sozialer Wirksamkeit; Thesen, Tests und Trends zur Organisation und Innovation von Sozialunternehmen und deren Wirksamkeitsskalierung. In Sozialunternehmen in Deutschland. Wiesbaden: Springer VS.</p> <p>Kromminga, L., 2015. Sozialer Tourismus: Armutsreduktion durch das Social Business Model im Tourismus, Hamburg: Diplomica Verlag</p> <p>Kromminga, L., 2017. Gaps in the Impact Investing Ecosystem, Anchor Publishing.</p> <p>Ney, S. et al., 2013. Social Entrepreneurship in Deutschland: Debatte, Verständnis und Evolution. In P. D. S. A. Jansen, P. D.M. Beckmann, & P. D. R. G. Heinze, eds. Sozialunternehmen in Deutschland. Wiesbaden: Springer VS, pp. 285–311.</p>				

Modulbeschreibung: **Social Entrepreneurship** in Tourism

Spiess-Knafl, W. et al., 2013. Eine Vermessung der Landschaft deutscher Sozialunternehmen. In Sozialunternehmen in Deutschland. Wiesbaden: Springer VS.

Ressources und Courses:

Trendradar/Betterplace: <https://www.betterplace-lab.org/studien>

<https://bmttoolbox.net/tools/social-business-model-canvas/>

<https://socialenterpriseinstitute.co/wp-content/uploads/2018/12/Social-Business-Model-Canvas.pdf>

<https://entrepreneurship-toolbox.com/toolbox/impact-business-model-canvas/>

<https://seakademie.org/angebot/seamooc/>

<https://learning.edx.org/course/course-v1:seakademieX+SEEx+1T2021/home>

<https://www.innerdevelopmentgoals.org/>

last update on the module description: Prof. Dr. Claudia Brözel (28.11.2023)

Modulbeschreibung: **Nature-based Tourism & Protected Area Management**

Module	Nature-based Tourism & Protected Area Management				
Acronym	Semester	Type			
NBT	2. Semester	Elective module			
Frequency	Modul Coordinator	Lectures			
Annually (SS)	Prof. Dr. Erik Aschenbrand	Prof. Dr. Erik Aschenbrand, Birte Kaddatz			
Courses (Sub Modules)	Examination prerequisite(s):	Examination forms:	Scope and duration of exam	SWS	ECTS:
-	-	Homework paper (100 %)	5000 words	4	6
Workload		Teaching Forms:		Language	
Presence education: 60 h self-study: 120 h		Lecture: 20 h (33 %) Seminar: 20 h (33 %) Exercise: 12 h (20 %) Excursion: 8 h (13 %)		English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability	
-		-		-	
Content:					
<p>Introduction to nature conservation and conservation strategies, protected area types, protected area management, leisure and tourism as impacts on nature, conflicts between nature conservation and tourism/recreational use. Visitor management and infrastructure, specific forms of nature-related tourism offers, nature and ecotourism - market, offers, examples, economic importance of tourism for protected areas, UNESCO World Heritage sites, national and international case studies.</p> <p>This module handles with content that could be brought into a line with the following sustainable development goals (SDG):</p> <ul style="list-style-type: none"> • 13. Climate Action • 14. Life below Water • 15. Life on Land • 17. Partnerships for the Goals 					
Learning Goals:				percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	The students know different nature conservation strategies and their goals, they get an overview of protected area categories and their relevance for recreation and tourism, possible impacts by recreation and tourism as well as visitor management strategies and their implementation. The students know essential fields of conflict between tourism and nature conservation.		20	7
	Abilities	Students are able to harmonize the requirements of nature conservation with the needs of leisure and tourism, to avoid and minimize conflicts by means of visitor management strategies and measures, to develop nature tourism offers and to market them to specific target groups.		30	6

Modulbeschreibung: **Nature-based Tourism & Protected Area Management**

Personnel Competences	Social Competence	Students have acquired teamwork skills, can competently address stakeholders in nature tourism and present and competently represent their knowledge.	25	5
	Independance	The students acquire the ability to independently develop nature tourism offers and to work out possible solutions for conflicts between nature conservation and leisure and tourism.	25	6
Literature				
<p>REIN, H.; SCHULER, A. (2019): Naturtourismus, UVK/Lucius Verlag, Konstanz, München.</p> <p>SIEGRIST, D.; GESSNER, S.; KETTERER BONNELAME, L. (2015): Naturnaher Tourismus. Qualitätsstandards für sanftes Reisen in den Alpen. Zürich, Bristol Stiftung; Bern, Haupt.</p> <p>ALBRECHT, J. N. (2016): Visitor Management in Tourism Destinations. CABI Series in Tourism Management Research. University of Otago, New Zealand.</p> <p>EAGLES, P. F. J.; McCOOL, S.F. ; HAYNES, D. (2002): Sustainable Tourism in Protected Areas. Guidelines for Planning and Management. IUCN – The World Conservation Union (Ed.), Gland, Switzerland.</p> <p>STRASDAS, W. (2001): Ökotourismus in der Praxis. Zur Umsetzung der sozioökonomischen und naturschutzpolitischen Ziele eines anspruchsvollen Entwicklungskonzeptes in Entwicklungsländern. Ammerland.</p> <p>STRASDAS, W. (2002): The Ecotourism Training Manual for Protected Area Managers. German Foundation for International Development (DSE). Zschortau.</p>				
last update on the module description: Prof. Dr. Erik Aschenbrand (06.10.2023)				

Modulbeschreibung: **Applied Data Science in Tourism**

Module	Applied Data Science in Tourism				
Abbreviation	Semester	Type			
ADSiT	Semester 2	Elective module			
Frequency	Modul Coordinator	Lecturers			
Annually (SS)	Prof. Dr Claudia Brözel	Prof. Dr Jens Müller			
Courses (Sub Modules)	Exam prerequisite(s):	Examination forms:	Scope and duration of exam	SWS	ECTS:
none	Group exercise on the use of data in tourism	Presentation (100 %)	30 minutes	4	6
Workload		Teaching Forms:		Language	
presence study: 60 h self-study: 120 h		Lecture: 20 h (33 %) Seminar: 10 (17 %) Exercise: 30 h (50 %)		German and English	
Course Prerequisites		Recommended connections		Also in the curriculum of applicability:	
Affinity and basic knowledge for computer-based work with data					
Content:					
<p>The module provides a practice-oriented introduction to working with data to answer questions in tourism and teaches the basics and techniques of data analysis and visual processing. Along the data cycle we work on the following questions:</p> <ul style="list-style-type: none"> • What can we do with data in tourism? • What data is there and how may it be used? • How can we process the data? • How can we let the data speak and visualize? • What impact can data and models have on tourism? <p>However, we start our journey with motivation and ask: Why did we work with data? Over the course, students gain practical skills in applying different approaches and techniques when working with data. The course is not locked into one software tool and allows for introductory programming skills to be acquired if needed. No programming knowledge is assumed. Rather, the focus is on the application of existing tools that can generate great added value when working with data without being too technical. To ensure practical relevance, the knowledge acquired is applied to real data in the lecture.</p> <p>This module serves content that can be classified under the following Sustainable Development Goals (SDGs):</p> <ul style="list-style-type: none"> • 4. Quality education • 5. Gender equality • 9. Industry, innovation and infrastructure • 17. Partnerships to achieve the objectives 					
Learning Goals:				Share in	Classificati

Modulbeschreibung: **Applied Data Science in Tourism**

			%	on DQR
Professional competence	Knowledge/Knowledge	Students can name and describe common procedures for processing data.	20	7
	Abilities	Students can classify procedures in an overall framework and distinguish them from each other in terms of their usability. The students can classify and explain activities along the data cycle and highlight special features and prerequisites. The students can apply the procedures to practical problems of data preparation and evaluation.	30	7
Personal competences	Social Competence	In teams, the students develop a result based on a question derived from the reality of tourism. They present and discuss this result in the plenum.	20	8
	Independence	The students work out related contents independently and reflect on current industry information accompanying the lectures/exercises, which are put into context in a reflective manner.	30	8
Literature				
<p>Roman, E. (2022): Applied Data Science in Tourism: Interdisciplinary Approaches, Methodologies, and Applications. Springer. (http://www.datascience-in-tourism.com)</p> <p>VanderPlas, J. (2017): Python Data Science Handbook. O'Reilly Media. (available at https://jakevdp.github.io/PythonDataScienceHandbook/)</p> <p>Wickham, H., Çetinkaya-Rundel, M., Golemund, G. (2023): R for Data Science: Import, Tidy, Transform, Visualize, and Model Data. O'Reilly Media. (available at https://r4ds.hadley.nz/)</p> <p>de Mesquita, E. B., Fowler, A. (2021): Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis. Princeton University Press.</p> <p>Spiegelhalter, D. (2019): The Art of Statistics: Learning from Data. Pelican.</p> <p>Bruce, P., Bruce, A. (2017): Practical Statistics for Data Scientists. O'Reilly Media.</p> <p>Nussbaumer Knaflic, C. (2015): Storytelling with Data: A Data Visualization Guide for Business Professionals. Wiley.</p> <p>Yau, N. (2013): Data Points: Visualization That Means Something. Wiley.</p> <p>Yau, N. (2011): Visualize This: The FlowingData Guide to Design, Visualization, and Statistics. Wiley.</p>				
last update of the module description: Prof. Dr. Jens Müller (23.10.2023)				

Modulbeschreibung: **Flexi Module**

Module	Flexi Module The WPM "Fleximodule" is offered depending on the current topic situation within the degree program. Information on the flexi-module will be given to students in good time before they select it. The compulsory elective module (WPM) "Current Topics" can also be chosen from modules of other degree programs at the University for Sustainable Development or from other universities and both in the 2nd and 3rd semester. The decision on recognition is made by the Chair of the Examination Board.				
Acronym	Semester		Type		
	2 nd Semester		Elective Module		
Frequency	Modul Coordinator		Lecturers		
Annually (SS)	Prof. Dr. Claudia Brözel		Diverse		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
	Depending on the module	Depending on the module (see list of options)		4	6
Workload		Teaching Forms :		Language	
presence education: 60 h self-study: 120 h		Lecture: 40 h (67 %) Project/Exercise: 20 h (33%)		German/ English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability	
				-	
Content:					
Each SDG could be addressed in this module - depending on the modules offered or selected.					
Literature					
The literature depends on the module offered or the module chosen by the respective student.					
letzte Aktualisierung der Modulbeschreibung: (10.11.2023)					

3. Semester

Module	Practical Project				
Acronym	Semester	Type			
	3 rd Semester	Elective Modul			
Frequency	Modul Coordinator	Lecturers			
Annually (WS)	Practical semester coordinator: Birte Kaddatz	Project Seminar: Birte Kaddatz Practical Project: All NTM lecturers act as project supervisors			
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
Sub Module 1: Project Seminar Sub Module 2: Practical Project	-	1. Certificate of Success 2. Oral Presentation	1. During the seminar, a project draft will be created, which must be coherent at the end of the seminar. 2. see below	For 1.: 2/4 For 2.: 2/4	For 1.: 2/24 For 2.: 22/24
Workload		Teaching forms:		Language	
720h in total Seminar: 15h Self-study: 45h = 60 h in total Practical project: 600h 12h Self-study I (supervision meetings) 48h Self-study II (preparation of the report) = 660h gesamt		Seminar, P (supervised project work)		German or English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability	
-		Knowledge from the 1st and 2nd semesters		-	
Content:					
As part of the practical project, students can choose between a project internship and a transfer project.					
Framework Conditions:					
During a project internship , students work on a project for a practice partner. In a transfer project , students are not integrated into the company, but work on a project for a practice partner over 16 weeks.					
Aim and Topics of the Practical Project:					

Modulbeschreibung: **Practical Project**

The aim of the practical project is to apply theoretical knowledge from the degree programme in practice in the field of sustainable tourism. Possible project topics are, for example, the realisation of study and research projects, the development of concepts, plans, strategies for the sustainable development of destinations or companies, the development of tourism offers.

The internships and transfer projects can be chosen by the students themselves. Students will be made offers by the lecturers and the work placement supervisor. If necessary, they will be supported in their search by the internship semester representative. The projects can take place anywhere in the world.

Practical Partners:

Suitable practical partners include tourism companies, associations, destination management organisations, planning organisations, protected area administrations, consulting or expert offices and development cooperation organisations.

Role of the Practical Supervisors:

All NTM lecturers can act as project supervisors. They provide the students with professional support and discuss the project with the student individually on at least two occasions (see following paragraph).

Courses accompanying the Internship or Project:

Project Seminar:

The introductory project seminar takes place at the beginning of the internship semester. The project seminar prepares students for the internship semester in terms of both organisation and project management.

In the first part, students are informed in detail about the upcoming internship semester (difference between project internship and transfer project, content requirements, procedure, examination results, etc.).

In the second part, students receive step-by-step theoretical input on the topic of holistic project management, alternating with practical exercises on various topics. From the definition of success factors, the project topic, the "smart" formulation of project goals, the definition and presentation of the methodology (-> project structure plan) to the outlining of possible project results (differentiation of outputs, outcomes, impacts), the students are guided through the practical exercises to a draft of a concrete project. The results are discussed both in groups and in plenary sessions and risks are identified.

During the project seminar, a first draft of the student's own project is developed. The project draft is considered a certificate of success.

Project Consultations with HNEE-Supervisors:

During the practical project, at least two project consultations must be arranged between the respective HNEE project supervisor and the corresponding students for the professional supervision of the project.

The first project consultation must be scheduled shortly after the start of the project. At this meeting, the students present their first project draft including the project structure plan (schedule). Students will receive individual feedback from the HNEE project supervisor at this meeting.

The second project consultation is to be arranged before the end of the project. The students present preliminary results of their project and receive feedback from the HNEE project supervisor.

Participation in the consultations is mandatory.

Examination form:

Modulbeschreibung: **Practical Project**

The examination performance of the practical project is an oral presentation of the developed project, which is held in public.

	Internship Project	Transfer Project
Individual	20 – 30 minutes + 15 minutes questions session	20 – 30 minutes + 15 minutes questions session
Group Project	15-20 Minuten per person + 30 minutes questions session	15-20 minutes per person + 30 minutes question session

Learning Goals:			Anteil in %	Einordnung DQR
Professional Skills	Knowledge/expertise	<p>Seminar: Students are familiar with the organizational framework of the practical semester, the processes of holistic project management, the steps towards a project design and typical project challenges.</p> <p>Project: Students deepen their specialized knowledge in subject areas of their choice. They apply their knowledge of holistic project management.</p>	20	7
	Abilities	<p>Seminar: Students can develop a concrete and realistic project design (including formulation of objectives, project structure plan, outline of results). They can identify and prevent project risks.</p> <p>Project: They are able to plan, implement and present a project in a timely and effective manner. They independently develop solutions for a given task, react to unforeseeable deviations from the plan and adapt the project plan to the current circumstances. They also apply various methods.</p>	30	7
Personnel Competences	Social Competence	<p>Seminar: The students practice their critical faculties, can discuss constructively in the group or work together and present results in plenary.</p> <p>Project: Students fit into an existing work team and take responsibility for the tasks assigned to them. They communicate with co-workers and superiors.</p>	25	6
	Independence	<p>Seminar: Students are able to organize a practical project themselves. They can independently develop a realistic project design and examine it for risks.</p> <p>Project: Students realize the project task independently and on their own responsibility. They are supervised by a</p>	25	7

Modulbeschreibung: **Practical Project**

		lecturer at the university.		
Literature				
<p>BAUMFELD, LEO (2000): Projektorientiertes Arbeiten in komplexen Situationen. Grundlagen des Projektmanagement und der Projektkultur. Wien.</p> <p>BERGMANN, MATTHIAS; SCHÄFER MARTINA; JAHN, THOMAS (2017): Wirkungen verstehen und feststellen. Arbeitspapier aus dem BMBF-Verbundprojekt Transimpact, Stand 18. Mai 2017. Frankfurt/ Berlin.</p> <p>MAYERSHOFER, KRÖGER (2011): Prozesskompetenz in der Projektarbeit. Ein Handbuch mit vielen Praxisbeispielen für Projektleiter, Prozessbegleiter und Berater. 4. Auflage. Hamburg.</p>				
last update on the module description: Birte Kaddatz (22.11.2023)				

Modulbeschreibung: **Semester Abroad**

Module	Semester Abroad				
Acronym	Semester		Type		
AS	3 rd Semester		Elective Modul		
Frequency	Modul Coordinator		Lecturers		
Annually (WS)	Head of degree programme		Lecturers from the partner universities		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
Changing courses offered by partner universities	-	Varies depending on the chosen programme of the partner universities	Depends on the modules offered by the partner university	Varies depending on the programme	In total 18-24
Workload		Teaching Forms :		Language	
-		Depending on the offer of the partner universities		English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability	
There is a Memorandum of Understanding with the partner university. The student must have a signed Learning Agreement in which it is stated which modules will be taken at the partner university.		Modules of the 1st and 2nd semester		-	
Content:					
<p>As an alternative to the project internship or the transfer project, students can complete a full semester at a partner university abroad in the 3rd semester. The HNEE International Office supports students in the preparation and realization of their studies abroad.</p> <p>Modules totaling at least 24 ECTS credit points must be taken and completed with passed examinations. In individual cases, fewer than 24 ECTS credit points can be achieved, but at least 18 ECTS credit points. The missing ECTS credit points must then be earned through WPM at HNEE. The decision is made by the programme director.</p> <p>The programme director provides information on the current offers of the partner universities on an annual basis.</p> <p>It is currently possible to complete a semester abroad at the following partner universities:</p> <ul style="list-style-type: none"> • Uppsala University, Schweden – Studiengang: Sustainable Destination Development • University of Sassari, Italien – Studiengang: Innovation Management for Sustainable Tourism • University of Cagliari, Italien – Studiengang: Sustainable Tourism Management and Monitoring • Universitst de les Iles Balears, Spanien – Studiengang: Master in Economics of Tourism: Monitoring and Evaluation <p style="text-align: right;">(as of 22.11.2023)</p>					
Learning Goals:				percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	Depending on the modules selected at the respective partner university.		-	-
	Abilities	Depending on the modules selected at the respective partner university.		-	-

Modulbeschreibung: **Semester Abroad**

Personnel Competences	Social Competence	Depending on the modules selected at the respective partner university.	-	-
	Independence	Depending on the modules selected at the respective partner university.	-	-
Literature				
last update on the module description: Birte Kaddatz (22.11.2023)				

Modulbeschreibung: **Semester Abroad**

Modul	Current Topics				
Acronym	Semester		Type		
	3 rd Semester		Compulsory Modul		
Frequency	Modul Coordinator		Lecturers		
Annually (WS)	Birte Kaddatz		Diverse		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
		The forms of examination depend on the module offered or the module selected by the respective student	The forms/duration of examination depend on the module offered or the module selected by the respective student	4	6
Workload		Teaching Forms :		Language	
presence education: 60 self-study: 120		The teaching form depend on the module offered or the module selected by the respective student		English/German	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability	
See Modul – Selection -List				-	
Content:					
<p>The module serves as a 'container' for courses on current topics. These are presented by the program coordinator and can be chosen from other Master's programs in Germany and abroad as well as at the HNE Eberswalde. Students select modules that complement their studies in a meaningful way in order to give room to individual specializations and interests and to broaden their horizons.</p> <p>Each SDG could be addressed in this module - depending on the modules offered or chosen.</p>					
Learning Goals:				percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	The learning outcomes of the module depend on the module offered or the module selected by the respective student			
	Abilities				
Personnel Competences	Social Competence				
	Independence				
Literature					
The literature depends on the module offered or the module selected by the respective student					
last update on the module description: Birte Kaddatz (28.11.2023)					

4. Semester

Modulbeschreibung: **Master-Colloquium & Research Methods**

Module	Master-Colloquium & Research Methods				
Acronym	Semester		Type		
MA_WiKo	4 th Semester		Compulsory Modul		
Frequency	Modul Coordinator		Lecturers		
Annually (SS)	Prof. Dr. Claudia Brözel		Prof. Dr. Claudia Brözel Thomas Pribbenow M.A.		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
a) Lecture b) 7x Online Exposé Presentation and Discussion c) Lecture scientific conferences and publishing	Lecture	Oral presentation of the own developed exposé in the colloquium and discussion	Oral presentation exposé 20 min (<i>Attendance certificate without grade</i>)	4	4/26
Workload		Teaching Forms :		Language	
presence education: 21 h (5 days) 8 Online-Seminar: 12 h (8 days) self-study: 90 h		Interactive knowledge transfer: 6,6 h (20%) Supervised exercises in individual work or small groups: 16,5 h (50%) Reflection and self-study: 9,9 h (30%)		German/English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability	
Module Sustainable Marketing Management (1. Semester) or similar preliminary courses (upon recognition by the module coordinator)		Master Thesis		-	
Content:					
The colloquium deals intensively with the research process and the creation of an academic thesis at Master's level. In addition to the preparation of the required exposé, various options can be used, such as a research canvas. Exercises are carried out to develop the research question and the respective methodology is developed and discussed. The colloquium provides a suitable introduction to the research of the Master's thesis with face-to-face meeting and discussions on the participants' topics. This will be followed by 7 online seminars to support participants with their Master's thesis. Units on publishing and specialist conferences are offered as part of a further component of the colloquium. The preparation of an independent research and analysis as well as the corresponding report is carried out in the form of a Master's thesis.					
Learning Goals:				percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	Acquiring knowledge about research approaches and research methods as well as journals and conferences for further research on own research topics.		20	7
	Abilities	Applying the techniques of qualitative and quantitative - and mixed methods of empirical field research and analysis.		40	7
Person nel Compe tences	Social Competence	Presenting and discussing the current status of the Master's research together in the group and giving each other constructive feedback and motivating each other.		20	7

Modulbeschreibung: **Master-Colloquium & Research Methods**

	Independence	Further sources, literature reviews and videos-developing further material independently-for their own research question.	20	7
Literature				
<p>Accompanying literature</p> <p>Kornmeier, M (2011) Wissenschaftlich schreiben leicht gemacht für BA, MA und Dissertation, Haupt, 4. Auflage, 2011</p> <p>Esselborn-Krumbiegel, H. (2017) Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen UTB (5.Auflage, April 2017)</p> <p>Buber, R./Holzmüller, H. (Hrsg) (2009) Qualitative Marktforschung. Konzepte–Methoden–Analysen (2. Auflage), Gabler, Lehrbuch.</p> <p>Kuckartz, U; Rädiker, S; Ebert, T; Schehl, J.:Statistik. Eine verständliche Einführung. Wiesbaden: VS Verlag 2010</p> <p>Kuckartz, U. (2012) Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung, Beltz/Juventa Verlag</p> <p>Kuckartz, U. (2010) Einführung in die computergestützte Analyse qualitativer Daten, VS Verlag, Wiesbaden.</p> <p>Kuckartz, U./Ebert, T./Rädiker, S./Stefer, C. (2009) „Evaluation Online“ Internetgestützte Befragung in der Praxis., VS Verlag Wiesbaden.</p> <p>Kuckartz,U./Dresing, T./ Rädiker, S./, Stefer, C. (2008) „Qualitative Evaluation“ Der Einstieg in die Praxis. VS Verlag, Wiesbaden.</p> <p>Strauss/Corbin (1996) Grounded Theory: Grundlagen Qualitativer Sozialforschung. BELZ Psychologie VerlagsUnion</p> <p>As well as literature and journal papers recommended in the course.</p> <p>As well as their own literature for their own Master's thesis.</p>				
last update on the module description: Prof. Dr. Claudia Brözel & Thomas Pribbenow (28.11.2023)				

Modulbeschreibung: **Master Thesis**

Module	Master Thesis				
Acronym	Semester		Type		
Thesis	4 th Semester		Compulsory Modul		
Frequency	Modul Coordinator		Lecturers		
Annually (SS)	Prof. Dr. Claudia Brözel		Prof. Dr. Claudia Brözel, Other lecturers (supervisor)		
Courses (Sub Modules)	Examination prerequisite(s):	Examination form(s):	Scope and duration of exam	SWS	ECTS:
		Document. Creation of a critical sources - supported research paper on a selected topic	Thesis (100%)	4	26
Workload		Teaching Forms :		Language	
self-study: 720 h		The students write their Master's thesis with their own research approach and are regularly supervised during the writing process in a colloquium, where they present and discuss their current state of research.		German/English	
Course Prerequisites		Recommended connections		also in the Curriculum of applicability	
Module Sustainable Marketing Management (1. Semester) or similar preliminary courses (upon recognition by the module coordinator)		Scientific Colloquium		-	
Content:					
<p>In this module, students create their Master - thesis on the basis of an in-depth investigation of a self-chosen topic of their choice, which is related to the contents of the Master's programme ' Sustainable Tourism Management ' programme. During this process, the students are supervised and present their results in accompanying online-meetings. Furthermore, there is a "questionnaire conference" in which students can share their questionnaires with each other and give each other P2P feedback. This is accompanied by the lecturers. The students receive support from the lecturers in finding their own topic and setting up their research. Afterwards they independently conduct research on a a topic of their choice.</p> <p>The students learn: Developing of a research question, adapting the research methods they have learnt to the requirements of their Master's thesis as well as implementing the empirical research and designing the empirical research. Analyzing and interpreting the results and production of the Master's thesis.</p>					
Learning Goals:				percentage %	Indexing DQR
Professional Skills	Knowledge/expertise	Acquiring knowledge about research approaches and research methods as well as journals and conferences for further research on own research topics.		20	7
	Abilities	Applying the techniques of qualitative and quantitative - and mixed methods of empirical field research and analysis.		40	7

Modulbeschreibung: **Master Thesis**

Personnel Competences	Social Competence	Presenting and discussing the current status of the Master's research together in the group and giving each other constructive feedback and motivating each other	20	7
	Independence	Further sources, literature reviews and videos - developing further material independently - for their own research question	20	7

Literature

Accompanying literature

Kornmeier, M (2011) Wissenschaftlich schreiben leicht gemacht für BA, MA und Dissertation, Haupt, 4. Auflage, 2011

Esselborn-Krumbiegel, H. (2017) Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen UTB (5.Auflage, April 2017)

Buber, R./Holzmüller, H. (Hrsg) (2009) Qualitative Marktforschung. Konzepte–Methoden–Analysen (2. Auflage), Gabler, Lehrbuch.

Kuckartz, U; Rädiker, S; Ebert, T; Schehl, J.: Statistik. Eine verständliche Einführung. Wiesbaden: VS Verlag 2010

Kuckartz, U. (2012) Qualitative Inhaltsanalyse. Methoden, Praxis, Computerunterstützung, Beltz/Juventa Verlag

Kuckartz, U. (2010) Einführung in die computergestützte Analyse qualitativer Daten, VS Verlag, Wiesbaden.

Kuckartz, U./Ebert, T./Rädiker, S./Stefer, C. (2009) „Evaluation Online“ Internetgestützte Befragung in der Praxis., VS Verlag Wiesbaden.

Kuckartz, U./Dresing, T./ Rädiker, S./, Stefer, C. (2008) „Qualitative Evaluation“ Der Einstieg in die Praxis. VS Verlag, Wiesbaden.

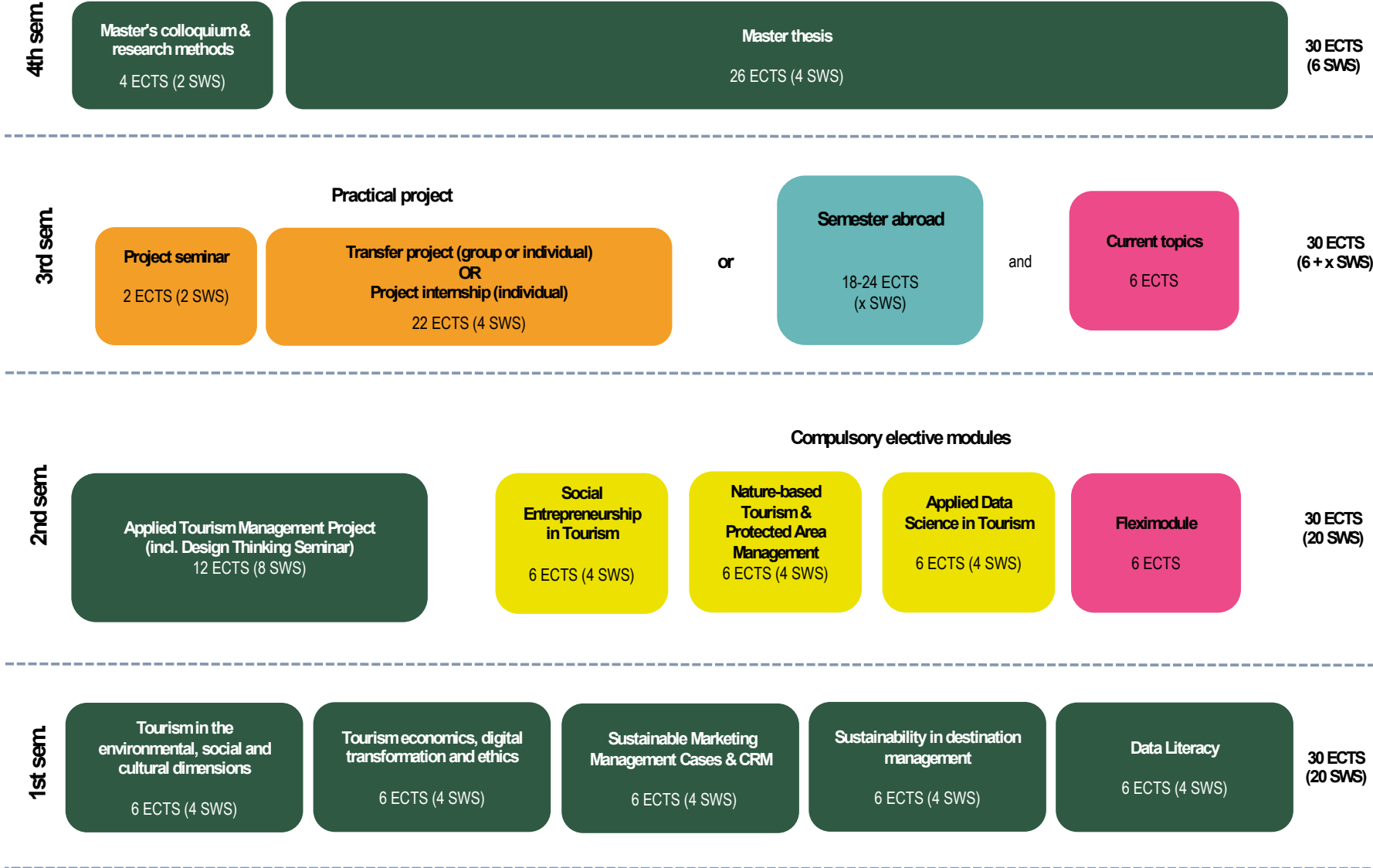
Strauss/Corbin (1996) Grounded Theory: Grundlagen Qualitativer Sozialforschung. BELZ Psychologie VerlagsUnion

As well as literature and journal papers recommended in the course.

As well as their own literature for their own Master's thesis.

last update on module description: Prof. Dr. Claudia Brözel (28.11.2023)

Full-time Master's degree course – Sustainable Management M.A



Legend = Compulsory modules (PM)

= Compulsory elective modules (WPM)

ECTS = European Credit Transfer System

SWS = semester hours per week

120 ECTS (52 + x SWS)

Part-time Master's degree course – Sustainable Tourism Management M.A.

