Sustainable and Smart Tourism:
Book of Teaching Case Studies
Lecture notes

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SUSTAINABLE AND SMART TOURISM

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This Lecture notes is an appendix to the Book of Teaching Case Studies in Sustainable and Smart Tourism. The book and the lecture notes represent one of the intellectual outputs of the bilateral project, INNOVATUR – Innovating Academic Curricula and Engagement Approach to Sustainable and Smart Tourism Development (SSmTD), funded by the Institutional Cooperation Programme of EEA & Norway Grants. It is a result of joint efforts of assigned co-authors of Prague University of Economics and Business and the University of South-Eastern Norway who have been dedicated to the project. We are grateful for the financial assistance provided under the EEA Financial Mechanism 2014-2021 (reference number EHP-CZ-ICP-4-034). The contributions and expertise of both institutions have greatly enriched the content of this book and have significantly contributed to the advancement of knowledge in the field of sustainable and smart tourism. This Book of Teaching Case Studies is recommended for use as a supporting teaching material for the Textbook on Introduction to Sustainable and Smart Tourism, which is another intellectual output generated as part of the project.

C o n t e n t s

Introduction

Schola Ludus – an idea of J. A. Comenius, famous Czech scholar, who is also known as the "teacher of nations" – is an idea related to efficiency of active participation of students in the teaching-learning process: *"Schola ludus seu Encyclopaedia viva, hoc est Januae lingvarum praxis scenica, res omnes nomenclatura vestitas et vestiendas sensibus ad vivum repraesentandi artificium exhibens amoenum."* (Komenský, 1656)[1]

People generally learn better and the quality of learning is higher if they are interested in the subject and in learning itself. Modern methods of teaching can enhance the level of interest in learning and thus bring the subject itself to attention. Modern teaching should build on and develop the knowledge already acquired. Moreover, some modern teaching methods can even make it possible for students to partially shape the content of their learning based on their needs and interests. Students learn better when they do not know the answers in advance and have the opportunity to react independently to a situation and to confront views and solutions of others. Modern methods of teaching, if applied well, also enable one to take into the account the fact that each person has an individual style of learning, and thus needs appropriate conditions for it.

Teaching through case studies is one of the above-mentioned modern forms of teaching and learning. Active learning using teaching case studies is becoming an increasingly common teaching method around the world. It allows students and teachers alike to more easily connect theoretical knowledge from their own and other disciplines with practice.

This book is a collection of teaching case studies related to courses of sustainable and smart tourism. The collection can serve a special seminar alongside sustainable and smart tourism courses. It is also possible to use selected cases for other relevant courses. The course could be taught at both bachelor and master level.

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[1] *"The school, a lively encyclopedia, that is, the practice stage of language doors, presents an enjoyable art of representing all things adorned and to be adorned with senses vividly."*

The book consists of the following teaching cases:

1. Tourism development dilemma at exotic island: A mini-case

2. Living farm museum of Evju Bygdetun

3. Music festival in a Small Village

4. Approach to tourism clusters: A case of Pardubice Region

5. Bathing waters: Visiting traditional or new sites in the domestic settings

6. Evolving glacier tourism in a melting world

7. Climate change adaptation in the tourism sector: A case of two destinations in the Czech Republic

8. Investment in a pension in village of Kněžice

9. Untapped potential of religious tourism: A case of Milevsko

10. Assurance of environmental quality in Rjukan tourism destination: Role of standardization and labelling

11. Michelin stars for the Czech Republic: Government subsidy to support Czech tourism

12. Sustainable and Smart sports events and tourism: A case of Ice Hockey World Championship

13. Contemporary forms of tourism in rural tropical villages: An example of Thailand

14. Tourism Act: Content preparation and political advocacy

Lecturers' notes, which provide confidential information on how to teach the individual cases, are available from the Institute for Sustainable Business, Prague University of Economics and Business.

Teaching case studies in university programmes

This approach is particularly close to various (traditional) forms of university seminars and tutorials, where practical situations are also discussed and debated with applications of the theories taught designed to understand and resolve the situations. For example, the case study discussed here tends to be a student paper, a lecture by a practitioner invited to class, a recommended article in a professional journal, a practical example in an exercise script, etc. However, with the exception of the last one, these forms contain a certain opinion on the solution to the situation. Thus, they are not "genuine" teaching case studies.

In this chapter, the standard nature of the research case study is briefly described first. The typical differences between a research case study and a "genuine" teaching case study is addressed in the next chapter. This is followed with chapters/notes for teaching case writers – "how to write a good teaching case study", students – "how to learn from the teaching case study" and teachers – "how to teach the teaching case study".

For a more comprehensive text about case teaching, including relevant citations of literature and literature resources, see Lisa Aleš (2023): Principles of case teaching in societal science-oriented courses, Prague University of Economics and Business, available on-line at: https://isb.vse.cz/.

1. What is a research case study?

In science, the case study (method) has developed as "an opposition" to quantitative research and its limits. Up to now, the notion itself has been interpreted in three different ways at least: *(a) a method of getting knowledge; (b) a particular case (to be understood); (c) results of the case study method application.*

The case study (method) has been most of the time outside the mainstream of scientific inquiry. It has been criticized mostly for its: (a*) subjective character (selection of cases, particularly with the explicit or implicit aim to prove a hypothesis); (b) limits related to hypothetically deductive understanding of scientific methodology; (c) limits related to the issue of generalization.*

Research case study focus is:

- Mostly qualitative
- Mostly on one case
- Searching for explanatory factors, conditions, causes
- Testing/disproval of a hypothesis
- Support to some theory development
- Interconnectivity of quantitative and qualitative aspects of knowledge
- "Environment" of the case (context).

Research case studies could be divided according to major goals:

- Instrumental: Deep insight into a studied problem. The case itself is of less importance – it serves as a vehicle for generalization.
- Multiple: Serves to understand a broader set of cases.
- Intrinsic: To understand the studied case itself. Understanding/illustrating generic phenomena, constructs and /or development of theory is of less importance (if possible at all).

Research case studies according to their function can be:

- Descriptive – systemic description without deeper theoretical background;
- Interpretative (explanatory) – to prove (make clearer) a theory;
- Heuristic and/or generating a hypothesis (deviant cases); or
- Exploratory.

2. What is a "genuine" teaching case study?

A teaching case study usually either builds on a research case study (or multiple studies), or is loosely based on them. Also, fully made-up teaching case studies can work well for specific purposes (hypothetical situations).

A teaching case study, in particular, is a situation where a (real) solution to a problem is being sought, in either the public or the private sphere. The teaching study contains necessary data, results of investigation, opinions and attitudes of

parties involved. The specific content depends mainly on the methods, concepts and theories it wants to illustrate. It can summarize the different pressures and conditions to which the decision-maker is exposed. It illustrates common situations of incomplete or controversial information available at the time of decision-making. *However, it does not itself explicitly offer a solution.* **This is the main task for students – to make up their own minds about the problem and its solution and to be able to argue well for it.** Thus, it brings a part of the real world into the classroom. However, there may be good-quality teaching case studies which may have the aim of, for example, just applying a particular method of calculation. The differences between a "conventional" (research) case study and a teaching case study are summarized in Table 1.

Table 0/1: Main differences between research case study and teaching case study

Characteristics	Research case study	Teaching case study
Scope and level of detail	Can be very extensive and detailed	Must be only reasonably long, cannot bring too many details
Solutions to problems	Are included	Must not be included in the study (possible solutions can only be a part of the teacher's notes)
Balance of opinion	May contain alternative opinions, views and solutions, but often contains "major stream" solutions	Must present balanced information so that the student has the opportunity to find alternative solutions
Matching the situation described with reality	Addresses a real situation	The situation may be partially modified to reflect a typical situation or to allow the application of a method, concept or theory

Although plots and "dramas" related to decision-making are the main "spice" of teaching through teaching case studies, the main objective of some teaching case studies may be to illustrate the possibilities of using, e.g., different exact approaches to prepare materials for decision-making, etc. In our case, studies leading to a deeper understanding of the principles of sustainable and smart tourism may be designed differently from those designed more to understand other fields of policy.

In principle, teaching case studies can be used in two ways:

a) The first is more or less traditional, where the teacher uses the case study directly to illustrate his/her own lecture (and also gives some opinion on the solution), or
b) He/she recommends it as required reading for the topic being taught, which is discussed in depth during the lecture. Only the latter way is actual teaching through case studies ("case method teaching").

This method has several main features:

- the student receives the material in advance, thus having enough time to acquire additional literature (mostly via the Internet), to review or consult theories that may help solve the problem, etc.;
- the principle is that all students must be prepared for the lesson (not just some, as is often the case with conventional papers, co-papers, student presentations, etc.);
- preparing for a lesson requires much more effort and time than preparing for a "traditional" lesson. For example, the student has to understand the nature of decision-making dilemmas, formulate a strategy and recommendations, and prepare arguments to defend them in discussion. If necessary, he/she must review relevant theories and other knowledge that can be used to better prepare his/her presentations, including knowledge from related disciplines and subjects;
- in the classroom itself, the teacher does not "read the lecture" but rather moderates a discussion between the students, which itself leads to their learning from each other and enriches their real understanding of the issues that have been "embedded" in the teaching study;
- the level of engagement of individual students in the discussions is the main focus of the continuous assessment and, where appropriate, the final marking.

The overall result of this way of teaching then depends on several factors:

- the quality of the prepared teaching study;
- the quality of the students, including their "knowledge background", their ability to use it outside the specific subject taught, their ability to assert themselves in an appropriate way at an appropriate moment in the discussion;
- the quality of the teacher, i.e., the extent to which he/she is able to manage the class discussion in the planned way.

3. How to write a good teaching case study?

It should be assumed that a teaching case study serves as a teaching tool. It is therefore important to first clarify what **the main learning objectives – the "key lessons"** – are that we want to teach with the help of the teaching case study. Thus, the interest of the plot alone may not be a sufficient guarantee of quality from a pedagogical point of view.

The search for good teaching cases for a given subject of study can go both ways: to find a suitable case from practice for the theories and problems being taught, and vice versa, i.e., when studying research papers (case studies), to think about what issues could be taught with their help and how they could be developed into teaching case studies. In the actual processing, there may be some shifts from the original intention, but the original aim should in principle be pursued throughout the processing, unless this aim is added to or changed explicitly.

The topic and its form should be chosen to allow for some generalization, so that the teaching case study covers a particular set of analytical or decision-making problems.

It is important that the author(s) of the teaching case study have access to sufficient information. If the information is confidential (company information, tender documents, etc.), it is possible to **change names** (of people, companies, etc.), **modify certain data**, etc., in the teaching case study.

In spite of the **simplifications** that are necessary for the preparation of teaching case studies, it is necessary to preserve and sometimes highlight the diversity of perspectives, approaches to solutions and conflicts of interest that are associated with the case. The existing (and evident from the teaching case study)

diversity of perspectives and their controversy is one of the prerequisites for the emergence of a quality discussion.

A collaboration between two or more authors may be appropriate, where one may be a **leading expert on the issue** (author of relevant research case study, etc.) and the other may have **experience in writing teaching case studies**. One of the requirements for a good teaching case study is that it should be readable.

A teaching case study can consist of two (separate) parts: the first can provide the basis for a discussion of what someone should and could do in a given case and where the "open end" is. The second part may then contain the basis for a discussion of what was actually done in practice (what methods of resolution were used, what the decision was, etc.) and what the other implications are. In this case, the first part should be written in such a way that the reader does not feel at any given moment that the event has already happened and has been resolved in some way.

The fact that the teaching case study is based on a case that has already occurred may not be a disadvantage – it allows comparison of the suggestions arising from the discussion and often data and other information is more readily available for such a study.

The actual structure of the teaching case study must follow the **pedagogical goal.** If it is in the area of a particular policy debate, the following is usually recommended:

a) An introduction where the main plot is briefly stated.

b) The content itself must be concise, but must give a clear and as complete a picture of the issue as possible, but not contain excessive detail, as is generally desirable for case studies.

c) If it is a description of specific events, it must be structured in time; if this helps to increase interest in the problem, it is possible to suggest a dramatic denouement at the beginning and then return to the chronological sequence of events.

4. How to learn from the teaching case study or what to advise students?

The student's actual thorough preparation for this form of lesson, although very demanding, leads to a much deeper understanding and retention of the material, including the broader context, than just listening passively to the teacher or the usual study by reading some text. In addition to focused work such as a thesis, this form provides a link between the methods, concepts and theories taught and the practical problems.

As already noted, the teacher assumes (and requires) **very demanding student preparation for the class**. One reading of the study and subsequent thinking is not sufficient. For most studies, at least two readings are required. The first involves familiarizing oneself with the basic situation in the case. Next, one should formulate questions, if not already prepared in the text, and try to find answers to them.

For teaching case studies oriented mainly towards decision-making processes, a more general scheme of questions can be given, to which answers should be found gradually in preparation for the lesson. It may be useful to try to put oneself in the role of the main decision-maker. In this case, the focus should be on:

- Who are the decision-makers in the study?
- What is the decision(s) they should make?
- What are the possibilities of applying exact methods to prepare (further) grounds for discussion and decision-making?
- Who are the other relevant actors in the case and what are their interests and objectives?
- What are the key contentious issues in the case, and how do they affect the discussion of the issue?
- What is the environment in which the decision-maker finds himself? What are his constraints? (and, conversely) What are his options?
- What can the decision-maker do?
- What are the likely consequences of these options, the chances of success, what will other actors do? (etc.)

It is important to **work properly with the data** in the teaching case study as information. The problem can be the large amount of seemingly less clear data and the existence of redundant information in the study, or conversely the absence of certain data as sources for addressing much needed information. The same facts

may also be presented differently by different stakeholders, which a good teaching case study also tries to capture. Appropriate calculations can allow testing of hypothetical, pre-formulated solution options. The ability to use procedures that are not taught in the subject matter, i.e., a subject where teaching is done by means of a "case", is also valued.

It is useful to note a few more general principles for verifying calculations:

- before making specific calculations, it is always necessary to be clear about the precise aim of the calculations;
- larger calculations should be divided into parts;
- attention should be paid to units and orders of magnitude;
- a logical check of the results should be made;
- where possible, it is advisable to do more than one version of the calculations.

It is advisable, if possible, to discuss the solution informally in advance (before the actual seminar) with fellow students, e.g., on campus. It is also advisable to do some written preparation, even if it is not required by the teacher.

5. How to teach the teaching case study?

The teacher, like the students, needs to be well prepared for the lesson. As already mentioned, the teacher's role is mainly to **moderate the discussion and monitor the contributions of individual students so that they can be evaluated**. If the school or faculty is new to teaching or learning through teaching case studies, including how to assess students, this should also be explained at the beginning of the course. It is also possible to formulate some questions about the teaching case study discussed in the following lesson.

A classroom set-up where students are able to see each other during the discussion (circle or semicircle) is appropriate. They can have their names printed in large print in front of them for ease of addressing during the discussion and for evaluation by the teacher. It is also advisable to think in advance how the progress and results of the student discussion will be recorded (layout of the board area, use of overhead projector, loose sheets of paper, etc.).

More specifically, the **teacher can ask an introductory question or questions at the beginning of the lesson**, for example to recapitulate the overall situation or to formulate the problems contained in the learning study. If students

have not prepared enough, the teacher can continue the class only with those prepared. Those not prepared for the class can be dismissed from the class (and lose points for both attendance and discussion activity).

If necessary, it is also possible to initially "elicit" a response from the students, but not to surprise them (e.g., prior eye contact is appropriate). However, the quality of the tutorials, the way they are taught and, last but not least, the way in which students' active participation in the discussion is assessed should rather **stimulate the students themselves to participate actively**. The teacher should set up the situation right from the start so that students really "get into the action".

In any case, however, the teacher should see the students as colleagues with whom the problem needs to be solved. The **main problems discussed should not be too many in one lesson**, certainly not more than 3-5.

Manage the discussion to allow **maximum interaction among the students themselves**. Keep the discussion on topic. Limit to very brief inputs (requiring or adding something) where appropriate. Record the discussion or partial results in certain structures. These structures will normally have been prepared in advance by the teacher. However, it is necessary to be prepared for other perspectives from the students, which can be very interesting. Students are also expected to pose questions to each other in the discussion. Use logical transitions between contributions to the discussion to continue it in a particular direction.

At certain points, the teacher can summarize the results of the discussion so far (e.g., the solutions proposed in the discussion), while emphasizing or synthesizing the necessary points (the subject matter of the lesson) or taking the discussion elsewhere (to other problems).

At the end, it is possible to recapitulate the main issues, to suggest some broader implications, or to ask questions for reflection after the lesson. This is necessary even if there is not much time left for the conclusion. Students should also be involved as much as possible in the formulation of conclusions.

Overall, the following are important: individual comments and opinions and group thinking, to which one needs to be able to listen well, and one's own lesson plan.

Students (but also the teacher) need to be prepared for a different solution being discussed than they were ready for. It is even fair to say that it would not be a good study if it suggested one solution known to all in a short time.

In conclusion, the best teaching studies will emerge where there is the capacity and space to write good-quality research case studies. This method of teaching is most effective where both parties – students and teacher – derive intrinsic pleasure from it. There is no point in forcing it.

References:

KOMENSKÝ, Jan Amos. (1656), Schola Ludus, Blatný potok.

Also: KOMENSKÝ, Jan Amos (1657): Schola ludus, Jansson-Waesberge, Amsterdam.

1. Tourism development dilemma in exotic destinations: A mini-case

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Lecture notes

In teaching this case, it should be taken into account that only a short preparation directly in the lesson is assumed. This is in contrast to other teaching case studies in the book, where, on the contrary, a thorough home preparation is expected, involving research beyond the text in the book to support creative ideas/solutions. Depending on the available time, the teacher can choose only certain areas or questions or add others.

Table 1/1: Questions to be discussed in the class with expected solutions

1.	What are the motivations/interests of businesses to support or not support sustainable tourism?
• Short-Term Economic Gains: Businesses may choose to prioritize short-term economic gains over sustainable development, leading to unsustainable practices. • Competitive Pressure: In a competitive environment, companies might prioritize short-term profits and growth regardless of long-term consequences. • Information Manipulation: Companies can leverage their economic power to distort information to influence public opinion and policies.	
2.	What are the motivations/interests of politicians to support or not support sustainable tourism?
• Economic Interests of Politicians: Politicians may have vested interests in business (in various ways). • Lack of Regulation: There might be a lack of appropriate regulatory mechanisms (legislation) allowing the rapid development of the tourism sector without sufficient consideration for sustainability.	

• Political Pressures: Politicians may succumb to pressures from businesses or local communities, influencing their support for sustainable tourism practices.	
3.	What other dilemmas in the development of tourism in exotic areas can be identified?

- Cultural and Commercial Interests: How to strike a balance between preserving the cultural heritage of the area and the commercial interests of tourism, which may lead to commercialization and loss of authenticity?

- Infrastructure Strain and Visitor Needs: How to manage the strain on infrastructure given the increase in tourist traffic without negatively impacting the environment and the well-being of local residents?

- Nature Conservation vs. Tourist Attractions: How to ensure a sustainable approach to natural reserves and biodiversity while still maintaining attractiveness for tourists?

- Sociocultural Impacts on Local Communities: How to minimize sociocultural impacts on local communities, such as changes in social structures, rising costs, and conflicts?

- Fair Benefits for Local Residents: How to ensure that the economic and social benefits of tourism are distributed fairly and bring benefits to the entire community, not just a few stakeholders?

- Water and Energy: How to address issues of sustainable water and energy use in areas where an increase in tourism may cause increased demand?

- Noise and Light Pollution: How to minimize the impacts of noise and light pollution, especially in areas with sensitive ecosystems?

- Responsible Visitor Behavior: How to promote responsible visitor behavior and educate about sustainable tourism?

2. Living farm museum of Evju Bygdetun

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Lecture notes

The teaching case is inspired by the Living Farm Museum Evju Bygdetun situated in the Norwegian countryside. It is surrounded by green fields, farms and a river, nestled next to a mountain range. The museum is run by a nonprofit organization with the aim to teach about traditional farming culture. This is done by attracting as many people as possible with a diverse spectrum of activities. School groups, locals as well as tourists visit the museum for different purposes throughout the year. The challenges arising from seasonal differences, economical aspects of running a nonprofit organization, as well as social aspects such as the involvement of volunteers serve as a base for possible class discussions of the case.

Table 2/1: Questions to be discussed in the class with expected solutions

1.	The summer season is short. Discuss development towards a year-round business.
Discussion could include the possibilities and challenges of … • Adding further historical activities into the museum's programme such as historical skiing or skating to extend the museum's season. • Involvement of target groups (school groups, locals and tourists) during wintertime. • The capacity of the museum's employees to function year-round and the possible need for additional employees.	
2.	Economical aspects play a crucial role for the Living Farm Museum to sustain itself over the long term. Consider the Living Farm Museum's income streams and costs outlined in Tables 1 and 2. How might the museum balance its financial sustainability while following its aim of preserving the local farming culture? Explore innovative ideas for generating new income streams that align with the museum's focus on local farming culture and community engagement. How can the museum leverage partnerships and community support to enhance both its economic viability and cultural impact?

Discussion could include …

- Strengthening community partnerships. Collaborate with local businesses to extend gift shop offerings. Allocate further donations from individuals and companies.
- Expansion of educational programme. Collaborate not only with local schools, but also universities or create an education programme open for everybody.
- Diversify events offered. Introduce new events connected to the region's cultural heritage.
- Technology integration. Explore potentials of digital education programmes or digital museum tours.

3.	Social aspects are important for the Living Farm Museum to sustain itself over the long term. Elaborate on the role of the Norwegian phenomenon of dugnad for the museum to sustain itself. Where do you see potentials and challenges? Also discuss the relevance of locals engaging themselves and how this can enrich the tourists' experience at the Living Farm Museum.

Discussion could include …

Potentials

- Cost-effective operations. Volunteer work can reduce the museum's costs. This allows the museum to allocate resources more efficiently.
- Community engagement. Might foster a sense of ownership, creating a community that is deeply invested in the museum's aim of preserving the traditional farming culture.

Challenges

- Dependency on volunteers. The involvement of volunteers is highly unpredictable. Volunteers might leave or stop engaging themselves, leaving the summer programme vulnerable.
- Balancing professionalism and voluntarism. Aim for a balance between maintaining professional standards and relying on volunteer efforts.

Relevance for tourist experience

- Authentic cultural experience. Volunteers can enrich the programme by engaging themselves and sharing their passions with the tourists.
- Interactive experience. Possibilities of cultural exchange between locals and tourists.

3. Music festival in a small village

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Lecture notes

Bræðslan is a popular music festival held in the tiny fishing village of Borgarfjörður Eystri, East Iceland, in July every year. It attracts around 3000 guests to the village that has around 100 inhabitants. This throws up challenges for the event managers, regarding how to maintain sustainable connections between the festival guests and the locals.

Table 3/1: Questions to be discussed in the class with expected solutions

1.	What are the most important things to keep in mind regarding social impacts of festivals organized in small villages?
• Impacts on local citizens • Impacts on local businesses	
2.	What actions can help with sustainable development in festival tourism in a small village like Borgarfjörður Eystri?
• Stabilized income/budgets of the festivals • Involving various generations to the organization	

4. Approach to tourism clusters: A case of Pardubice Region

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Lecture notes

This teaching case study is to be seen as a special case for allowing students a comprehensive approach to tourism clusters, understood as the final step of tourism apprenticeship. While offering an overview to allow practical exercises for familiarizing them with the inner complexity of SSmTD, students could understand their jobs in involving with local forces and stakeholders after graduating. This case evidences to students that HEIs must play a role in coalitions as providers of educational packages to assure acknowledgement and empowerment for local forces aiming at community-led development for tourism. These educational packages are to be customized, one by one, to deal with clusters, representing a step ahead on SSmTD.

Table 4/1: Questions to be discussed in the class with expected solutions

1.	Why must tourism students become aware of principles and practices of SSmTD and tourism clusters to deal with initiatives in rural destinations?
Clear comprehension of the need of graduate students to become professionals capable to deal with more complex tourism environment, facing the challenges of new themes and topics arising from Sustainable Development Goals, and others from ICT and computer sciences.	
2.	What are the main components of a physical structure of a Tourism Cluster? Think about the cluster complexity when gathering spots, attractions, amenities and define their connectivity.
Basic understanding of the main components of a tourism cluster, and how they interact to create synergy for businesses, depending on their number, size, modalities of tourism, geographical distance and connectivity, included in an infrastructure framework.	

3.	What is the role of tourism students or professionals in participating in the development and implementation of educational packages on SSmTD in rural destinations, with special regard to the cluster option?
Students' perception that dealing with rural destinations requires extra-curricular activities and long field missions for dealing with local forces and communities. Learning by doing.	
4.	Why are tourism clusters the preferential alternative for tourism regional development in rural destinations?
Clear comprehension that clusters and the QH model for regional planning need flexible destination management organizations (DMO), rather than current rigid political administrative structures.	
5.	Why do the original idea, topology and components usually change in space, time and value in different steps of cluster development?
Understanding that the cluster concept may vary greatly depending on data. As new data are available, inclusions and discards of tourist spots in a cluster may occur for several reasons related to sufficiency, competitiveness, homogeneity and complementariness.	
6.	Explain how to interconnect the political, environmental, social and economic issues through a tourism cluster for supportive management.
Clear comprehension of the role of HEI education by teaching boxes covering dozens of topics for each issue facilitating the birth of a TCMO.	

This special case study focuses on top innovative tourism teaching applicable to rural destinations, where a tourism cluster is conceived and proposed for boosting regional development. Joint efforts for studies and implementation by academia, entrepreneurs, governance and community could intervene in a specific geographic agglomeration, creating interdependence and synergy among activities and interests benefiting the region. The conceptual approach proposed is a showcase for a referenced tourism cluster aimed at students becoming aware of peculiarities related to such singular system topology, seen as a top-level application of SSmTD knowledge, characterizing the cluster as a milestone for tourism planning.

This special case study is aimed at apprenticeship of BSc students in the basic contents of innovative tourism, where the matching of sustainability, smartness, regional and community-led development can be favourably enriched by aspects of circular economy connected to clustering. Proper educational packages can be prepared. The purpose is to award to local communities and institutions

enhancement and updating of their livelihood by education and empowerment for embracing SSmT. Their familiarization and engagement may require a long time. The scope applicable to tourism destinations in rural areas and villages is singular and quite different from regular tourism in cities and metropoles.

Suggestions for preparing students for dealing with this special case study – Some specific examples of teaching methods that could be used: the other teaching case studies in I.O3 do not expect to do this (see the introduction to the I.O3 book).

Literature search: Students could study real-world or theoretical examples of tourism clusters, to see how they have been developed and how they have succeeded or failed.

Field trips: Students could visit tourism clusters to see them in action and to meet with people who work in them.

Simulations: Students could use virtual simulation models to experiment with different ways of developing tourism clusters.

Research projects: Students could conduct research into tourism clusters, to identify best practices and to develop new ideas.

The teaching scope and methods should be tailored to the specific needs of students and programmes, focusing on environmental, social & cultural, political & Institutional and economic & business aspects. The higher the eclecticism apprehended, the higher the qualification of students for the future professional jobs in tourism industry.

The contents for orienting students in the practices for applicability of learning about sustainable and smart tourism shall encompass the tourism cluster development. The minimum programme should comprise:

Understanding sustainable and smart tourism: Begin by revisiting the core concepts of sustainable and smart tourism. Emphasize the principles of minimizing negative environmental and socio-cultural impacts while maximizing economic benefits. Introduce the concept of smart tourism, which leverages technology for enhanced visitor experiences and destination management.

Tourism cluster development: Explain the concept of a tourism cluster, where interconnected businesses and institutions collaborate to create a competitive

advantage for a destination. Discuss the benefits of clustering, such as resource sharing, innovation and improved market positioning.

Case studies on tourism clusters where lessons from sustainable and smart tourism practices are to be applied. This is the scope of this special case study.

The teaching scope and methods aimed at non-graduate students in tourism should be designed to cover all of the mentioned issues aiming to prepare students to deal with tourism clusters. The methods should be interactive and experiential, so that students can learn by doing. They should also be interdisciplinary, so that they can understand the different aspects applicable to tourism clusters, as well as how they interact with each other.

Final orientation for students

It is recommended to students to become aware of tourism clusters in a sequence of steps of apprenticeship as follows:

Assimilate the conceptual approach and reasoning for tourism clusters as the most effective solution to regional development where geographic agglomeration of business and initiatives are found.

Become aware of the main high-tech tools from ICT and software packages available to deal with tourism clusters.

Make their own "bibliomining" duly oriented by mentor teachers on specific subjects related to tourism clusters, on planning, designing, implementing, marketing and managing activities. Priority for all SSmT issues, circular economy vs. tourism, clusters as a prime expression of tourism, effects of climate anomalies on tourism, quintuple helix model for regional planning, community-led development initiatives, promoting stakeholder coalitions for tourism, HEI field missions to consolidate clustering.

5. Bathing waters: visiting traditional or new sites in domestic settings

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Lecture notes

This teaching case study particularly demonstrates illustrates, on the example from the Czech Republic, application of rather a more exact approach — the Weighted Sum Approach (WSA) — to support the decision making process of the consumers, specifically - the visitors to of "bathing waters". in the Czech Republic. Understanding the utility of such tourists resulting from such visits helps to better develop and apply Smart management of the respective destinations. The evidence presented in this case study also allows to prompts a discussion on the use/utilization of old ecological burden sites, such as in the form of a mined-out opencast coal mine, for water recreation and other activities.

Table 5/1: Questions to be discussed in the class with expected solutions

1.	Are/could be some conflict of interest in alternative options of the use of large sites after end of strip mining?
Yes: • between the industrial use or even landfilling use on the one hand to the ecological restoration options on the other hand; • between alternative uses for human being activities; • some conflict could be even in tourism/recreation use (fishing vs. water sports, noisy sports vs. "quiet" recreation at beaches).	
2.	Is there a good chance for more environmentally friendly use of the new sites comparing to the old ones?
Yes, but it requires long term process of preparation, solving emerging conflicts. Collaboration between government agencies, environmental experts, local communities, industry stakeholders and academia are important kin the process. Students are supposed to come with both positive and negative observations (practices) – literature, media, personal experience, etc.	

6. Evolving glacier tourism in a melting world

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Lecture notes

The purpose of this case study is to introduce students to a real-life example of the possible mechanisms to consider in nature-based tourism and how theory can be applied to real-life examples. Teachers should be prepared by reading the text, and additional points of importance are highlighted below.

1. Case study overview

Summary:

Topic: Glacial tourism and climate change

Focus: This case study examines the impacts of climate change on glaciers, with a specific focus on Briksdalsbreen and Nigardsbreen glaciers. It explores how these changes affect tourism and the local communities dependent on it.

Themes: Climate change effects on glaciers, tourism adaptation strategies, economic and cultural implications for local communities.

Key points:

Unique ecological and tourism value of glaciers.

Comparative analysis of Briksdalsbreen and Nigardsbreen glaciers.

Challenges faced by the tourism industry due to glacial retreat.

Adaptive and maladaptive responses to these challenges.

Socioeconomic impacts on local communities.

2. Detailed section breakdown

Glaciers and tourism:

Discuss the role of glaciers as natural wonders and tourist attractions.

Explain the process of glacial formation and the reasons for their appeal to tourists.

Briksdalsbreen vs. Nigardsbreen:

Contrast the geographical locations and accessibility of the two glaciers.

Compare the tourism models and visitor experiences at each glacier.

Highlight the differences in how each glacier has been affected by climate change.

Challenges and adaptation:

Outline the main challenges faced by the glacial tourism industry, including environmental, safety and economic factors.

Discuss various adaptation strategies employed, highlighting both successful and potentially problematic approaches.

Theoretical frameworks:

Introduce relevant theories such as adaptation theory, sustainable tourism and climate change impact models.

Explain how these theories apply to the case study and their importance in analysing and understanding the case.

3. Discussion points

Suggested topics and questions linked to each section of the case study for classroom discussion.

4. Key takeaways

Summarize critical lessons, such as the necessity of sustainable tourism practices, the importance of local community involvement in decision-making, and the broader implications of climate change for natural attractions.

Table 6/1: Questions to be discussed in the class with expected solutions

1.	How do the main challenges in Briksdalsbreen and Nigardsbreen align or differ, and what are the implications of these challenges for the future of tourism in these areas?

Briksdalsbreen experienced fast, rapid change while Nigardsbreen is experiencing slower changes at a steady pace.

Briksdalsbreen: The challenges here primarily revolve around the physical transformation of the glacier, becoming too steep for safe tourism activities. This rapid change forced a shift in the tourism model from active glacier tours to passive observation. The glacier's retreat altered not only the landscape but also the socioeconomic fabric of the area, as businesses had to innovate or face decline. Tourists were able to cope with new tourism experiences with ease.

Nigardsbreen: Unlike Briksdalsbreen, Nigardsbreen still allows glacial tours, but with adjustments due to its retreating and thinning nature. The challenge here is maintaining an engaging tourist experience as the physical features of the glacier become less dramatic. Like Briksdalsbreen, the nature of glacier tourism may need to change in the future. Unlike Briksdalsbreen, there may be more preparation and advance notice for significant changes in how tourism will be conducted.

Implications for future tourism:

Tourism actors have a range of coping mechanisms and adaptions to deal with these changes.

The contrasting stages of these two glaciers illustrate the need for tourism operators to remain agile and responsive to environmental changes. While Briksdalsbreen represents a shift towards more observational tourism, Nigardsbreen continues to offer a more interactive experience. This necessitates an adaptive approach in tourism planning, integrating both environmental conservation and innovative tourist experiences to sustain the industry.

2.	Discuss some of the paradoxical and contradictory themes encountered in tourism and adaptation strategies in the context of glacier retreat. How do these paradoxes affect decision-making in glacier tourism?

Last chance tourism or doom tourism are examples of paradox. Glaciers are highly sensitive to emissions by tourists, so the more tourists view glaciers, there is the potential for glaciers to retreat faster. However, witnessing glacial

change can also spur environmentally behaviour. The retreat of glaciers can be both sad and depressing but open up ways for humans to engage with science, climate change and complex processes directly.

Impact on decision-making: Operators face a complex decision-making environment where they may need to balance the allure of unique glacier experiences against the responsibility of environmental stewardship. The paradoxes often lead to interim solutions that might not be sustainable in the long term, thus requiring a more nuanced approach that considers both immediate tourist demands and long-term environmental health.

3.	Why is the selected theoretical framework useful for analysing these examples? In what way does it help frame results and draw conclusions?

The theoretical framework incorporating resilience, transition and transformation offers a structured lens through which the responses to glacial changes can be categorized and analysed. This framework is particularly useful in understanding the varying degrees of response – from maintaining existing tourism models to radically altering them in light of environmental changes.

By providing distinct categories of adaptation strategies, this framework aids in evaluating the effectiveness of different approaches. It helps in drawing meaningful conclusions about the sustainability of these strategies and their long-term implications for both the environment and the tourism industry.

4.	Why is understanding and defining "adaptation" important in this case study? Discuss how varying definitions could alter interpretations and conclusions.

In this case study, a clear understanding of "adaptation" is vital to identify and implement appropriate responses to the challenges posed by glacial retreat. Differentiating between short-term coping mechanisms and long-term strategic adaptations is crucial for understanding strengths and weaknesses of development.

Differing interpretations of adaptation could lead to varied strategies, with some focusing on immediate responses while others aim for more fundamental changes. These variations could significantly alter the outcomes and tourism models in glacial regions, affecting both the environment and the local economies.

Differing definitions could change the results of the study. With more specific definitions, critical thinking by others can be leveraged to better understand a case and its meaning.	
5.	Based on this case study, what future scenarios can you envision for glacial tourism? Consider both environmental and socioeconomic aspects in your discussion.

Environmental aspects: Future scenarios may see a transition from active to more passive forms of glacial tourism, such as educational and observational tours. As glaciers continue to retreat, tourism models may need to focus on sustainable practices that minimize environmental impact while educating tourists about climate change.

Socioeconomic aspects: Economically, there may be a shift towards diversification in tourism offerings to compensate for the loss of traditional glacial tourism activities. This could include developing alternative attractions or enhancing other aspects of regional tourism. The sociocultural implications could involve a greater emphasis on conserving and sharing the historical and cultural significance of glaciers, potentially transforming them into sites of learning and engagement around climate change issues.

Key conclusions from the research shown in Section 7

In this case study, two glaciers were compared to understand what lessons could be applied from one to the other given their similarities in use for tourism purposes. Using theory to understand the difference between coping and adaptation, coping thresholds were identified, and future thresholds can be acknowledged as major points where choices will have to be made. Tourism systems were identified, and their adaptive pathways were developed to reveal that these tourism systems are not yet in a phase of radical, transformative change.

In this case study, some bigger lessons about research cases in tourism can also be discussed. It is important to understand systems and their components. Choices can be planned in advance and the strengths and weaknesses can be identified before decisions are made that may be difficult to retract. Consequences should always be considered, especially identifying on whom or what the

consequences fall and what that means in both short-term and long-term perspectives. Some of the ideas to keep tourism systems intact can be maladaptive, such as helicopter flying or possibly building cableways up mountains. Using academic theory can help clarify concepts that are difficult to pinpoint and give different definitions that have impact on real-life examples.

Finally, a major question that lingers from these results is what could be next for melting glaciers? Although glaciers are destined to change, retreat, and some are likely to disappear (IPCCa, 2022), there is a potential for transformative aspects in using glaciers in tourism (Dannevig & Rusdal, 2023). Much of the discussion on using glaciers for tourism can feel dark and gloomy, a depressing tale of humans' impact on the Earth. However, new forms of tourism may be transformed into a different kind of product from that of last chance tourism, in which phenomena become sites of learning and information. Harnessing their awe and beauty may invite tourists to learn and engage with real-world topics and learn about the consequences of climate change. How do you envision glaciers being used in innovative tourism experiences?

7. Climate Change Adaptation in the Tourism Sector: Case of two destination in the Czech Republic

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Lecture notes

This teaching case study presents an integral component of the broader discourse on climate change mitigation and adaptation. It is specifically addressing adaptation strategies on climate change in the tourism sector.

Particularly it aims to furnish practical examples and offer a detailed examination of the ways in which businesses in the tourism sector are addressing the challenges brought forth by climate change.

It provides materials for making and in-class discussing comparative analysis between two different types of tourism destinations: (i) city of Český Krumlov – an urban location known for its cultural heritage; and (2) Beskydy Mountains - a rural area celebrated for its natural landscapes.

By examining real-world scenarios, the case study will bridge the gap between the theoretical knowledge presented in the textbook and the practical realities faced by tourism businesses.

It is designed to:

Bridge theory and practice: By examining real-world scenarios, the case study will bridge the gap between the theoretical knowledge presented in the textbook and the practical realities faced by tourism businesses.

Ilustrate best practices: Highlighting successful adaptation strategies, the case study will showcase innovative approaches to climate-resilient tourism and provide examples of businesses that have implemented these practices effectively.

Enhance learning outcomes: Through the analysis of different tourism contexts, the case study will offer students a nuanced understanding of the risks, challenges, and opportunities that climate change presents to the tourism sector.

Encourage critical thinking: By exploring various case studies, students will be encouraged to critically assess the vulnerability of local communities, the importance of sustainable tourism practices, and the role of policy in fostering a climate-resilient tourism industry.

Support teaching objectives: Serving as a supporting material for educators, the case study will facilitate the teaching of complex topics related to climate change and tourism, enabling interactive and engaging classroom discussions.

Cultivate future leaders: The case study will act as a call to action for students who are future business leaders, emphasizing the importance of integrating climate change considerations into business strategies for sustainable and smart tourism.

This case study is intended to provide educators with a resource to enhance the teaching and understanding of sustainable tourism practices in the face of global climate change challenges.

Table 7/1: Questions to be discussed in the class with expected solutions

1.	How do adaptation measures and strategies differ between the heritage-focused tourism of Český Krumlov and the nature-based tourism of the Beskydy Mountains? Consider the types of interventions that are prioritized in each location.
Deeper focus on nature, ecosystems protection, landscape, etc. at Beskydy Mountains. Similarities in transportation, heating etc. option; with differences in details. Students are supposed to come with/find these details.	
2.	Compare how each location might diversify its tourism economy in response to climate change. What alternative tourism activities could be developed that are less climate-dependent?
Something is shown briefly in the text. Students are supposed to come with/find these details.	

3.	Evaluate the existing tourism infrastructure in both locations. How might they be modified to withstand the predicted impacts of climate change, such as flooding in Český Krumlov and trail erosion in the Beskydy Mountains?
It is important to choose a relevant method for this evaluation. It might differ at different HEIs. It is the role of teacher to remind students about relevant method in advance (like one week before the class)	
4.	Discuss the role of different stakeholders in each location in developing and implementing adaptation strategies. How might their approaches to collaboration and decision-making differ?
• different roles of local governmental bodies, NGOs, • different attitude of local people.	

Some further ideas for the teacher:

Note: These ideas go beyond the standard way of teaching the cases, as described in the Introduction of the book.

Scenario Building

Students are encouraged to engage with the following hypothetical scenarios to suggest adaptation strategies:

Scenario A: A severe heatwave is forecasted to become a regular summer occurrence in Český Krumlov, potentially deterring tourists during peak season. How could the town adapt its tourism offerings to maintain visitor numbers?

Scenario B: The Beskydy Mountains face a decline in snowfall, threatening the winter sports industry. Propose alternative tourism strategies that could be employed during the winter months.

Group Activity

For a collaborative group activity, students can be divided into teams to brainstorm and share potential sustainable tourism practices in the face of climate change. Each group could focus on one of the following themes (developed for "our" destinations: of Český Krumlov and Beskydy Mountains):

Sustainable mobility: Develop a plan for reducing the carbon footprint of tourist travel within and to the locations.

Energy and resource efficiency: Propose methods for tourism businesses to reduce energy and water usage, especially during times of scarcity.

Community-based tourism: Create a model for involving local communities in tourism destinations that promotes cultural exchange and benefits the local economy while preserving the environment.

Climate education in tourism: Design an educational campaign or program that could be integrated into the tourism experience, raising awareness about climate change and promoting conservation efforts.

The outcomes of these activities should be presented to the class, encouraging a discussion on the feasibility, potential impact, and challenges of implementing these sustainable tourism practices.

8. Investment in a pension in village of Kněžice

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Lecture notes

Karel Bílý, an engineer at the Prague University of Economics and Business, has a stable income of CZK 50 000 net per month. He has also saved up CZK 5 million. He has decided to invest in a pension in his favourite town of Kněžice, where he was born and where he and his family live. He wants to run his business properly, i.e. to earn a reasonable income, but also to contribute to the sustainable and SMART development of this village.

Table 8/1: Questions to be discussed in the class with expected solutions

1.	How would you advise Mr. Bílý to decide - based on the technical and economic data on the project presented in the text - to invest, and if so, how?
	Detailed questions can be used to answer:
	Q1: What is the composition of the interior space layout to be implemented by Karel Bílý? What information will he need to make this decision?
	Q2: Which property acquisition option (purchase or lease) will Karel Bílý choose and why?
	Q3: How much external financing will Karel Bílý require, assuming he invests all his savings (CZK 5 million)? What would be the annual annuity payment for external funding with a maturity of 12 years and an interest rate of 7% per annum?
	Q4: If Karel Bílý accepts the option of selling the Kněžický mill in negotiations with the owner, will he use all his savings, what annual revenue must he generate to achieve a discounted payback period of no more than 10 years at the discount rate/rate of 4%?

Sub-question: If Karel Bílý is guided by the Veronica price list (for more details see: https://hostetin.veronica.cz/cenik-sluzeb), when he considers: hall rental is 800 CZK/1 hour, or 5000 CZK/1 day depending on the type of educational event with an average of 50 participants using full board. How many hours/days does the hall need to be rented for per year to cover a) fixed costs, b) fixed costs and loan repayment? If he realizes sales only in this way, will he implement this project?

Q5: If Karel Bílý agrees to the lease option when negotiating with the owner of the Kněžický mill, will he use all his savings to generate the annual revenue he needs to achieve a discounted payback period of 10 years at an average inflation rate of 4%?

Sub-question: If Karel Bílý again assumes the Veronica price list (https://hostetin.veronica.cz/cenik-sluzeb), i.e. again the hall rental is 800 CZK/1 hour, or 5000 CZK/1 day depending on the type of training event with an average of 50 participants using full board, how many hours/days must the hall be rented per year to cover a) fixed costs, b) fixed costs and the loan repayment? If it only realises revenue in this way (i.e. the above training events for groups of 50), will it deliver this project?

Q6: How will Karl White's thinking change if he discovers that he can receive a 40% subsidy for the capital costs of the project from a grant, the Rural Development Programme?

The question is whether it is necessary to formulate the above sub-questions in such a specific way and what to leave to the independent preparation of students. This is a typical example, where the relevant answers will only come from verifying the teaching use of this case study at a particular university. Interested teachers will have the opportunity to exchange experiences and the author will be able to adapt the teaching case study accordingly, including "lecture notes"

| 2. | What more could Mr. Bílý do to sustain or grow his business? |
| | What target group should Karel Bílý focus his marketing and distribution activities on, given the seasonality of tourist demand in the Czech Republic? How would you quantify the size of this target group (specific addressable market)? |

- continuous market research of products of similar projects in the Czech Republic and abroad;

• schools, school events such as outdoor schools, team building events of suitable companies (relation to the energy sector, etc.); • establishing and maintaining good relations with stakeholders in the municipality and beyond; • appropriate advertising; • follow public support opportunities; • create and maintain a favourable image with the local population and other businesses in the municipality.	
3.	What could the community do to make the guesthouse business sustainable? Can it take inspiration from Hostětín?
• better attractiveness of the environment is in in Hostětín • sustainable energy - a topic of the present and the future - is this a comparative advantage of Kněžice? How long? Municipality: not to hinder the project; promotion on its website; information in the local press,	
4.	Do you think that Mr. Bílý could leave his job at the University of Economics and devote himself fully to his project?
• In particular, the following factors are to be considered: • financial/income aspect; • the prestige of the "VŠE visit card"; • better connections in Prague.	

9. Untapped potential of religious tourism: A case of Milevsko

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Lecture notes

The picturesque South Bohemian town of Milevsko, with approximately 8,000 inhabitants, has historically been primarily focused on industrial production, serving as a significant source of employment for a considerable portion of the local population. Recent shifts in the town's employment structure are believed to have contributed, and continue to contribute, to the departure of young residents and an ongoing decline in population. The town is home to a historically significant monastery building located outside the town center. Owned by the Premonstratensian Order, the monastery complex has undergone partial renovations in recent years and serves as a tourist destination, attracting visitors mainly from the surrounding region and within the Czech Republic. Despite its international significance, the monastery receives relatively few foreign tourists—a situation the current town leadership aims to address.

The primary objective of this case study is to prompt students to recognize the critical importance of collaboration in achieving goals and implementing measures within the framework of strategic documents. This collaboration is especially crucial in the context of sustainability and the SMART criteria that form an integral part of such initiatives. The case study aims to develop students' ability to consider numerous variables when exploring the potential of various sectors, including tourism. It emphasizes the need for a holistic understanding of the issue, encompassing factors such as monument ownership structure, funding opportunities, public perspectives, geographical location, and infrastructural challenges. Through this approach, the case study encourages a comprehensive perspective that is essential for effective decision-making and sustainable development.

Table 9/1: Questions to be discussed in the class with expected solutions

1.	What are the main barriers to the development of tourism in connection with a visit to the monastery in Milevsko in terms of accessibility for Czech and foreign tourists?
Geographical barriers in the context of the distance from the capital city of Prague, i.e. the airport. The distance of the monastery from the centre of Milevsko, the problem with the busy road separating the monastery.	
2.	What could be the reasons why the local population refuses to make the monastery grounds a local cultural centre?
Concerns of local residents about the impact of tourism on the development of the town, particularly with regard to the town's sub-budgets/budget heads. Lack of activity of the city management towards the residents and informing them about the potential benefits of tourism in the context of the quality of life of the locals.	
3.	What are the possibilities to improve the promotion of the monastery in Milevsko as a tourist destination?
The relevant websites should also be in English. Better use of an article about a unique archaeological find. More promotion of the monastery in Milevsko also on the website of Strahov Monastery in Prague.	
4.	What is the role of collaboration/partnership in achieving goals? How to implement the measures proposed in the Milevsko Development Strategy for the period 2022-2030 through improved communication and cooperation? What technological or innovative tools can be used for this purpose?
Discussion of realistic options for practical use of the quadruple helix/quintuple helix framework across measures, including funding for activities promoting communication, cooperation or participation.	

10. Assurance of environmental quality in Rjukan tourism destination: Role of standardization and labelling

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Lecture notes

In 2018, Innovation Norway's Sustainable Destination Standard attained the prestigious "GSTC-recognized standard" status. Innovation Norway's Sustainable Destination Standard comprises 45 criteria and 108 indicators that are assessed, recorded, and monitored. Rjukan in Tinn municipality earned the prestigious "Sustainable Destination" label from Innovation Norway in 2021.

This case study supplements the quality assurance and certification chapter of sustainable and smart tourism. The case study starts with discussing the concept of "quality" in tourism sector and how it can be ensured through certifications/accreditations. Then, the "sustainable destination" label of Rjukan is discussed, and the practicalities of certifications and challenges in maintaining them are introduced. The case study enables students to imagine themselves in the role of customers/tourists visiting Rjukan as well as destination managers to develop a holistic understanding of quality assurance.

Table 10/3: Questions to be discussed in the class with expected solutions

1.	How can we use certification/accreditation to combat greenwashing?
Utilizing certification and accreditation processes effectively can be instrumental in combating greenwashing within the tourism industry. One relevant example is the sustainable destination certification by Innovation Norway. This certification offers a transparent and informative approach to assure tourists of sustainable practices and mitigate any deceptive greenwashing attempts.	

The certification label provides tourists with valuable information, offering insights into the efforts made by destination marketing organizations (DMOs) to achieve sustainability. The 45 criteria and 108 indicators associated with this certification illuminate the multifaceted approach taken to ensure sustainability. This transparency allows tourists to understand the comprehensive evaluation that the destination has undergone.

Crucially, educating tourists about the certification, its criteria and the authority behind it can build trust. When tourists are aware of the certification's authenticity and the meticulous assessment process carried out by credible authorities, it instils confidence in the sustainability efforts of DMOs. This trust is vital in encouraging tourists to adopt green behaviour during their visit and appreciate the genuine efforts of the destination towards sustainability.

By promoting awareness and understanding of the certification process, DMOs can effectively combat greenwashing. Tourists armed with knowledge about the certification are more likely to make environmentally conscious choices and actively recognize and appreciate the genuine sustainability initiatives of the destination marketing organizations. This way, certification acts as a reliable tool to combat greenwashing and contribute to a more sustainable tourism industry.

2.	What challenges and opportunities do you face when you apply for a certification as a destination manager?

When applying for certification as a destination manager, challenges often revolve around:

a) Stakeholder alignment: Ensuring alignment and commitment from various stakeholders, including local businesses, municipalities and community members, can be challenging. It requires convincing diverse groups to embrace sustainable practices and work collectively towards a common goal.

b) Resource constraints: Limited resources, both financial and human, might hinder the implementation of sustainable initiatives. Lack of expertise, funding or infrastructure could pose significant hurdles.

c) Complex criteria: Certification often involves meeting intricate criteria, which can be demanding and time-consuming. Adhering to multiple indicators while navigating the intricacies of certification requires meticulous planning and execution.

However, opportunities abound:

a) Increased awareness: The certification process raises awareness about sustainability indicators and practices among stakeholders, fostering a culture of learning and understanding about sustainable principles.

b) Business engagement: Successful certification inspires businesses to adopt sustainable measures, attracting environmentally conscious tourists and potentially boosting the local economy.

c) Positive image: Achieving certification enhances the destination's reputation as a sustainability hub, attracting tourists seeking eco-friendly experiences and combating greenwashing practices.

3.	It is the responsibility of the destination marketing organisation only to make sustainable certification/accreditation visible. Comment.

Supporting comment: Destination marketing organizations (DMOs) play a pivotal role in promoting sustainable tourism certifications and accreditations. By actively showcasing these certifications, DMOs can raise awareness and educate tourists about environmentally and socially responsible travel choices. This, in turn, empowers tourists to make informed decisions, aligning their preferences with sustainable destinations. Moreover, highlighting certifications can boost the image of the destination, attracting eco-conscious travellers and demonstrating the commitment of the destination to sustainability.

Counterargument: While DMOs do play a role in promoting sustainable certifications, the responsibility cannot be placed solely on them. Achieving and maintaining sustainability certifications require substantial efforts from various stakeholders, especially tourists. Tourists share the responsibility to make a destination sustainable and should try to gain knowledge about the certifications when booking for a destination. It is also essential for all involved parties to actively engage in sustainable practices and adhere to the certification criteria. Over-reliance on DMOs to merely promote certifications may inadvertently shift the onus away from the collective responsibility required for achieving genuine sustainability in tourism. Sustainable initiatives should be a collaborative effort involving all stakeholders in the destination.

11. Michelin stars for the Czech Republic: Government subsidy to support Czech tourism

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Lecture notes

Gastronomy is a fundamental aspect part of the cultural identity of any country or region, contributing. Together to the formation with other elements, it formations of its a national identity. This is prominently also reflected significantly in the interest surrounding in visiting certain destinations. Noteworthy examples of important gastronomic or culinary tourism destinations include are Champagne, Bologna, Brittany, Naples, Piedmont, Valencia, Andalusia, San Sebastian or La Rioja. What most of these places have in a commonality among these places is the inclusion of their that they and their gastronomic establishments are included in the prestigious Michelin guides.

Czech gastronomy, recognized is known abroad for its beer and wine culture, otherwise it is often stereotypically generally perceived as centered around a gastronomy of dumplings and, heavy, and fatty food. Braking away from There are several ways to get rid of this label is crucial. At present, despite limited effectiveness of state intervention in this area, various strategies are being explored, with much is not very effective for many reasons, so most activities are left to the private sector. One promising avenue option is fine dining certification, such as the Michelin Guide. This certification not only elevates the destination's profile but also stimulates will increase demand, fostering which will translate into competition and by improving overall the quality across on offer and generally increasing quality throughout the sector.

However, Michelin's decision to charge destinations for its services, with the stipulation that private businesses need not pay, adds complexity to the issue. This structure complicates decisions for Destination Marketing Organizations (DMOs) or governments considering whether to bear this fee. Michelin has decided to charge destinations a fee for its services, which must not be paid by private

businesses, in order to encourage and highlight the importance of the destination on the culinary map of the world. The complex structure of the issue makes it difficult for DMOs or governments to decide whether to pay the fee.

This teaching case study provides basic information to navigate the challenges of decision-making related to providing financial support to garner for discussing the puzzles of decision making about providing financial support to get more Michelin stars in Czech Republic.

Table 11/1: Questions to be discussed in the class with expected solutions

1.	Is the investment in working with Michelin reasonable in the context of other similar cases of government subsidies?
I expect a comparison of costs and outputs of similar projects, see additional sources of information.	
2.	What is the risk if the project with Michelin does not realize?
Reflection on the complex of services and its multiplication	
3.	Who should participate on the cost of this project/cooperation?
Possible co-financing by regions or professional organizations. Creation of a payment plan.	
4.	Furthermore, where should the intervention of the gastronomy sector take place?
Based on the customer journey, discuss impacts in other service sectors and the economy.	

12. Sustainable and Smart sports events and tourism: A case of Ice Hockey World Championship

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Lecture notes

According to the United Nations World Tourism Organization (UNWTO), major sports events play a crucial role in the development of tourism destinations and have become traditional attractions for tourists. People willingly travel to attend these significant sports events. Ice hockey, a beloved sport for the Czechs and many other nations, takes center stage.

One of the most important events, aside from the corresponding tournament at the Winter Olympics, is the annual Ice Hockey World Championship. This event holds appeal not only for Czech fans but also for international enthusiasts.

The interest in hosting such an event is tied to its predominantly positive impact on the local economy and destination promotion.

The Czech Republic boasts a tradition of successfully organizing of various sports events, showcasing prows not only in sports and organization but also in fostering a vibrant atmosphere among organizers, tournament participants, and the audience.

This teaching case study shed light on the role of sports tourism, specifically the role of sports megaevents events in tourism, highlighting their importance for various stakeholders and destinations where these events takes place. This case study aims to illustrate the procedure of arranging a sporting event, such as the Ice Hockey World Championship. Students will gain insights into the factors influencing the organizational process and the impacts of such an event on the destination. The focus is on organizing a smart and sustainable event.

This teaching case study can serve as an exemplary model for any other sports or cultural events.

Table 12/1: Questions to be discussed in the class with expected solutions

1.	Who sets the rules of the championship? How changing the game system will impact the organization?
The rules of the Ice Hockey World Championship are set by IIHF (International Ice Hockey Federation). Students should check nowadays valid rules. Discuss the advantages /disadvantages. Check the former rules, present their own ideas and their impact on the organization.	
2.	What affects the price of tickets? How to organize the ticket sale?
The revenue from ticket sale together with grants should cover the costs and ideally bring some profit. Students should take into consideration the costs, number of games, popularity of games (depending on playing teams from different countries), capacity of ice arenas (minus number of fee tickets for IIHF, national associations, partners, etc.), percentage of utility, places in the ice arena with different view. Price strategy (price differentiation if any), price per individual games or per day/package, free tickets? Restrictions of sale. Timing of sale (preferences of sale – in advance for whom), preliminary reservations, when opening the sale, sale in waves. Own sale or via intermediaries. Online sale, sale on spot. Tickets with protective features. Measures against sale on the black market?	
3.	What risks should be taken into consideration when organizing the championship?
In the discussion students should identify potential risks, what could go wrong: • with the people (staff and volunteers, teams/participants, audience/spectators) – health and safety measurements, • with the venue (ice arenas) and equipment – inspection, • with the suppliers of services (transport, hotels….), • with legal obligations (follow of all law acts, having all permissions, contracts…), • with finances (control of cash flow), • with local community (noise, crowds), • with environment (waste, weather).	

4.	What smart technologies can be implemented?

Open discussion about the possible use of virtual reality, artificial intelligence. Which stage of organization, who will use them (stakeholders).

5.	What data should be collected to evaluate the championship's sustainability?

Based on previous study of sustainability pillars (economic, social, and environmental), students will discuss the KPI (Key Performance Indicators) and their measurability on available data.

6.	Promotion of the championship?

Based on marketing courses student will discuss promotion of the championship:

- prior to championship (promotion tools and where to be used, mascot, merchandising…,
- during championship (fun zones, cube with game records, moderator, cheer girls, mascots, competitions on ice or cube for audience, interactive games with use of mobile phones….).

13. Contemporary forms of tourism in rural tropical villages: An example of Thailand

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Lecture notes

Welcome to the Case Study "Contemporary forms of tourism in rural villages: A tropical example." This case study is designed to provide an in-depth exploration of sustainable tourism practices within the context of a rural village, a destination in Thailand. Each phase of the case study will be followed by questions and class discussions to facilitate a comprehensive understanding of the subject matter.

This case study includes background information on Thailand as a tourist destination, sustainable tourism, and different types of tourism. We recommend briefly discussing each of these background texts to build a common basis of understanding and context for all students. The main text of the case study consists of five parts:

1: Initial situation of the Thai Village at the beginning of the case study

2: First attempts at community-based tourism

3: Festival Tourism

4: A Decade of Growth and Challenges (Years 10-20):

5: Possible Future Outcomes (Years 20-30)

Each part could be discussed in class before the next part is read. Questions are provided after each part to guide class discussions and summaries of the parts. It is recommended to motivate students to share and elaborate on their ideas of what could be done to support the sustainable development of the rural village as a tourist destination.

Part 5 includes three possible scenarios for future perspectives of the village as a tourist destination:

Scenario One: Harmonious Coexistence, Unsustainability (Years 20-30)

Scenario Two: Sustainable Focus, Reduced Tourists (Years 20-30)

Scenario Three: Mainstream Tourism, Profitable but Disconnected (Years 20-30)

Each scenario includes the pros and cons of the developments that have been taking place. After the last phase, you will find additional questions to be discussed in class; answers to those questions are included in the lecture notes. At the very end of the lecture notes, you will find additional topics that may aid you in guiding class discussions.

Tourism significantly affects the land and local communities, particularly in rural areas where increased tourism can create challenges. While tourism can have positive and negative impacts on the environment and infrastructure, it can also present new job opportunities and sources of income. In the example of a rural village in Thailand, this case study examines various forms of tourism and the strategies employed to manage them locally. This case study aims to highlight the opportunities by compiling multiple examples from rural areas. It challenges the hospitality industry presents to rural areas and the lasting impact different approaches can have on the land and its people.

Comparative festivals worldwide: Several festivals exemplify the diverse nature of festival tourism. The Edinburgh Festival Fringe in Scotland, Rio Carnival in Brazil, and Diwali celebrations in India showcase how festivals can become major tourist attractions, drawing millions of visitors annually.

Table 13/1: Questions to be discussed in the class with expected solutions

1.	What lessons can be drawn from the case study of this local Thai village in terms of balancing economic development, cultural preservation, and environmental sustainability?
The case study highlights the critical importance of balancing economic development, cultural preservation, and environmental sustainability in rural tourism. Several lessons can be drawn: Integrated Planning: Comprehensive and integrated planning is essential. At the onset, the village could have benefited from a detailed tourism development	

plan that considers economic goals, cultural preservation strategies, and environmental protection measures. This would have helped in anticipating challenges and implementing holistic solutions.

Sustainable Infrastructure: The case underscores the significance of investing in sustainable infrastructure from the early stages of tourism development. Adequate waste management systems, water supply, and accommodation facilities are crucial to sustaining tourism without compromising the environment or the community's well-being.

Cultural Engagement and Education: Early initiatives focused on cultural engagement and education for tourists and the local community are vital. These efforts help build mutual respect, understanding, and appreciation. Artistic workshops, guided tours, and educational programs can create a positive environment for cultural exchange.

Capacity Management: Implementing measures for managing tourist capacity is crucial to prevent over-tourism. Setting a maximum limit for festival attendees and regulating overall tourist numbers helps balance economic benefits and the preservation of local resources.

Sustainable Tourism Certification: Pursuing sustainable tourism certification is a proactive measure. Seeking certification ensures adherence to recognized standards, attracting responsible tourists and signaling a commitment to environmental and cultural preservation.

2.	How might other rural communities learn from the experiences of this rural village in Thailand in developing and managing tourism initiatives?

The experiences of the village in this case study offer valuable insights for other rural communities seeking to develop and manage tourism initiatives:

Community Engagement: Actively involve the local community in the planning and decision-making. Establishing a sense of community ownership fosters a positive environment for tourism development and ensures that the community's interests are considered.

Education Programs: Implement educational programs for both residents and visitors. These programs should focus on local customs, environmental conservation, and responsible tourism practices. Informed tourists are more likely to engage responsibly with the destination.

Diversification of Offerings: Encourage the development of diverse tourism offerings. The village successfully combined traditional cultural elements with modern music festivals. Diversification helps attract a broader range of tourists and minimizes the impact of relying on a single tourism segment.

Sustainable Practices: Prioritize sustainable practices from the outset. This includes sustainable infrastructure, waste management, and energy-efficient solutions. By integrating sustainability into the core of tourism initiatives, rural communities can better protect their natural and cultural assets.

3.	At which point in the village's development as a tourist destination could precautions have been taken to ensure sustainable growth? And what could these measures have looked like?

Several key points in the development of the village as a tourist destination presented opportunities for precautions to ensure sustainable development:

Initial Planning Phase: During the initial planning phase, precautions could have been taken by conducting a thorough environmental impact assessment and developing a comprehensive tourism master plan. This plan should have integrated cultural preservation measures, sustainability goals, and community engagement strategies.

Infrastructure Development: Precautions in the form of sustainable infrastructure development could have been implemented early on. This includes investing in eco-friendly accommodation, waste management systems, and water conservation measures. Sustainable design principles should have been incorporated into the village's infrastructure.

Capacity Management: Establishing mechanisms for managing tourist capacity, such as setting attendance limits for the festival, could have been implemented from the festival's inception. This precautionary measure helps prevent over-tourism and ensures that the village's resources are maintained within their capacity.

Community Training and Awareness: Precautions should have been taken to provide training and awareness programs for the local community before the surge in tourist numbers. These programs could educate villagers on interacting with tourists, sharing their culture, and participating in responsible tourism practices.

4.	If the village in this case study continues to develop as a sustainable tourist destination, what would the situation look like in 50 years?

If the village continues to develop as a sustainable tourist destination over the next 50 years, the following scenarios could unfold:

Thriving Cultural Heritage: The village may become a global model for sustainable cultural tourism. Its rich cultural heritage, traditions, and festivals could be preserved and celebrated, attracting visitors interested in authentic and responsible experiences.

Economic Prosperity: Sustainable tourism practices could lead to long-term economic prosperity. The village might see continued economic growth, with diversified revenue streams beyond tourism, contributing to the overall well-being of its residents.

Environmental Resilience: Ongoing commitment to sustainability could result in a thriving natural environment. Conservation efforts, renewable energy initiatives, and responsible waste management may ensure the preservation of the village's unique ecological features.

Balanced Tourism Growth: Through effective management and planning, the village might achieve a balance between tourism growth and the preservation of its cultural and natural assets. Sustainable tourism practices could be deeply ingrained in the community's ethos, preventing the negative consequences of over-tourism.

Community Empowerment: The local community could be actively engaged and empowered. Residents might actively participate in decision-making processes, ensuring that their needs and concerns are addressed. Education and skill development programs could contribute to a thriving and self-sufficient community.

Global Recognition: The village could gain sustained international recognition as a sustainable tourist destination. Positive word-of-mouth, responsible media coverage, and adherence to high sustainability standards could attract conscientious travelers worldwide.

A continued commitment to sustainability would position the village as a model for responsible tourism, showcasing how a rural town can prosper economically while preserving its cultural heritage and natural environment for future generations.

5.	Reflect on the concept of sustainable tourism certification mentioned in the case study. How can obtaining and maintaining such certification benefit a rural destination like the village in this case study, and what challenges might it pose?

Sustainable tourism certification can benefit a rural destination like the case study's village in several ways. Firstly, it provides a recognized standard for responsible tourism practices, ensuring the village adheres to specific environmental, social, and cultural criteria. This certification can attract conscious travelers who actively seek destinations committed to sustainability. It can also serve as a marketing tool, distinguishing the village as a responsible and ethical tourist destination.

However, challenges may arise in the certification process. Meeting the criteria could require significant investments in infrastructure, community engagement programs, and environmental initiatives. There might be financial implications, and some requirements may pose challenges due to the unique context of each destination. Additionally, maintaining certification may demand ongoing efforts, and the certification process could be complex and resource-intensive.

6.	Discuss the role of volunteerism in the context of the Mooban Festival. How did volunteerism contribute to the festival's success, and what broader implications does it have for community engagement in rural tourism?

Volunteerism played a crucial role in the success of the Mooban Festival. Residents actively organized various aspects of the festival, including decoration, logistics, and hospitality. This involvement reduced operational costs for the organizers and fostered a sense of community ownership and pride.

Broader implications of volunteerism in rural tourism include enhanced community engagement, skill development, and a positive impact on the overall tourism experience. Volunteers often become ambassadors for their community, promoting a genuine connection between tourists and locals. It creates a more authentic and welcoming atmosphere, contributing to the destination's attractiveness. Furthermore, volunteerism can empower community members with new skills, promoting entrepreneurship and creating a sense of shared responsibility for the sustainable development of the village.

In summary, volunteerism becomes a powerful tool for building a resilient and vibrant community, enhancing the appeal of rural tourism, and ensuring the long-term success of events like the Mooban Festival.

7.	How could the village continue to strive as a tourist destination if the festival organizers decide to discontinue the festival?

If the festival organizers decide to discontinue the festival, the village can continue to strive as a tourist destination through various sustainable and mainstream tourism options:

Sustainable Cultural Tourism:

Cultural Heritage Preservation: Emphasize preserving and promoting the village's cultural heritage. Develop guided cultural tours, workshops, and exhibitions that showcase traditional practices, arts, and local customs.

Community-Based Tourism: Encourage community-based initiatives, such as homestays and cultural exchanges, where visitors can immerse themselves in the village's daily life.

Ecotourism and Nature-Based Tourism: Natural Attractions: Highlight the natural beauty of the surroundings. Develop eco-trails, bird-watching tours, and nature walks to showcase the biodiversity and scenic landscapes.

Sustainable Adventure Tourism: Offer sustainable adventure tourism activities like hiking, trekking, or sustainable wildlife experiences emphasizing responsible practices.

Agro-Tourism and Culinary Experiences: Local Cuisine Promotion: Promote the village's unique culinary heritage. Develop agro-tourism initiatives, including visits to local farms, cooking classes, and farm-to-table dining experiences.

Food and Cultural Festivals: Organize sustainable food and cultural festivals that celebrate local cuisine, fostering a sense of community and attracting tourists interested in gastronomy.

Art and Handicrafts Tourism:

Artisan Workshops: Encourage local artisans to conduct workshops and demonstrations, showcasing traditional crafts and skills. This provides tourists with authentic, hands-on experiences. **Artistic Events:** Host art festivals,

exhibitions, or performances celebrating local talent, attracting art enthusiasts, and promoting the village as a creative hub.

Wellness and Sustainable Retreats:

Wellness Programs: Develop retreats that capitalize on the village's serene environment. Offer yoga retreats, meditation programs, and spa services emphasizing sustainability and holistic well-being. **Eco-Friendly Accommodations:** Encourage the development of eco-friendly accommodations, emphasizing sustainable practices and providing a peaceful retreat for visitors.

Mainstream Tourism Options:

Infrastructure Development for Mass Tourism: Accommodation Expansion: Expand accommodation options to cater to more mainstream tourists, including hotels, resorts, and guesthouses.

Transportation Facilities: Improve transportation facilities to make the village easily accessible, attracting mainstream tourists who prefer convenience.

Events and Entertainment: Regular Events: Organize regular events, such as music concerts, art exhibitions, or cultural festivals, to draw mainstream tourists seeking entertainment.

Adventure Tourism: Introduce adventure tourism activities like zip-lining, water sports, or other activities that appeal to a broader audience.

Marketing and Promotion:

Global Marketing Campaigns: Invest in global marketing campaigns to promote the village as a mainstream tourist destination. Utilize social media, travel platforms, and partnerships to reach a wider audience.

Tour Packages: Collaborate with travel agencies to offer packaged tours that include the village in a broader itinerary, attracting tourists looking for diverse experiences.

Heritage and Historical Tourism:

Historical Attractions: Highlight any historical or heritage sites in the village. Develop guided tours that showcase the history and significance of these attractions to attract history enthusiasts. **Museums and Interpretive Centers:**

Establish museums or interpretive centers that provide insights into the village's history, culture, and traditions.

Considerations for Sustainable Mainstream Tourism:

Regulation and Zoning: Implement regulations and zoning policies to control the impact of mainstream tourism on the village's environment and cultural integrity.

Community Involvement: Ensure the active involvement of the local community in decision-making processes and prioritize their well-being and interests.

Sustainable Practices: Encourage mainstream tourism businesses to adopt sustainable practices, including waste management, energy conservation, and responsible tourism guidelines.

Balancing both sustainable and mainstream tourism options requires careful planning and community involvement to ensure that the village's unique identity, environment, and cultural heritage are preserved while catering to the diverse preferences of tourists.

Additionally, to the main case study, there are:

(A) additional questions, which could be discussed using the main text of the case; and

(B) the teacher can work with up to **five mini-cases with additional potential five scenarios** related to the topic of the main case (see the texts below).

Ad A) Extended questions – building on the text for students in the case body

Table 13/2: Further questions to be discussed in the class with expected solutions

1.	Introduction and Background: What specific economic and cultural benefits can rural tourism, particularly through events like music festivals, bring to a small village?

Students should discuss the potential positive impacts, such as increased local business revenue, job opportunities, cultural exchange, and the promotion of the village on a global scale. Rural tourism, especially through events like music festivals, can bring significant economic benefits to a small town. In the village, the festival increased revenue for local businesses, including hotels, restaurants, and shops. The influx of tourists created employment opportunities for the villagers, both directly in the hospitality sector and indirectly through the demand for locally made products. Culturally, the festival enhanced the village's global recognition, fostering a sense of pride and identity among the residents.

2.	Introduction and Background: Students can explore how hosting a music festival can shape the village's identity, enhance its cultural significance, and attract international attention.

Students can explore how hosting a music festival can shape the village's identity, enhance its cultural significance, and attract international attention. The initiation of the Mooban Festival positively impacted the village's local and global identity. Locally, it brought a sense of unity and cultural celebration among the villagers. Internationally, the festival became a unique representation of the village, attracting a diverse audience interested in the fusion of techno music and traditional Thai culture. The festival helped establish the town as a global destination, contributing to its vibrant and culturally rich community identity.

3.	Tourism Development and Social Impact: In what ways does a surge in tourist numbers, as seen in the Mooban Festival, pose challenges to the social fabric of a small village?

Students may discuss the strain on local resources, potential cultural clashes, and the need for infrastructure development to accommodate the increased influx of tourists. The surge in tourist numbers in the village posed several challenges. The increased resource demand strained the village's infrastructure, leading to waste management problems and water scarcity. Additionally, the cultural fabric of the town faced challenges as the traditional way of life had to adapt to accommodate a growing global audience. There were instances of cultural clash and misbehavior, highlighting the need for careful tourism management to maintain harmony within the community.

4.	Tourism Development and Social Impact: Explore the concept of cultural exchange between festival-goers and the local community. How does this exchange impact the overall experience for both parties?

Students can discuss how cultural workshops, guided tours, and interactions between visitors and locals contribute to a rich and meaningful cultural exchange. The cultural exchange between festival-goers and the local community in the village enriched the overall experience for both parties. Visitors could immerse themselves in the village's cultural heritage through workshops, guided tours, and interactions with locals. This exchange provided a unique and authentic cultural experience for tourists and allowed villagers to share their traditions, fostering mutual understanding and appreciation.

5.	Changing Dynamics (Years 10-20): What unintended consequences may arise when a small village experiences a sudden surge in tourism? Provide examples from the case study.

Students might discuss issues like environmental strain, overcrowding, and potential negative impacts on the traditional way of life in the village. Unintended consequences of the surge in tourism included environmental strain, cultural clashes, and infrastructure challenges. For example, increased waste from festival-goers overwhelmed the existing waste management systems. The influx of tourists led to overcrowding, putting pressure on the village's infrastructure, particularly regarding accommodation and transportation. These consequences highlighted the importance of sustainable tourism management to mitigate negative impacts.

6.	Changing Dynamics (Years 10-20): How can a lack of infrastructure planning affect the sustainability of tourism in a rural setting? Provide specific examples from the village.

Students can explore challenges related to waste management, water supply, and accommodation shortages, emphasizing the importance of infrastructure development. The lack of infrastructure planning in the village resulted in sustainability challenges—insufficient waste management infrastructure led to environmental degradation, with festival-generated waste causing pollution. Accommodation shortages due to inadequate planning led to makeshift lodgings, impacting the quality of the tourist experience and the local community's well-being. This underscored the importance of infrastructure development to support the sustainability of rural tourism.

7.	Sustainable Mitigation Strategies (Years 10-20): Discuss the effectiveness of implementing a maximum capacity for festival attendees. What are the benefits and potential drawbacks?

Students may explore how setting a maximum capacity helps balance tourism's economic benefits with preserving the village's resources but also discuss potential challenges in terms of revenue. Implementing a maximum capacity for festival attendees in the town had benefits and drawbacks. The benefits included regulating tourist numbers, preventing overcrowding, and reducing resource strain. However, potential drawbacks included a reduction in overall revenue for the festival and associated businesses. Striking a balance between economic benefits and preserving the village's resources was a challenge, requiring careful consideration.

8.	Sustainable Mitigation Strategies (Years 10-20): How can sustainable infrastructure development contribute to the long-term success of a rural tourism destination like the village?

Students can explore the positive impact of improved waste management, water supply, and accommodation facilities on the overall sustainability of the village. Sustainable infrastructure development is crucial for the long-term success of rural tourism. In the village, improved waste management systems, water supply, and accommodation facilities contributed to the overall sustainability of the village. Sustainable infrastructure ensures that the village can accommodate tourists without compromising its natural environment, cultural integrity, and the local community's well-being.

9.	Sustainable Mitigation Strategies (Years 10-20): Evaluate the role of community engagement and education in promoting responsible tourism. How might these initiatives contribute to the long-term well-being of the village?

Students can discuss how educating tourists and locals and actively engaging the community in tourism-related activities can lead to responsible and sustainable tourism practices. Community engagement and education were vital in promoting responsible tourism in the village. Residents actively participated in organizing cultural workshops, guiding tours, and educating tourists about the village's customs. This not only enhanced the tourist experience but also contributed to the long-term well-being of the village by

fostering a sense of pride among the community and encouraging sustainable tourism practices.

10.	Conclusion (Years 20-30) - Three Scenarios: Compare and contrast the potential consequences of Scenario One, where harmonious coexistence is unsustainable, with Scenario Two, where a sustainable focus leads to reduced tourists. What are the trade-offs?

Students may weigh the economic benefits against both scenarios' potential long-term environmental and cultural consequences. In Scenario One, harmonious coexistence between the festival and the village is maintained, but the trade-off is the unsustainability of tourism practices. The village faces environmental degradation, resource depletion, and potential cultural erosion. In Scenario Two, a sustainable focus leads to reduced tourists, balancing economic benefits with environmental and artistic preservation. The trade-off involves decreased overall revenue and economic opportunities, emphasizing the need for a delicate balance between sustainability and profitability.

11.	Conclusion (Years 20-30) - Three Scenarios: Analyze the ethical considerations surrounding Scenario Three, where mainstream tourism becomes profitable but disconnected from the local community. What risks and benefits are associated with this scenario?

Students can discuss the potential erosion of cultural authenticity, dependency on tourism revenue, and the long-term impact on the village's identity. In Scenario Three, the risks include the potential erosion of cultural authenticity, dependence on tourism revenue, and the detachment of the festival from the local community. The benefits include high profitability and global recognition. Ethical considerations revolve around finding a balance between economic success and the preservation of the village's cultural and environmental heritage. It raises questions about the responsibility of festival organizers to the local community and the ethical implications of prioritizing profit over community engagement.

12.	General Reflection and Analysis: Reflect on the lessons learned from this case study. How can these lessons inform future strategies for sustainable tourism development in rural settings?

Students might discuss balancing economic growth with cultural preservation and environmental sustainability. They could propose strategies that blend tourism promotion with responsible practices. Lessons from this case study

	emphasize balancing economic growth with cultural preservation and environmental sustainability. Future strategies should prioritize community engagement, sustainable infrastructure, and responsible tourism practices. Collaboration between stakeholders, including festival organizers, local authorities, and the community, is crucial for creating a sustainable model that benefits the village and tourists.
13.	General Reflection and Analysis: Explore potential technological and social media influences on the global perception of local festivals. How can technology shape the success and challenges of rural tourism?
	Students may discuss the role of social media in promoting events, managing tourist expectations, and potential drawbacks like over-commercialization. Technology and social media can shape the success of rural tourism by enhancing marketing, attracting a global audience, and facilitating cultural exchange. However, challenges include the potential for over-commercialization, misrepresentation, and increased visitor expectations. Balancing the use of technology to promote rural festivals with responsible tourism practices is crucial for sustaining the positive impacts while mitigating negative consequences.
14.	Overall Discussion Themes: How can technology and social media be leveraged to enhance the positive aspects of rural tourism without compromising cultural and environmental sustainability?
	Students can explore ways to utilize technology for responsible tourism marketing, community engagement, and environmental awareness. Leveraging technology and social media requires a strategic approach. Platforms can be used to showcase authentic cultural experiences, promote sustainable practices, and engage with a global audience. However, responsible management is essential to avoid the negative consequences of over-tourism and misrepresentation.
15.	Overall Discussion Themes: Discuss the long-term implications of tourism on a small village's identity, culture, and community dynamics. How might a delicate balance be maintained?
	Students can explore strategies for maintaining cultural authenticity, community engagement, and sustainable tourism practices to ensure long-term positive impacts. Tourism can have lasting effects on a village's identity and culture. A delicate balance can be maintained by implementing sustainable

tourism practices, preserving cultural authenticity, and actively involving the community in decision-making. It requires continuous monitoring, adaptation, and collaboration among stakeholders to ensure a positive and enduring impact on the village's identity and community dynamics.

Ad B) Mini-cases/scenarios

Table 13/3: Mini Case – Scenario 1

Scenario 1: Sustainable Practices in the village's Accommodations

The village is undergoing a transformation in its accommodation sector to align with sustainable practices. A local hotel is considering various initiatives to reduce its environmental impact and enhance community engagement.

Questions:

1. What specific sustainable practices could the hotel adopt in its operations?
2. How might these practices benefit both the environment and the local community?
3. Discuss potential challenges the hotel might face in implementing these sustainability initiatives.

Answers:

1. Sustainable practices may include energy-efficient technologies, waste reduction, water conservation, and sourcing local materials.
2. These practices can contribute to environmental preservation, reduce operating costs, and enhance the local economy by supporting local suppliers.
3. Challenges may include initial investment costs, resistance to change, and the need for employee training.

Table 13/4: Mini Case – Scenario 2

Scenario 2: Technological Integration for Smart Tourism in the village

The village is exploring Smart Tourism initiatives to enhance the visitor experience. A local attraction is considering the integration of technology to provide immersive and interactive experiences for tourists.

Questions:

1. What technological solutions could the attraction implement to enhance the visitor experience?
2. How can Smart Tourism initiatives contribute to the sustainable development of the village?
3. Discuss potential concerns or drawbacks associated with extensive technological integration in a tourism setting.

Answers:

1. Technological solutions may include mobile apps for guided tours, augmented reality experiences, and interactive displays.
2. Smart Tourism can contribute to sustainable development by reducing paper usage, optimizing resource management, and offering personalized, eco-friendly experiences.
3. Concerns may include accessibility issues, data privacy considerations, and the digital divide among visitors.

Table 13/5: Mini Case - Scenario 3

Scenario 3: Community-Based Tourism Initiatives in the village's Markets

The village's traditional markets are exploring community-based tourism initiatives. Local vendors are considering ways to engage tourists, share cultural experiences, and support community development.

Questions:

1. How can vendors in the market actively engage tourists in community-based initiatives?
2. Discuss the potential economic and socio-cultural benefits of community-based tourism in local markets.
3. Identify potential challenges vendors might face when integrating community-based tourism into their businesses.

Answers:

1. Vendors can offer cultural workshops, cooking classes, and guided tours of the market's history and significance.
2. Benefits include increased revenue, cultural exchange, and the preservation of traditional practices.
3. Challenges may include resistance to change, language barriers, and balancing the demands of tourists with the needs of the local community.

Table 13/6: Mini Case – Scenario 4

Scenario 4: Balancing Economic Growth and Environmental Conservation in the village's Landscapes

The village is renowned for its picturesque landscapes. The local government is considering development projects to boost tourism while maintaining ecological integrity.

Questions:

1. How can the government balance the goals of economic growth and environmental conservation in tourism development projects?
2. Discuss potential strategies to ensure sustainable land use while accommodating increased tourist visitation.
3. Consider the perspectives of both environmentalists and tourism developers in finding a common ground.

Answers:

1. Balancing economic growth and environmental conservation requires strategic planning, stakeholder involvement, and adherence to sustainable development principles.
2. Strategies may include zoning regulations, controlled visitor access, and sustainable infrastructure development.
3. Environmentalists may emphasize conservation, while developers may focus on economic benefits. A collaborative approach can identify win-win solutions.

Table 13/7: Mini Case – Scenario 5

Scenario 5: Responsible Cultural Tourism in the villitage's Festivals

The village hosts traditional festivals that attract tourists. The festival organizers are exploring ways to ensure responsible cultural tourism, preserving the authenticity of the events.

Questions:

1. How can festival organizers ensure that cultural events remain authentic amid the influx of tourists?
2. Discuss the potential positive and negative impacts of tourism on traditional festivals.
3. Identify strategies to involve the local community in festival planning and execution.

Answers:

1. Strategies may include promoting traditional practices, limiting commercialization, and incorporating educational components for visitors.
2. Positive impacts include cultural exchange and economic benefits. Negative impacts may include cultural commodification and overcrowding.
3. Involving the local community can be achieved through community-led organizing committees, cultural workshops, and the inclusion of local artisans in festival activities.

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14. Tourism Act: Content preparation and political advocacy

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Lecture notes

The tourism sector is a highly complex industry involving a wide range of actors. A significant challenge to tourism development is that tourism operates within public space and utilizes free, public and private economic goods. Consequently, tourism requires effective coordination. This coordination is achieved through the statutory regulation of the basic governance structure of tourism in tourism in developed countries. In the Czech Republic, the debate on the tourism regulation has persisted for decades. The current reopening of discussions on tourism law is attributed to the Czech government's recent declaration of systematic support for tourism. This case aims to engage students in this ongoing discussion.

Table 14/1: Questions to be discussed in the class with expected solutions

1.	Where is tourism impacting everywhere?
Regional economy (employment, number of businesses, demand for skilled labour, solutions for peripheral regions and excluded localities) Natural and cultural environment (especially their protection and development)	
2.	Which stakeholders are entering tourism development?
Municipalities, local tourism businesses, other businesses, residents, education and training, nature and culture conservation authorities, ministries (regional development, industry and trade, foreign affairs)	
3.	What fields should be governed by a tourism management system / tourism act?

Open option (depending on the approach to the problem, which may be based on directive or free management and their detail in application)	
4.	How should tourism and its institutions be involved in environmental protection, culture and spatial planning?
Open option, but in general tourism must participate in these activities, even if only partially.	
5.	Is legislation necessary to support the tourism system?
Open option (depending on the approach to the problem, which may be based on directive or free management)	

Sustainable and Smart Tourism

Book of teaching case studies:

Lecture notes

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