Санкт-Петербургский филиал федерального государственного автономного образовательного учреждения высшего образования "Национальный исследовательский университет "Высшая школа экономики"

Факультет Санкт-Петербургская школа экономики и менеджмента
Департамент менеджмента

Рабочая программа дисциплины
Digital cultural tourism

для майнора «Культурные и креативные индустрии»
уровень бакалавриат

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The Federal State Autonomous Institution of Higher Education

"National Research University – Higher School of Economics", Saint Petersburg

School of Economics and Management St. Petersburg Campus

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Digital cultural tourism

For minor «Creative Industries»

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1 Area of Application and Regulatory References

The program of the discipline sets the minimum requirements for knowledge and skills of management students and determines the content and the forms of educational activities and assessment.

The program is designed for the instructors of the "Digital Cultural Tourism," teaching assistants and students of minor "Creative Industries".

The program of the "Cross-Cultural Communication" course has been developed in accordance with:

- Educational standards of NRU HSE for bachelor level education, approved by the Academic Council of NRU HSE (record #15 dated 02.07.2010). URL:
  http://spb.hse.ru/umuspb/structure%20standards-hse

- Educational Program of NRU HSE for bachelor level education, area of studies 080200.62 "Management"

- University Academic Plan of NRU HSE – Saint Petersburg for Bachelor level education, 38.03.02 "Management" area of studies, the 3^D year of education.

2 Course Goals

This Course is embarking to create a great study experience, which explores how Information and Communication Technologies (ICTs) do matter for tourism – both for our personal experience, and for the tourism industry at large. In other words, we will together explore eTourism by using tools and models of the Communication Sciences. Key concepts and theories covered include: Online Communication Model (OCM); Roman Jakobson's Communication Model; Quality of online contents; User Generated Content (UGC); Web 2.0; Reputation in online Media; Intercultural communication and localisation; eLearning; Argumentation; World Heritage Sites.

3 Students' competencies to be developed by the course

As a result of studying the discipline a student is expected to:

- understand current eTourism applications, technologies and practices;
- know how to map different communication activities within the tourism sector;
- know how to run a usability test and how to make usages analysis of a website or mobile app;
- know how to plan, run and evaluate eTourism related activities, especially when it comes to the analysis of online reputation of a tourism destination.

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Competencies	NRU-HSE Code	Descriptors – the learning outcomes (the indicators of achievement)	Forms and methods of studies that contribute to the development of a competency
Student is able to work in a team	УК-7	Student organizes the group work at project implementation	Teamwork with fellow students, working with various data sources, making presentations.
Student is able to collect, analyze and process data required for the solution of research tasks	ПК-31	Student knows methods of collecting and systematizing information; knows how apply them to solve specific tasks.	Lectures and seminars interactive format, discussions of cases and self-study.
Student is able to manage the time, to build and realize a self-development trajectory on the basis of the principles of education during all life	УК–6.1	Student can conduct research projects, including problem analysis, setting of goals and determining tasks, choosing methods of research and evaluation of the results of the project.	Self-study and teamwork with fellow students, working with various data sources.
Student is capable to make usability analysis of a website or mobile app	ПК-А	Student analyzes a website or mobile app, compares with competitors, evaluates main factors and consequences; can suggest management decisions.	Lectures in interactive format, discussions of cases and self-study.
Student is able to perform management functions successfully to improve eTourism applications, technologies and practices	ПК-В	Student is familiar with modern trends in eTourism; knows how to run and evaluate eTourism related activities, analyze online reputation of a tourism destination.	Lectures in interactive format, discussions of cases and self-study.

4 How the Course Fits into the Curriculum

The present course is an essential part of the curriculum and the successful mastering of the course is crucial for the development of the competencies for research and practical work.

The "Digital cultural tourism" is a required course for the Minor "Cultural and creative industries".

The course has the following prerequisites (at the bachelor level):

- English (advanced intermediate or advanced level);
- courses "Marketing" or/and "Management" are advisable, but not required.

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The Course requires the following students' competencies and knowledge:

- basic knowledge of MS office.

The main provisions of the course should be used for further studies of the following courses:

- International Marketing;

- Creative Industries.

5 Thematic plan of the course

The course is organized in 3 topics for Class work and 8 topics for MOOC self-study. This course is built around practical tasks, students work in teams of 4-5 students, preparing presentations, related to eTourism activities.

№	Topic	Total amount of hours	Classroom Activities			Self-Study
			Lectures	Seminars	MOOC	
1	**Digital Cultural Tourism and Digital Tourism Ecosystem**	18	8	0	0	10
2	**Online Destination Marketing**	28	2	6	0	20
3	**Communication: an introduction to its nature and history**	16				
	The etymology of communication and its major components				8	8
	UNESCO World Heritage Sites and eTourism				8	8
	The Online Communication Model (OCM) and the quality of online contents	16				
3	The Online Communication Model				8	8
4	Analysis of the content quality in online communication				8	8
	Usability analysis and web analytics	16				
5	Usability and usages analysis of tourism websites, mobile apps and other online communication tools				8	8
6	Strategies to assess usability				8	8
	Localisation of online content	16				
7	Cultural translation / localization of messages for people with different cultural backgrounds and experiences				8	8
8	Localized website for domestic and international visitors. Case of Quito (Ecuador)				8	8
	B2B activities and eLearning within the hospitality and tourism domain	16				
9	The notion of eLearning and its use in the hospitality and tourism field				8	8
10	eLearning courses about Destination Management Organizations. Case of "Ticino Switzerland Travel Specialist" online course				8	8
	User Generated Contents (UGCs) & Web 2.0	16				
11	Communication opportunities given by UGCs				8	8

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	and Web 2.0					
12	Hotels' communication strategies to respond to online reviews				8	8
	Reputation in online media	16				
13	The definition of the reputation construct and its relevance in the online domain				8	8
14	How to analyze the online reputation of a tourist destination				8	8
	Argumentation in online travel reviews	16				
15	Definition of argumentation				8	8
16	Argumentative analysis of Online Travel Reviews of a Chinese National Park				8	8
	Total exam	16				16
	Total:	190	16		174	174

6 Tests and control tasks

Type of control	Form of control	Requirements
Current (week)	Class activity, recorded as entries into The Journal of Class Participation	Students are expected to participate in discussions in class.
Intermediate	Class participation	Students make in-class presentations, based on lectures and assigned readings. Students analyse cases dealing with eTourism.
	Intermediate tests in MOOC	Test includes assignments dealing with the topics.
	Intermediate cases in MOOC	Students solve cases, make web analytics and complete research projects.
Final	Final exam	Final colloquium

7 Grading criteria

Students' final grade for the course is determined by their compliance with the course requirements and the overall performance in the course.

Final grade is made of the grades for:

1. Home assignments throughout the course, including case analyses $G_{\text{class participation}}$.

   Criterion: grades for every assignment (in 10-point scale) are summed up and averaged

2. Intermediate tests in MOOC $G_{\text{intermediate tests}}$

   Criterion: grades for every of eight tests

3. Intermediate cases in MOOC $G_{\text{intermediate cases}}$

   Criterion: grades for every of eight assignment (in 10-point scale) are summed up and averaged:

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The final grade accounts for the results of a student's performance as follows:

$$G_{accumulated} = 0,3*G_{class\ participation} + 0,1*G_{intermediate\ tests} + 0,6*G_{intermediate\ cases}$$

$$G_{final} = 0,8*G_{accumulated} + 0,2*G_{exam}$$

Final colloquium G_{final}

Criterion:

Coherence.

A clearly developed message that flows naturally from presentation. The transitions are smooth.
The presentation is succinct.

Organization.

Team and the agenda are introduced. Handouts to the audience prior to beginning your presentation
are provided.

Creativity.

Originality in the presentation to capture and hold the audience's attention.

Speaking skills.

The criteria include: poise, clear articulation, proper volume, steady rate, good posture, eye contact,
enthusiasm, and confidence.

Balance between speakers.

Each member of the team should participate equally in the presentation. This includes responding to
questions.

Timeliness.

You have 10-15 minutes to make your presentation.

Question responsiveness.

This criteria pertains to your team's ability to anticipate questions and to address the questions that
they raise.

Presentation analysis assessment form

Team: _____   Case: _____

	Exceptional 10 points	Very good 8-9 points	Adequate 6-7 points	Fair 4-5 points	Poor 1 to 3 points
Content (2 points)					
Coherence					

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(1 Point)					
Organization (1 Point)					
Creativity (1 Point)					
Speaking skills (2 Points)					
Balance between speakers (1 Point)					
Timeliness (1 Point)					
Question responsiveness (1 Point)					

Overall presentation score: _____

Rounding procedure for the grades is following: if the score, which is calculated by the formula above, is greater than or equal to the arithmetic mean between the nearest integer values, then the higher of the nearest integer value is taken, otherwise – the lower of the nearest integer values is used.

Students whose accumulated grade is 8 – 10 points are not required to pass final exam: in this case their final grade (G_{final}) is equal to their accumulated grade ($G_{accumulated}$).

8   The Course Content

Lectures and Seminars
Topic 1 Digital Tourism. Digital Tourism Ecosystem. Online Customer Journey in Tourism.

Core readings:

1. Buhalis D., Amaranggana A. Smart tourism destinations //Information and communication technologies in tourism 2014. – Springer, Cham, 2013. – C. 553-564.
2. Mistilis, N., Buhalis, D., & Gretzel, U. (2014). Future eDestination marketing: perspective of an Australian tourism stakeholder network. Journal of Travel Research, 53(6), 778-790.

Topic 2 Online Destination Management.

Core readings:

1. Pan B., Li X. R. The long tail of destination image and online marketing //Annals of Tourism Research. – 2011. – T. 38. – №. 1. – C. 132-152.
2. Wang Y., Pizam A. (ed.). Destination marketing and management: Theories and applications. – Cabi, 2011.

MOOC course
eTourism: Communication Perspectives. https://iversity.org/

Topic 1. Communication: an introduction to its nature and history

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The etymology of communication and its major components, UNESCO World Heritage Sites and eTourism.

Core readings:

David, S., Cantoni, L. (2015) Co-Design of eTourism Application. The Case of Ilha de Mozambique. eReview of Tourism Research (eRTR). Special issue "ENTER2015", 6

Garbelli, M., Adukaite, A., Cantoni, L. (2015). Communicating Tourism Sustainability Online. The Case of Victoria Falls World Heritage Site. eReview of Tourism Research (eRTR). Special issue "ENTER2015", 6

Topic 2. The Online Communication Model (OCM) and the quality of online contents

The Online Communication Model, analysis of the content quality in online communication.

Core readings:

Tardini, S. & Cantoni, L. (2015) Hypermedia, internet and the web. In L. Cantoni & J.A. Danowski (Eds.). Communication and Technology. Berlin: De Gruyter Mouton, pp. 119-140. As a courtesy of the publisher, you can download this chapter for free at this link.

Eppler, M.J. (2015) Information quality and information overload: The promises and perils of the information age. In L. Cantoni & J.A. Danowski (Eds.). Communication and Technology. Berlin: De Gruyter Mouton, pp. 215-232

Topic 3. Usability analysis and web analytics

Usability and usages analysis of tourism websites, mobile apps and other online communication tools, strategies to assess usability.

Core readings:

Inversini, A., Cantoni, L., & Bolchini, D. (2010). Presenting UsERA: User Experience Risk Assessment Model. In Ulrike Gretzel, Rob Law & Matthias Fuchs (Eds.), Information and Communication Technologies in Tourism 2010. Proceedings of the International Conference in Lugano, Switzerland, February 10-12, 2010, (pp. 99-110). Wien – New York: Springer.

Tardini, S., Adukaite, A., & Cantoni L. (2014). How to do Things with Websites. Reconsidering Austin's Perlocutionary Act in Online Communication. Semiotica 2014 (202), 425-437

Topic 4. Localisation of online content

Cultural translation / localization of messages for people with different cultural backgrounds and experiences, localized website for domestic and international visitors. Case of Quito (Ecuador).

Core readings:

Mele, M. & Cantoni, L. (2016). Localising Websites of National Tourism Organisations: The Case of ETC Members. Brussels: European Travel Commission.

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Mele, M., De Ascaniis, S., & Cantoni, L. (2015). Localization of National Tourism Organizations' websites: How are World Heritage Sites portrayed online by European destinations for different markets? Heritage Tourism & Hospitality International Conference (pp. 123-132). Amsterdam: CLUE+ Research Institute.

LISA. (2007). The Globalization Industry Primer. An introduction to preparing your business and products for success in international markets. Romainmôtier: Localization Industry Standards Association.

Tigre Moura, F., Gnoth, J., & Deans, K. R. (2014). Localizing Cultural Values on Tourism Destination Websites: The Effects on Users' Willingness to Travel and Destination Image. Journal of Travel Research, 1-15.

Tigre Moura, F., Gnoth, J., & Deans, R. K. (2012). The Effects of Localising Cultural Values on Tourism Destination Websites on Tourist's Willigness to Travel. e-Review of Tourism Research (eRTR), 43-46.

Topic 5. B2B activities and eLearning within the hospitality and tourism domain

The notion of eLearning and its use in the hospitality and tourism field, eLearning courses about Destination Management Organizations. Case of "Ticino Switzerland Travel Specialist" online course.

Core readings:

Cantoni, L., Kalbaska, N., & Inversini, A. (2009). eLearning in tourism and hospitality: A Map. JoHLSTE – Journal of Hospitality, Leisure, Sport & Tourism Education, 8(2), 148-156.

Kalbaska, N. (2014). National Tourism Organizations' online training offer: Switzerland Travel Academy Case Study. ELC Research Paper Series, 8, 35-44.

Kalbaska, N. & Cantoni, L. (2016). UNESCO enlisted Cultural Landscapes: their presence and presentation in eLearning courses by National Destinations. Tourism and Cultural Landscapes: towards a sustainable approach Conference. Budapest, Hungary, 282 - 294.

Topic 6. User Generated Contents (UGCs) & Web 2.0

Communication opportunities given by UGCs and Web 2.0, hotels' communication strategies to respond to online reviews.

Core readings:

Borré, A., De Ascaniis, S., Marchiori, E., Cantoni, L. (2014). Online Hotels Reviews. Practices of Listening and Dialogue. White paper freely available in English at: http://www.webatelier.net/report-online-hotels-reviews, and in Italian at: http://www.webatelier.net/recensioni-online-hotel.

De Ascaniis, S., Borrè, A., Marchiori, E., Cantoni, L. (2015). Listen to your customers! How hotels manage online travel reviews: the case of hotels in Lugano. Information and Communication Technologies in Tourism 2015 (Proceedings of the International Conference in Lugano, Switzerland, February 3-6), Springer, Berlin – Heidelberg, pp. 59-72.

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Topic 7. Reputation in online media

The definition of the reputation construct and its relevance in the online domain, how to analyze the online reputation of a tourist destination.

Core readings:

Marchiori E., Cantoni L. (2012) The Online Reputation Construct: Does it Matter for the Tourism Domain? A Literature Review on Destinations' Online Reputation. Journal of information technology & tourism, 13(3): 139–159

Marchiori E., Inversini A., Cantoni L., Da Col S. (2011) Classifying online conversations about Tourism Destinations. A tourist perspective. Proceedings of the 7th International Conference "Thought Leaders in Brand Management". Università della Svizzera italiana, Lugano, Switzerland. March 11-22

Topic 8. Argumentation in online travel reviews

Definition of argumentation, argumentative analysis of Online Travel Reviews of a Chinese National Park.

Core readings:

De Ascaniis, S., Bischof, N., and Cantoni, L. (2013). Building Destination Image through Online Opinionated Discourses. The Case of Swiss Mountain Destinations. In L. Cantoni & Zheng Xiang (eds.), Information and Communication Technologies in Tourism 2013 (Proceedings of the International Conference in Innsbruck, Austria, January 22-25), Springer, Berlin – Heidelberg 2013, pp. 94-106.

De Ascaniis, S. and Greco Morasso, S. (2011). When tourists give their reasons on the web. The argumentative significance of tourism related UGC. In R. Law, M. Fuchs and F. Ricci (eds.), Information and Communication Technologies in Tourism 2011 (Proceedings of the International Conference in Innsbruck, Austria, January 26-28, 2011), Springer, Wien – New York 2011, pp. 125-137.

De Ascaniis S., and Gretzel, U. (2013). Communicative functions of Online Travel Review titles. A pragmatic and linguistic investigation of destination and attraction OTR titles. Studies in Communication Sciences, 13, pp. 156-165.

9   Educational Technologies

The course syllabus, reading texts, presentations, practical tasks, home assignments, marks will be available in the Google drive where all student will be assigned, and also sent by e-mail on demand. Students are logged in to the MOOC on the https://iversity.org.

9.1   Recommendations for teachers

The major task for the lecturer is to engage students in discussions, which will help to develop students' ability to compare, analyze, criticize and choose among various approaches. For this purpose, we use during the seminars analysis of cases, based on real situations dealing with eTourism and negotiations

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both in business and everyday life. It is highly recommended to inspire students to share with class their personal experience of cross-cultural communication and usage of tourism websites, mobile apps and other online communication tools.

9.2 Методические указания студентам по освоению дисциплины

Teamwork on research projects is especially important for this course. Participation in discussions should concentrate on comparison of different cultural phenomena and especially on their role in planning and performing eTourism and communication in cross-cultural perspective.

10 Оценочные средства для текущего контроля и аттестации студента

10.1 Example of assignments for intermediate test

1. Which of the following is not included in the five presented areas of intervention for ICTs?
   - Enrich visit experience
   - Widen access
   - Increase job opportunities to the local community
   - Upgrade knowledge/skills in MSMTE
2. According to the Convention by UNESCO concerning the protection of the world cultural and natural heritage, which elements among the following ones are stressed or covered?
   - Preservation and protection
   - Construction and Maintenance
- Presentation
   - Promotion
3. Which three of the following areas focus on the tourism players?
   - Increase ownership and promote interpersonal encounters
   - ICTs can support tourism players' upskilling and training
   - Widen access
   - ICTs can support (some) dis-intermediation activities

10.2 Final assignment

Final assignment consists of two cases connected with the course content. Students divides into 8 groups to make a coherent, well organized and clear presentations as business professionals. Example of the case:

You should find, select, read and interpret reviews, comments, blogs, and videos, etc. from the perspective of foreign tourists about Saint Petersburg. You should use Chapter 7, 8 MOOC, suggested readings and extra materials.

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1.   You should analyze reviews, comments in different aspects: Products and Services, Society, Governance, Environment, Performance.

2.   Identify topics which influence the online reputation of a tourism destination from a demand viewpoint.

3.   Define what consumers have to say and what they really expect.

4.   Identify general tourists' preferences about what they are reading online and the extent of the influence of such contents.

5.   Rank the most relevant topics which might influence the decision-making process of a prospective travelers.

6.   What did travelers experience at the destination?

7.   Suppose what may future travelers need/search/visit?

8.   Give recommendations based on negative experience of travelers.

Information basis for the course

10.3 Core Textbooks

Borré, A., De Ascaniis, S., Marchiori, E., Cantoni, L. (2014). Online Hotels Reviews. Practices of Listening and Dialogue. White paper freely available in English at: http://www.webatelier.net/report-online-hotels-reviews, and in Italian at: http://www.webatelier.net/recensioni-online-hotel.

Cantoni, L., Kalbaska, N., & Inversini, A. (2009). eLearning in tourism and hospitality: A Map. JoHLSTE – Journal of Hospitality, Leisure, Sport & Tourism Education, 8(2), 148-156.

David, S., Cantoni, L. (2015) Co-Design of eTourism Application. The Case of Ilha de Mozambique. eReview of Tourism Research (eRTR). Special issue "ENTER2015", 6

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Garbelli, M., Adukaite, A., Cantoni, L. (2015). Communicating Tourism Sustainability Online. The Case of Victoria Falls World Heritage Site. eReview of Tourism Research (eRTR). Special issue "ENTER2015", 6

Inversini, A., Cantoni, L., & Bolchini, D. (2010). Presenting UsERA: User Experience Risk Assessment Model. In Ulrike Gretzel, Rob Law & Matthias Fuchs (Eds.), Information and Communication Technologies in Tourism 2010. Proceedings of the International Conference in Lugano, Switzerland, February 10-12, 2010, (pp. 99-110). Wien – New York: Springer.

Kalbaska, N. & Cantoni, L. (2016). UNESCO enlisted Cultural Landscapes: their presence and presentation in eLearning courses by National Destinations. Tourism and Cultural Landscapes: towards a sustainable approach Conference. Budapest, Hungary, 282 - 294.

Kalbaska, N. (2014). National Tourism Organizations' online training offer: Switzerland Travel Academy Case Study. ELC Research Paper Series, 8, 35-44.

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Marchiori E., Cantoni L. (2012) The Online Reputation Construct: Does it Matter for the Tourism Domain? A Literature Review on Destinations' Online Reputation. Journal of information technology & tourism, 13(3): 139–159

Marchiori E., Inversini A., Cantoni L., Da Col S. (2011) Classifying online conversations about Tourism Destinations. A tourist perspective. Proceedings of the 7th International Conference "Thought Leaders in Brand Management". Università della Svizzera italiana, Lugano, Switzerland. March 11-22

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Mele, M., De Ascaniis, S., & Cantoni, L. (2015). Localization of National Tourism Organizations' websites: How are World Heritage Sites portrayed online by European destinations for different markets? Heritage Tourism & Hospitality International Conference (pp. 123-132). Amsterdam: CLUE+ Research Institute.

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[код направления подготовки и «Название направления подготовки»] подготовки бакалавра/магистра

Tardini, S. & Cantoni, L. (2015) Hypermedia, internet and the web. In L. Cantoni & J.A. Danowski (Eds.). Communication and Technology. Berlin: De Gruyter Mouton, pp. 119-140. As a courtesy of the publisher, you can download this chapter for free at this link.

Tardini, S., Adukaite, A., & Cantoni L. (2014). How to do Things with Websites. Reconsidering Austin's Perlocutionary Act in Online Communication. Semiotica 2014 (202), 425-437

Tigre Moura, F., Gnoth, J., & Deans, K. R. (2014). Localizing Cultural Values on Tourism Destination Websites: The Effects on Users' Willingness to Travel and Destination Image. Journal of Travel Research, 1-15.

Tigre Moura, F., Gnoth, J., & Deans, R. K. (2012). The Effects of Localising Cultural Values on Tourism Destination Websites on Tourist's Willigness to Travel. e-Review of Tourism Research (eRTR), 43-46.

10.4 Supplementary Reading

Baccarani, C., Cassia, F. (2017) "Evaluating the outcomes of service ecosystems: The interplay between ecosystem well-being and customer well-being", The TQM Journal, Vol. 29 Isue:6, pp.834-846.

Bronner, F., & de Hoog, R. (2016). Travel websites: Changing visits, evaluations and posts. Annals of Tourism Research, 57, 94–112.

Gonçalves, B., Perra, N., & Vespignani, A. (2011). Modeling users' activity on twitter networks: Validation of dunbar's number. PloS One, 6(8).

González-Bailón, S., Wang, N., & Borge-Holthoefer, J. (2014). The emergence of roles in large-scale networks of communication. EPJ Data Science, 3(1), 32.

Neuhofer, B., Buhalis, D., Ladkin, A., 2012. Conceptualising technology enhanced destination experiences. Journal of Destination Marketing & Management, 1(1–2): 36-46.

10.5 Internet resources

Failte Ireland. http://www.failteireland.ie/Footer/What-We-Do.aspx

Official City Travel Portal. http://www.visit-petersburg.ru/

eTourism: Communication Perspectives. https://iversity.org/

10.6 Software packages

Students need the following software, provided in HSE computer clusters:

- Microsoft Office 2010 or 2014

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11 Technical support

Each lecture, seminar and practical session is supported by PowerPoint presentations, shown by OHP projector.