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English version of this article available for iOS and Android.

High Tech in the Lecture Hall

From the overhead to blended learning



Marion Rauscher

The Duden dictionary defines a lecture as a “course or seminar at a university or college during which a lecturer speaks about a particular topic in context.”¹

Many a lecturer nowadays may have to smile when they think back to their own days as a student. Equipped with writing utensils, the students sat – depending on what subjects interested them and on how strict the lecturer was – highly concentrated in the lecture hall. They tried to follow the 90-minute lecture, presented in the form of a monologue, and noted down what seemed important to them. To complement what they had heard, it was usually an advantage to read a book or relevant articles in journals. This had to be done in the student’s private time. It took quite some time to get hold of

this literature, as it first had to be researched and ordered. One to three days later it was ready for collection at the central library. Sometimes it was quicker, but perhaps not easier, to go to the specialized libraries of the individual faculties. That, however, was more or less all the media that was available to help the students.

To deepen understanding of the face-to-face lecture, in some subjects the students had to do exercises. As a rule, these were more motivating for the students as they too had to actively work, in some form or other, for example when calculations were made or when case studies were written down. Depending on the lecturer, sometimes students asked questions as part of the exercise and, in a best-case scenario, a dialogue of sorts developed. As another form of teaching there was still the seminar for smaller groups of students, which involved them more than any other. Working independently on a topic, using the literature available, was po-

pular. The composition to be written then often had to be presented by the student in a plenum. In so doing, giving a presentation in the form of a monologue passed from the lecturer to the student. All in all, the forms of teaching were pretty uniform.

Scripts and overhead projectors become fashionable

This changed in time, even if slowly. Scripts provided by the lecturer became more and more common. The scripts were intended to facilitate active listening and participation during the course. Forward-looking lecturers took their scripts to a copy shop where the students could then buy readymade copies of them. Admittedly the scripts did not always produce the desired effect. “Why should we do all the work or even listen when we already have the contents compiled in the form of a script?” was what many students thought. The trick was to include not too little, but also not too much, content. This

¹ cf. Duden

was one reason why some lecturers then refrained from using scripts and went back to the tried-and-tested lecture. Apart from scripts, using overhead projectors in the courses was also popular. There were two ways to use them: either the lecturer brought already prepared overhead transparencies and put them on, or he or she wrote on the pre-installed roll of film. A crank to move on the roll meant the lecturer has enough space for written explanations and examples. Even if the transparencies were sometimes almost illegible – because for example they had been printed in 9-point font size, or the lecturer's handwriting resembled hieroglyphics – this only increased the students' concentration and promoted active collaboration ("What has (s)he written?"). There was a gradual move away from a purely auditory presentation of content to a visual one – even if in a very rudimentary form.

Technology in the lecture hall becomes an unstoppable trend

Then the data projector came on the scene. Equipped with a laptop, initially the same transparencies previously used on the overhead projector were projected onto the wall – often as a Word document. But the trend towards a high-tech lecture hall was unstoppable, and the lecturers adapted to it. Lectures became more alive and the concept of multimedia gradually became more important in education.

There is now a whole range of technical options available for presenting teaching content in a multimedia-based way and preparing widely differing teaching formats. Information is everywhere and readily available on the internet, e-books mean students don't have to go to the library, online learning platforms support the face-to-face teaching, voting systems mean every individual student can be activated even when large numbers are attending the courses, video conferences make it possible to hold courses together with other universities on other continents, to name just a few examples. Course design possibilities range from simple enhancing of the teaching through e-learning, in which particular media such as

scripts, documents, links or the like are provided, to blended learning and online teaching. Whereas by blended learning we mean "the combination of different methods and media, for example face-to-face lessons and e-learning"², online teaching replaces face-to-face teaching completely. The following article by Robert Goecke and Mario Nast (see p.28) takes a detailed and critical look at the latter.

A cornucopia of multimedia-based solutions

To put multimedia-based teaching into practice, the Munich University of Applied Sciences set up the E-Learning Center (ELC) as a central unit as far back as 2012. This provides support, information and advice in connection with e-learning tools to all teaching staff at the University. The following are concrete examples of solutions and almost all of them are used in the Department of Tourism:

- Moodle: Moodle is a learning platform on which diverse learning activities – for example lessons for self-study by the students, group activities, online tests etc. – can be installed. The learning management system can be used either for providing scripts and documents, or interactively as a communication platform for course participants to exchange ideas. With only very few exceptions, the courses in the Department of Tourism use the Moodle learning platform. Use in the courses alternates between course administration, enhancement of teaching content and learning concepts orientated more towards blended learning.
- Adobe Connect meeting room: This is a web-based communication system for online conferences and meetings. This tool was used successfully in the Department, for example in the 2016 summer semester. In this semester the Department welcomed Geoffrey Bird, Associate Professor and Director of the School of Tourism and Hospitality at the Royal Roads University in Canada. Geoffrey Bird delivered the course "Specific Aspects in Tourism", which

was attended by students doing their Masters in Tourism Management or Hospitality Management. The one-week face-to-face teaching block with the lecturer was prepared using materials for self-study and preparing seminar work. The relevant contents were made available online on Moodle and, via the Adobe Connect meeting room, were discussed with the students in Munich and the lecturer in Canada.

- Voting systems: Using the Audience Response System the lecturer in the lecture hall can direct questions to the students, who can use a voting device to vote. The Department of Tourism has its own department-internal system "EdiVote" which can be used for single and multiple-choice questions as well as for sequences, weighings or group voting.
- Audio and visual recordings: Using the Camtasia software, spoken text can be added to documents and lectures can be recorded and edited. The ELC provides the teaching staff with a professional recording set. In isolated cases, this tool is also already used in the Department of Tourism, making it possible to separate the transfer and deepening of content, both in time and space, from the actual face-to-face lecture, and allowing course participants to view individual content in preparation for, or as a follow-up to, face-to-face lectures.
- E-whiteboard: This digital board makes it possible to control the graphical representation by means of a special pen, or manually. Graphical representations on the board can thus be built up, elements supplemented, highlighted, deleted etc. in the course of the presentation and, immediately afterwards, be saved electronically and made available. The Department of Tourism has installed a permanent whiteboard in one of its lecture rooms. Even in the auditorium, the Department's biggest lecture room, comprehensive multimedia technical equipment allowing similar, if slightly restricted, control of the graphical representation has been installed.
- Mahara: This E-portfolio is a folder for digital media and services so



Deutsche Fassung

2 Bendel, Oliver (2017): BITTE ÜBERNEHMEN...

they can be reflected and commented on and, if necessary, evaluated. Mahara has not yet been used in the Department of Tourism.

There is no doubt that this multimedia technology can enhance face-to-face teaching. Face-to-face lectures can thus be used for content requiring direct contact between lecturer and student, while other content can be relocated. Again, the latter requires self-learning competence on the part of the students. Moreover, the multimedia preparation of the course material addresses different learning types. The use of appropriate e-learning tools in the lecture activates the audience and gives the lecturer immediate direct feedback from all participants – to name but a few aspects.

Stumbling blocks in digital teaching

There are, however, also some stumbling blocks. On the one hand, they concern the student target group. Although today's digital natives have a high degree of affinity with, and a high level of acceptance of, blended learning, there is still the danger that too much multimedia content and more than makes didactic sense, is demanded. In this case, students see preparing content on their own as too tiresome and time-consuming, especially when the lecturer could after all provide more help online, independent of time or space. In a worst-case scenario, the student could mistake the lecture for an entertainment programme because it has been transformed into a multimedia show. Despite the range of possibilities, the educational appropriateness should always be kept in mind.

On the other hand, the implementation of e-learning elements also depends on the acceptance and commitment of the individual teaching staff members. They either have to have a certain degree of media competence already, or be prepared to acquire it, as implementing blended learning is time- and resource-consuming. The technology behind the tool used must first be learned and tested, suitable use in the

lecture well considered and, finally, the lecture has to be prepared or existing ones didactically adapted. Unfortunately, the day-to-day work at the University does not always allow enough space for this.

The dot on the i: personal contact between student and lecturer

Despite the possible objections, should we perhaps not go a step further along the road towards complete online teaching, as is the aim of many digitalization strategies? After all, this would make it much easier to implement new study formats such as part-time or day-release courses. Is the face-to-face lecture therefore a relic of the past and is the teacher mutating into a mere virtual provider of content? This is by no means the case, as personal contact between student and lecturer is still an indispensable element in teaching, as the following article by Robert Goecke and Mario Nast (see p.28) clearly shows. No e-learning tools can replace direct and, above all, personal feedback. A good example of this is when the lecturer can “pick up” the atmosphere in the lecture hall and, without any direct feedback from the students, sense that they may be having difficulty understanding him or her. It is only in the lecture hall that the lecturer is

able to react appropriately, respond to individual immediate needs, incorporate ad-hoc examples and the like. And it is only in face-to-face lectures that lecturers and students get to know each other personally, an important aspect for lectures, seminars and Bachelor assignments later in the study programme. It is precisely such teaching formats – case studies, seminars, excursions – that cannot be designed as pure online courses anyway, as the students are supposed to come into personal contact with representatives of the industry during their course of study and get a taste of real “work” in practice. Team and project work in combination with a dynamic exchange of ideas and information between team members, as well as concentrated learning and working together have become elementary in everyday working life. The foundation for these competencies must therefore be laid during the study programme. After all, direct contact with other people is of decisive importance in the tourism industry. Social competence, responding to guests and a personal touch are among other things the key to success in the service sector. All of these skills must therefore be included in good application-oriented teaching in Tourism and Hospitality Management. ■

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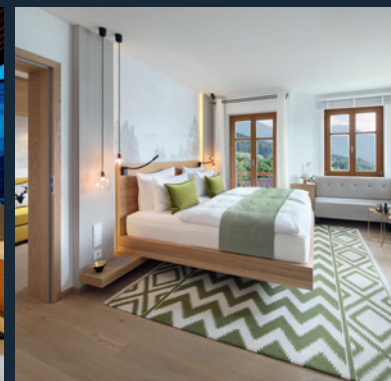


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The World of Work 4.0

Digitalization in Tourism: Online course in practice

Robert Goecke and Mario Nast

Tourism is one of the pioneers of digitalization. The global reservation systems such as e.g. Sabre, Amadeus, Galileo and Worldspan were among the first electronic distribution platforms. As far back as the 1980s, before the World Wide Web had even been invented, travel agencies were able to use these platforms to compare flights, hotels and car rentals worldwide and book them for their customers. In the mid-1990s Expedia, then still a subsidiary of Microsoft, showed how you as end consumer can browse the World Wide Web from home and, as self-service, choose and book from a range of travel offers (see also Schulz et al. 2015, Landvogt et al. 2017 and Berchtenbreiter/Goecke 2014).

Transformation and digital innovations in tourism

Also new was the Dynamic Packaging option. When a customer is looking for a package deal to a destination area, suitable flights and hotel offers in the global distribution systems for example are automatically requested, combined into a package deal, calculated and presented to the customer in bookable form as a list of options. Since then the internet travel portals have radically changed both the travel business and travel production. In addition to the self-service option and automation, numerous new business models such as travel search engines, review portals, sharing portals etc. have emerged. What they all have in common is that business processes are automated through IT or are offered

to the customer as self-service or co-production and that the business models in the tourism, event and media industries are growing closer and closer together.

Moreover, the online booking option and automation opened up new possibilities for dynamic price calculation or computer-aided price and quantity control as part of revenue or yield management, which were used first of all in the airline industry and then spread to the railways and the hotel business, and finally also to car hire companies and tour operators. These new operational methods in revenue management, which had been invented in the tourism industry, are meanwhile being adapted for other branches – from renting of construction machinery to the car industry,

	Subject competences	Method competencies	Own competencies	Social competencies
Computer-aided management	The student know possibilities for computer-aided modelling of business models using a spreadsheet program	The students are able to carry out scenario analyses and simulations	The students are able to learn independently, repeat content and actively structure their own learning process	The students are able to actively participate in chats, forums, voting sessions, FAQs and in virtual learning groups
Business modelling	The students know the individual steps for mathematical modelling as well as success factors of digital business models	The students are able to abstract, optimize and analyse exemplary business models from practice using mathematical models	The students are able to independently structure their self-study in a digital learning space and plan it time-wise	The students are able to summarize complex facts in an understandable way and critically discuss possible approaches
Optimization and revenue management	The students know common optimization and planning models	The students are able to implement data analyses for forecasting and planning and to understand complex data streams	The students are able to structure their learning process themselves and to identify relevant information	The students are able to use technical terminology to discuss questions with experts in a subject community

Important competencies for the digital transformation in tourism (excerpt, with special thanks to Dr. Esther März for her important notes on the contents of the table)

the retail trade and optimization of offer prices in the semi-conductor industry.

After all, tourism with its online travel offers is also a pioneer in online marketing, when for example last-minute trips are effectively promoted in real time through diverse electronic distribution channels, such as targeted banner advertising.

Digitalization changes work and learning in tourism

These developments have changed work content and working conditions a lot (cf. Kreulich et al 2016), in travel sales as well as in travel production and marketing. An understanding of digital business models, digital process automation, revenue management and online marketing is a core competence for everyone who wants to work in tourism management in the future. Innovations in this field come thick and fast and are often disruptive, i.e. they radically change work processes and cause considerable structural change in the industry, leading to a need for new qualifications. Learning in advance in a study program at the beginning of one's career is no longer enough for a successful career. It has to be supplemented by lifelong learning, with new forms of online teaching at the workplace becoming increasingly important (cf. The Economist 2017).

Digitalization therefore means new forms of communication, teaching and learning, which should be applied and experienced in practice as early as possible. As everyone well knows, in the IT and internet world knowledge is not spread through classic face-to-face teaching, but through FAQ forums, videos, blogs, wikis and online documents in communities. Here too, the pioneers were the global distribution systems, which in addition to brief introductory training sessions also provided their travel agency partners worldwide with comprehensive learning videos, simulations, operating aids, virtual training sessions, learning games etc. so that they could keep up to date with innovations quickly and no matter where they were located. The travel agencies were followed by

travel insurance companies, tour operators, car rental companies and many others, who have been successfully using online training sessions to instruct new employees, franchise or sales partners for many years (cf. Wilms 2010). At Microsoft, it is possible to acquire a professional certificate in a vocational distance-learning course with books and online exams (Microsoft Certified Engineer), and Google has recently introduced its Google Analytics Expert Program. Online teaching has therefore been firmly established in vocational training in the tourism and IT branches for years. The ability to design one's own lifelong learning is just as important as knowledge of the methods, effects and success factors of digitalization in tourism per se (cf. Table 1).

“Digital Tourism” courses offered at the Virtuellen Hochschule Bayern (vhb) / Bavarian Virtual University of Applied Sciences

With funding from the Bavarian Ministry of Education and Science, the “Innovative Teaching” staff unit is running the “Qualification for 4.0 World of Work” project. As part of this project we at the University of Applied Sciences Munich are developing an online course for digital tourism together with the Departments of Tourism at our partner universities Deggendorf, Ansbach and Kempten, where our colleague Prof. Dr. Markus Landvogt has kindly agreed to be one of the course leaders Bavarian-wide. In 2016, the course was first included in the teaching programme in Munich, Kempten and Deggendorf (cf. Goecke/Landvogt/Nast 2016-2017). In addition to understanding the basic IT systems and data streams in tourism, the learning objectives are the changes in value adding processes and business models through digitalization. Tourism management has developed for example through spreadsheet models, decision-making support systems and computer-assisted revenue management more and more into a management science based on mathematical optimization methods. For this reason optimization processes as a basis for the increa-

sing automation of operative decision-making processes, for example in production programme and advertising media planning, are a central element of the course. They also form the basis for the various revenue management processes for airlines, hotels and tour operators, which are taught at a more advanced stage in the course. The course ends with a critical review of the changes that both revenue management and digitalization in the tourism industry and its organizations have brought about. Examples from business travel management, tourist cards from destination management and new forms of online/affiliate marketing will also be considered.

The e-learning course run by the Virtuelle Hochschule Bayern (vhb) / Virtual University of Applied Sciences Bavaria includes several accompanying videos and learning tasks with numerous Excel examples and solver optimization processes. To supplement these, scripts for downloading are provided. The course was started in the 2016/2017 winter semester at the Universities of Applied Sciences Deggendorf, Kempten and Munich. A supplementary online consultation hour via Adobe Connect, offering personal support to the students, was also tried out at the different locations. It soon became clear that, due to the different curricula and transfer modalities of the university partners, different course versions as regards both content and the number of lecture hours per semester week and the number of ECTS [points], were necessary.

Initial experiences and challenges of the digital course offered

The online teaching proved to be a particular challenge to both the lecturers and the students, as communication through email, course forums and online consultation hours via Adobe Connect with over 100 participants is completely different from the normal teaching situation in a lecture room or laboratory.


The obvious advantages of online teaching are first of all that the students get all the documents complete for downloading and do not

have to make any transcripts. Students who are on a work placement, are abroad or have to work, do not miss any lessons. What students find difficult however is the more or less autodidactic learning using documents with texts and photos, videos, Excel exercises and questions. The students estimate that they need more time for this than they do with face-to-face teaching. It is also difficult for the lecturers looking after them to document and prepare in media form all the teaching content that is normally imparted orally or in an interactive lecture, or to supervise the feedback channel, which is then basically a very restricted one. In a lecture room a lecturer very quickly senses which topics are difficult for the students and have to be explained in more detail, and ones which the students are if anything already familiar with and find “boring”, merely through the students’ gestures and behaviour. Misunderstandings can be quickly identified and immediately corrected by the students asking brief questions. In an online course where communication is via email and forums, the learning speed of the participants, their moods and problems go unnoticed longer and may manifest themselves before anyone can ask an email question on the subject or before wrong concepts are recognized. If a lecturer wants to make clear which points are more important and which are less important, the spoken word offers far more possibilities to express nuances than an email does. The more intensive, though welcome, participation in a forum is, the greater the problems the students have in the end to filter out the answers to diverse questions from all the postings on the forums before they sit their exams. Minutes of online consultation hours have to be taken for all those not present and every question has to be answered for everyone. It is a big advantage that absolutely everything has to be clearly documented for everyone, but the downside is the flood of information that it causes, a flood that we are familiar with on the internet in many other fields as well.

From online teaching to blended learning

The first interim conclusion that can be drawn from the online teaching of the digital tourism course is that, on the one hand, the scope of teaching materials made available to the students is much greater than in the case of face-to-face teaching. As regards time, the students have much greater flexibility to decide who has to learn what, when, in which group and at which location. Although this is in part more strenuous and time-consuming, the students learn how to auto-didactically acquire knowledge online, to communicate complex questions and content via telemedia in forums and to compile the curriculum and the materials they need, as has been normal practice in intranets in large companies for years.

To meet the heterogeneous requirements of the universities as regards lecture hours per semester week and the number of credit points transferred, an attempt was first of all made to offer the various target groups different versions of a course, similar to versioning or customization on the internet. This mode of execution turned out to be very difficult to implement as it needed a lot of organizing (target group-specific navigation of the participants through the different course versions) and because of the wealth of content to be learned. In particular, to reduce the wealth of content to be learned and to help the students better to design their learning processes, the course will therefore be split into two courses in the coming semester: into “Digital Tourism – Technologies and Business Models” and “Revenue Management in Tourism”. This division into two courses will prevent different target groups from being confronted with materials, navigation and forum communication that are not relevant to their specific course version. Course navigation will therefore become easier for everyone. There will be a stronger focus on activating forms of learning that force the course participants to keep on learning and keep “on the ball”. Moreover, if online teaching is to achieve the same quality as face-to-face teaching, thought must

be given at all the universities at the beginning, in the middle and at the end of the course, to supplementary tele-/face-to-face teaching units for more complex content, to individual exercises on the computer and to difficult questions. With over 100 participants, one also needs a virtual lecture hall video-conferencing link at all three universities to allow participants to switch in either from other locations or from home. Blended learning as a coordinated mix of face-to-face, tele face-to-face and online teaching is a promising option for shaping the future of teaching and integrating the digital transformation of tourism into teaching. 

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Adapting to climate change in small Bavarian skiing areas

Prospects for touristic repositioning with Mittenwald as a case in point

Karin Koziol

The lower-lying skiing areas in the Alpine space in particular are affected by the consequences of climate change. The increasing fluctuations in temperature and snowfalls are already very noticeable in these areas. The change in the touristic market environment is however also generating enormous pressure to act. Forward-looking planning to adapt the touristic products and services is therefore essential. The question as to what preconditions have to be created for adequate planning and implementation of adaptation measures presents great challenges above all to the smaller communities. In many communities in the Bavarian Alpine space, economic well-being depends solely on tourism. The fear among many of the citizens and the relevant key players that adaptation measures will have a negative influen-

ce on the industry's competitiveness is therefore great. Making the wrong decision may have disastrous existential consequences for the local enterprises. A further problem is the usually limited personnel and financial resources in small communities, which inhibit forward-looking and efficient planning of the measures required.

The issue of adapting to climate change had been one of the central topics of research at the Department of Tourism for many years. After around two and a half years' of research work, another project is now coming to an end. Under the title "Process Design and Control of Climate Change Adaptation in small Bavarian Communities", the University of Applied Sciences Munich has taken a critical look at the hurdles and success factors of climate change adaptation and reached some conclusi-

ons for mapping out the processes in communities. One focal point was how tourism can develop in line with climate change. The market community of Mittenwald in the county (Landkreis) of Garmisch-Partenkirchen served as a case study. As a traditional tourist destination in the Alpine world around Karwendel, Mittenwald has an attractive supply of touristic services all year around, for nature lovers and active holidaymakers, with the Hoher Kranzberg (1,391m) leisure and skiing area still a tourist highlight. Uncertainty over snowfalls, however, is increasingly having a negative effect on the sustainability of an infrastructure geared to winter sports. The growth pressure of competition from the high-tech networked skiing areas in neighbouring Austria only makes the situation worse. To react to the changes now and ensure that Kranzberg remains fit for the future, a new concept for the future is to be worked out as part of the research project.

The project was carried out within the scope of research promotion by the Bavarian Ministry for the Environment and Consumer Protection and tied in with the findings from the EU C3 Alps research project.

Changes in the tourism market environment

The market environment in the tourism industry has changed considerably in the past 20 years and the number of competitors has increased steadily. The falling prices of flights to Mediterranean destinations and the boom in cruises have been the most important driving forces behind this development. Consumers, however, have changed as well. They have become erratic, hybrid and multi-optional. To be able to adequately assess how

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Key data on the "Process Design and Control of Climate Change Adaptation in small Bavarian Communities" project.

Duration of project: 01. 2015 – 08. 2017

Aims:

- Basic study on how adaptation to climate change is currently practised in communes with fewer than 20,000 inhabitants (which takes in 1,840 communities)
- Two case studies in which adaptation focuses on tourism development and land use

Pilot communities: Mittenwald market, Schwindegg community

Further information:

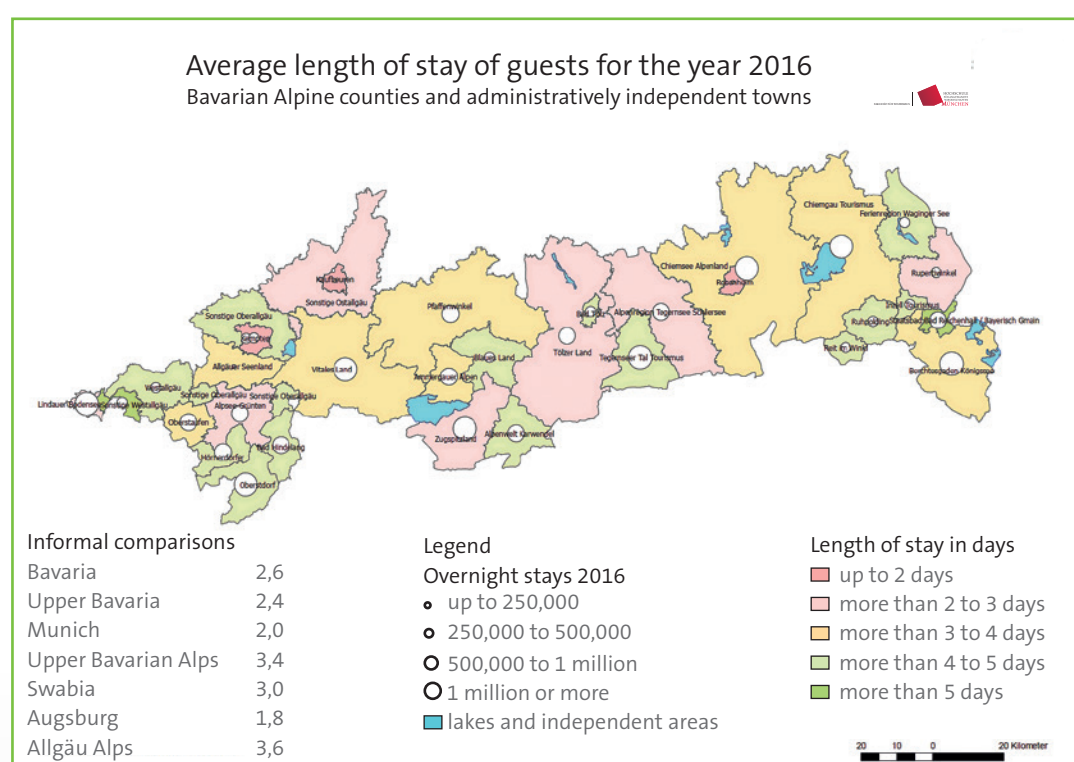


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demand, the situation as regards competition and the specific customer expectations for the Alpine space have developed, the market changes both in winter tourism and in summer tourism have to be considered.

A winter holiday is often associated with a holiday in the snow. Holiday trips in winter are, however, spread over many more destinations than just the cold ones with a lot of snow. The Alps as a travel destination in winter have long since relinquished their top ranking to Mediterranean and long-distance destinations. Whereas a large percentage of long-distance holidaymakers fly to their chosen holiday destinations, guests travelling to domestic destinations or to the Alps mostly go there by car. Both the willingness to spend money and the length of stay are noticeably higher at flight destinations than for destinations close at hand. While long-distance travellers spend on average three weeks at their destination, trips to nearby destinations usually last only one week. For the Mittenwald market and the entire Karwendel Alpine region, people on short breaks and recreational visitors are also very important as well as the holiday guests. The relatively short average length of stay of four to five days shows the percentage of people on short breaks of the holiday guests in the Karwendel Alpine region and in most of the other Bavarian holiday regions (cf. Figure 1). Both holiday guests and visitors on a short trip want to be offered as wide a range of winter experiences as possible in the few days they spend in a particular region. The most important clientele in particular for the mountain railways in the Upper Bavarian tourist destinations are the recreational visitors from nearby greater Munich, Augsburg and Nuremberg.

The Alpine region's clearly dwindling market share in winter raises the question of how competitive the touristic services offered there are. It remains open why the warm-water and the long-distance destinations have been able to expand their market shares to such an extent, while destinations in the Alpine region have lost market share. A qualitative study car-



ried out as part of a research project on the travel behaviour of winter holidaymakers produced results on their travel motives and travel expectations (cf. Bausch & Unseld 2017; Bausch et.al. 2016). The findings of the study showed that the Alps may well be the travel destination that almost half of those interviewed (N=7719) can imagine as a winter holiday destination, but they are the first and only choice for less than one fifth of the respondents. The question about motivation showed that winter holidaymakers differ in four central aspects. "Get away to the sun", "escape from the autumn/winter blues", "longing for more light and sun" as well as "experience real winter/cold/snow". On the other hand, the percentage of those for whom winter sports or a winter hobby is an important motive for their winter trip, is comparatively small. It is to be expected that the potential for this group will already have noticeably diminished by 2030 (cf. Bausch et al. 2016). This admittedly has far-reaching consequences for Alpine holiday destinations that do not have anything else to offer apart from winter sport. They are subjected to enormous competitive pressure, as their profile in the region and in the Alpine region is no different from

that of their competitors, as for winter sports fans the deciding factor is a guarantee of snow in their destination area. If a winter sports fan is uncertain that there will be enough snow, he or she will in the end go to other skiing areas. Other holidaymakers who prefer a holiday in the cold but who have no interest in winter sports will likewise not find any suitable offers in these destinations. Without developing alternative touristic services, winning new customers is therefore not conceivable.

Figure 2 shows in particular holidaymakers' expectations of a cold winter destination. It is clear that a winter landscape with snow is of central importance to consumers fond of the Alps. For those holidaymakers, the winter season is an interplay between the cold outside and the warm cosiness inside. Being outside means, above all, enjoying nature in peace. For those not interested in winter sports, going for walks and hiking are the preferred activities, followed by observing and experiencing nature. For active winter sports fans on the other hand, entertainment programmes such as après-ski and traditional eateries where they can enjoy typical regional specialities are more important.

Figure 1: Length of stay in the Bavarian Alpine space

Source: Thomas Bausch (basis for data: Landesamt für Statistik Bayern / Bavarian State Office for Statistics)

Factors favouring summer tourism

Sun and beach are by far the most popular summer holiday product with Germans. There are however several factors that are making a holiday in the Bavarian mountains attractive again. Due to demographic change, the percentage of older holiday guests is increasing. Their main motives are to do something for their health, to rekindle memories of a particular region, improve their general knowledge, enjoy the healthy climate and experience nature. Moreover, for several years there have been a number of indicators that the percentage of consumers who have a positive attitude towards aspects of sustainability is increasing. LOHAS people (lifestyle of health and sustainability) in particular are very interested in experiencing nature, in regional cuisine, a natural living and eating environment as well as authenticity. In contrast to other (some of them Alpine) competitors, Mittenwald can cater convincingly for these attributes. The increased need for security and safety is however also a factor favouring summer tourism. Bavaria anyway has a reputation for being the safest of all the German sta-

tes. Even if the idyllic Heidi world is not the real world, for the “big city dwellers” it is nevertheless a deciding motive and thus a market advantage for the Alpine destinations. For families with children who need to feel very safe at their holiday destination, Mediterranean destinations that are cheaper, but risky, are often not an option. Moreover, many households with one or two children usually do not have a lot of financial leeway. If a destination still wants to succeed in this market, it has to think about price and package models for families and other price-sensitive guests, e.g. in the form of guest tickets.

Challenges presented by climate change: snowfalls becoming increasingly uncertain

For those responsible for tourism in the Alpine destinations, there are two aspects to the discussion about climate change. On the one hand, they have to take into consideration the expected consequences of climate change when doing their planning and making long-term decisions. On the other hand, they have to assess how the consumers will react to climate change.

For many people, climate change is not easy to comprehend. Quite often, climate is seen as merely a manifestation of the daily weather. Individual weather events cannot, however, be directly linked to climate change. Likewise, one single mild winter is not proof of the consequences of climate change. If, however, extreme meteorological events occur frequently over a period of several years, this does indeed allow conclusions to be made about climate change. A look at the weather data for the past few decades shows that the 2015/2016 winter season was one of the six mildest winters since 1881. At the same time the average number of sunshine hours increased. This season, the behaviour of visitors to the skiing areas in the Bavarian Alps was completely different. Due to the mild to warm temperatures, skiing was not possible. The mountain railways did not, however, remain idle. Numerous visitors from the big Bavarian cities and from the foothills of the Alps went to the mountains to hike or to enjoy the sunny weather on the balconies of the mountain cabin restaurants.

Figure 2: Expectations of a winter holiday of consumers fond of the Alps
Source: Travel analysis 2016





A chair lift at the Kranzberg

Alpenwelt
Karwendel/Stefen
Eisand

Traditionally, the Christmas holiday season is peak season for the Bavarian skiing areas. Snowy landscapes are an important motive for travellers who wish to spend their winter holiday in a cold holiday destination. Sufficient snow on the ski runs is a decisive factor for active winter holiday-makers in particular when choosing their holiday destination. The German Meteorological Service (DWD) analysed in a study in 2013 the changes in reliable snowfall in Germany between 1970 and 2010. The study shows clearly that the number of days with reliable snowfall has dropped noticeably, particularly in the central and eastern regions of the Bavarian Alpine space (the Zugspitze region, Berchtesgadener Land, Tegernsee-Schliersee). The result is considerable investment in modern snowmaking machines in order to provide a snow guarantee for the winter sports offered. But even this solution depends on the weather. Artificial snowmaking requires temperatures of at least below zero.

For the tourism destinations in the Bavarian Alps this means that uncertainty as to whether it will be possible to give guests a snow guarantee for their winter holiday will increase.

Consumers' perceptions however also have a decisive influence on their booking behaviour. The frequent lack of snow in the past few winters has been discussed at length in the media. This has strongly influenced guests' perceptions. The impression has arisen that a real winter in the Alps, and in particular in the lower-lying areas, is a thing of the past. It gives guests a feeling of uncertainty if they fear that their preferred holiday destination cannot guarantee them snow. Destinations that use winter sports and snowy landscapes as their central advertising message are therefore faced with a credibility problem and have to adapt their products and their communication strategy to the changed climatic conditions. The Karwendel Alpine region, including Mittenwald, has already reacted and has developed a wide range of offers for winter holidaymakers which guarantee guests special experiences without snow.

Analysis of strengths and weaknesses Need for Kranzberg to adapt

The Kranzberg area is one of the focal points of tourism in Mittenwald. However, the developments in the market environment already described, together with climate change, have far-reaching consequences for the sustainability of existing services. If the tourist destination is to be made future-proof, alternative winter offerings are required and more target groups have to be addressed. Above all, the naturally given and already created attractions which allow guests to experience nature and the Alpine mountain world form the basis for adapting the tourism concept. To be able to assess how much adaptation is required and what the opportunities for the future development of tourism are, a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) was carried out. The focus was on assessing the natural landscapes as well as the touristic infrastructure for the summer and winter offerings.

The analysis showed that the Kranzberg – from a landscape and environmental protection perspective

– is an excellent area. With its undulating meadows the region has great biodiversity and has already been designated a "National Geotope". Moreover, it has a large number of lakes with high water quality and varying utilization intensity, from well developed for families with children to unspoilt for nature lovers and those seeking peace and quiet. These attractions are however susceptible to natural Alpine threats, which as a result of climate change will probably continue to increase. Potential utilization conflicts between conservation of the environment/landscape and economic use place additional restrictions on the region's useability for tourism.

For summer tourists, the Kranzberg offers an attractive and wide range of services and activities to different target groups (hikers, families, older guests). The few weaknesses admittedly weigh heavily. On the one hand, most of the offerings depend on there being good weather (e.g. walking trails, barefoot trails, chair lifts). There are not many alternatives when the weather is bad, nor are there many attractive adventure highlights. Moreover, the competitors in neighbouring areas offer similar services. This makes it difficult to come up with unique selling points vis-à-vis competitors. Seen against the background of demographic change, another competitive disadvantage is the lack of accessibility for disabled people. This also applies to families with small children. With a view to the number of places to stop off for a bite to eat, the Kranzberg has a sufficient number of catering facilities and huts, which are used both in summer and in winter. As regards the furnishings, the range of dishes offered, the opening hours and the quality of the experience, they do not however always meet the modern-day guest's expectations and needs.

The overall rating for the range of winter services offered is negative: deficits in the range of winter sports activities offered and, in particular, the antiquated lifts make it difficult to survive in the face of the regional and Alpine competition (above all, Allgäu and Austria). The Kranzberg area was developed technically in the



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year 1950 by installing two mountain lifts. Despite all the investments, [one of] the lifts is no longer in keeping with the times and is not particularly suitable for transporting people who need assistance (e.g. older people). The other lift to the summit has not been in operation for years. Moreover, the winter toboggan run is prepared exclusively with natural snow. For guests who do not participate in winter sports, there is, moreover, a lack of attractive offers outside of the snow-based activities.

Attractive offers away from the ski run

To summarize, the analysis has shown that in particular the potential of the Kranzberg's natural landscape is a unique selling point of sorts. The ascent with its relatively small gradient, together with its diverse range of offers, make the Kranzberg area an attractive destination for, in particular, families with children and (older) nature lovers. For a repositioning of the Kranzberg, low-budget and low-threshold services for families with children may be a promising solution. The touristic infrastructure is admittedly deficient in many ways, making modernization, especially of the lifts, necessary.

The range of winter services in particular depends greatly on the snow situation. The results of the survey on the holiday expectations of

guests not participating in winter sports showed that outdoor activities experiencing nature, culinary offers, winter hiking or a winter toboggan run can be important components of a sustainable concept. This however also means that especially for families in which the parents either do not ski or do not ski much, attractive alternative offers away from the ski run must be created in the Kranzberg area.

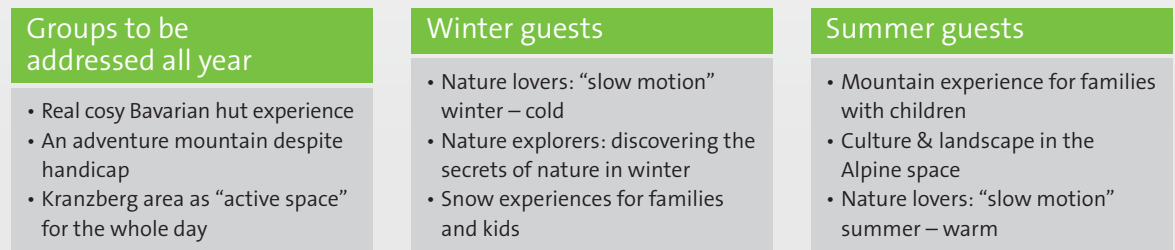
Concept for the future "Kranzberg – A natural mountain experience"

There are in principle two possibilities for repositioning and deciding on alternative offers. First, creating a new independent profile which attracts guests through its particular appeal and second, copying successful strategies used by other markets (me-too strategy). An analysis of the competitors showed that they are trying to raise their profile through spectacular offers in particular. It is also noticeable that the focus is often on a younger and sporty public. The strategy behind this is to win over winter Alpine sports tourists as summer guests as well. To be able to offer this target group appropriate experiences, combined with speed or calculated risk, technical facilities such as high rope courses, summer toboggan runs, climbing parks or downhill slopes are however needed. There are arguments for and against both strategies.

However, it can be seen both in the Alps and in the Central German Uplands that those facilities which offer as wide a range of attractions as possible are frequented more often. This also helps to increase utilization of the mountain railway. For the new concept for the future of the Kranzberg, this therefore raised the question whether it is at all promising to create both a new mountain railway as well as further attractions within the existing safety requirements. As almost all of the approaches mean improving and developing the infrastructure and the walking trails, a me-too strategy for the Kranzberg in the action & fun sector did not appear very promising. The particular challenge regarding a repositioning was therefore to give the Kranzberg its own competitive profile and a unique selling point within the scope of existing safety requirements. The natural potential identified by the SWOT analysis offered an important basis for this idea. To identify the relevant target groups, understanding of the changes in the touristic market environment was drawn on. There was also a workshop in which detailed discussions were held with local players, using their knowledge of the current guest structure. It was possible to identify the following target groups and related topics as core pillar for a future, nature-based and sustainable overall concept (cf. Figure 3). Experi-

Figure 3: Thrust of strategy for Kranzberg

Source: own diagram



encing nature and enjoying nature at any time of the year, paired with regionality and authentic Bavarian lifestyle, are to be the twin pillars on which tourism development in the future is to build. The aim at the same time is to make all-year-round offers possible.

For these target groups a set of key touristic offers and adaption measures was then developed. On inspection tours of the area these were then tested to see if they could be implemented, and where. The result is a list of possible and practicable attractions for the three service sectors: year-round offers, winter offers and summer offers. The players responsible were also determined and priorities were set.

Perspectives for the Bavarian skiing areas

The research project showed that focussing on purely winter-sport based and snow-dependent offers in Bavaria's skiing areas is not a sustainable option for the future. With a view to climate change in particular, a considerable impact on Mittenwald and on the entire Karwendel Alpine world was identified. This also applies to the other Bavarian holiday regions. The changed market conditions also make an adaption of existing offers unavoidable. To make the skiing areas in Bayern fit for the future, it will be necessary to develop alternative and snow-independent winter offers away from the ski runs, and also to develop ones that function all year round. Both nature experiences and authentic hut experiences and regional cuisine were identified as suitable topics. The basic study showed that the longing for sun and light is an important motive for a "real winter holiday". The communication strategy currently pursued by the Bavarian

skiing areas does not place much emphasis on these two attributes. Snowmaking machines are still used as the central advertising message. A tourism concept, in particular for winter tourism, has to devote more attention to this topic by creating sun and light spots. These include higher-lying areas or atmospheric sunny balconies which offer guests a sun and snow experience even when there is no snow down in the valley.

A particular challenge faced by the Kranzberg region is above all the extensive infrastructure measures, meaning modernization of the mountain railway. This means high investment and thus long-term risks. At the same time however, it would make the Kranzberg accessible all year round and to all groups of society, including guests with disabilities. This however only promises to be successful if suitable experiences are offered. The chances of surviving the regional and Alpine competition are all the higher if the region manages to create a unique and easy to communicate selling point. This is the only way to meet the expectations and needs of today's consumers. In the case of Mittenwald it is the region's unique natural potential, which appeals both to active sportspeople and holidaymakers seeking relaxation. At the same time however this means that in the planning stage, potential conflicts between future utilization and the mandatory protective goals have to be taken into consideration.

Moreover, a review of the newly developed offers for the Kranzberg clearly revealed that implementation of the new concept for the future depends to a large extent on the involvement of many different players (lift operators, catering establishments and property owners among others). Long-term success of the



Barefoot trail on the Kranzberg

Alpenwelt Karwendel/Stefan Eisend

measures can only be expected if all those concerned recognize the need for action and for investment, in particular the key players in the tourism business. For the planned measures to be wholly accepted, a lot of intensive sensitizing work and the right forms of participation are needed. The destination management and the community politicians in particular can expect a decisive key function and responsibility. ■

Diary of a student destination adviser

Or: how pilgrim tourism can drive regional value added

Lisa Joseph, Katharina Mutagwaba

Sunday, day 1: Journey out, Philippi, place of baptism of Lydia

Half past nine in the morning at Munich Airport. Thirteen Masters students accompanied by Prof. Bausch and Prof. Gunya are setting off on a case study project to Greece, more precisely to Kavala (Greek: Καβάλα), a busy little harbour town two hours north of Thessaloniki. Their tourist organization Demophelia has a job for us: to check the tourism potential of Kavala and the surrounding area, in particular to see in what ways developing pilgrim tourism can bring increased added value to the region.

A driver from Demophelia takes us from the airport straight to the archaeological site of Philippi, which due to its importance as a flourishing Roman town and the oldest Christian community founded in Europa was declared a UNESCO World Cultural Heritage Site in July 2016. We get a first impression on our walkaround: does the local visitor service emphasize the important heritage site that we are visiting at this moment? Despite the very “clear” signposted paths, we are impressed by the size of Philippi and the landscape in which it is embedded. A very well-preserved amphitheatre gives some idea of what life was like here a long time ago. Individual columns bear witness to a once powerful and rich cultural landscape. We enjoy a quick ice-cream as we walk along. The bus is already waiting to take us to the region’s next attractor, only ten minutes by car from Philippi: the place where Lydia was baptised. At this spot in the river, which is described in some detail in the Bible and which at that time was situated outside the town walls, the Apostol Paul baptised the first Christian on European soil – a woman, the purple merchant Lydia. A baptismal spot with cross-shaped access to the river and ascending rows of seats are

reminders of the actual baptism and the peaceful atmosphere of the place invites visitors to linger and reflect. After this we head off to our hotel, the Airotel Galaxy Hotel, situated directly beside Kavala harbour. In addition to the excellent breakfast, the fabulous view of the shimmering sea gladdened our hearts every morning.

Montag, day 2: Meeting the different stakeholders

8.45am: meet in the lobby and set off on foot – but where to? When we finally reach the dignified rooms of Kavala town hall, after only a few minutes’ walk, the representatives from Demophelia are already waiting for us and we conduct an interview on the status quo and on the plans which our client has already worked out. Accompanied by a guide, we visit Lydia’s place of baptism again and this time a Greek Orthodox priest provides us with information. After this we had the honour to meet the local head of the Greek Orthodox church and, a few minutes later, are sitting for an interview in the reception room of the warm-hearted metropolitan. A little later we have an audience with the charismatic and resolute mayoress of Kavala, Dimitra Tsanaka, who likes calling herself the “Queen of Kavala”. A final internal meeting reinforced the many impressions of the long day. At around 9.30pm we all set off in different directions to enjoy the balmy evening in Kavala: some of us head off towards Imaret, situated at the highest point in the town and with a view over the glittering bay of Kavala, others go straight to a bar or restaurant. We find an inviting, simple, local restaurant offering excellent Greek dishes such as grilled white bread with tzatziki, gyros and aubergines au gratin. We review the events of the strenuous day and still don’t know where our advisory role will take us.



Getting a first impression: walking tour of the UNESCO World Cultural Heritage Site at PHILIPPI near Kavala

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Tuesday, day 3: another walk around the most important USPs, and interviews

A new day awakes. In the early morning we walk with our guide to a section of the old Roman road, the Via Egnatia, a little outside Kavala. We take advantage of the panorama for a group photo.

We carry on by bus to Krinides and together with our guide visit the Philippi site once again, which has already officially been a UNESCO World Cultural Heritage Site for a year and does not as yet radiate too much “glamour”. After this a sightseeing tour of Kavala reveals the touristic highlights the town itself has to offer. We admire the artistic mosaics in honour of Apostel Paul’s land visit here in the year 49; the Imaret, today a luxury hotel but formerly an orphanage and soup kitchen; a mosque and churches of various Christian demoninations. We



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walk up to the observation tower on the local mountain to get a view of the glittering blue sea and admire the ruins of the Roman aquaduct. We only have a few minutes in between for a quick bite to eat and thus experience what working as an advisor is really like. While some of our group go in search of the tourist information office, the rest of us conduct another interview with the mayoress. Once again, three challenges in particular crystallize, which the town of Kavala will have to address as it develops as a tourist destination and economically: the great political influence of the Orthodox church, the lack of cooperation of the archeologists and thirdly, in addition to this wide range of different interests and stakeholders, high bureaucratic hurdles. The wheels of bureaucracy seem to grind slowly. It takes a long time before decisions made in Athens as administrative heart of the country trickle through to the provinces. We therefore appreciate so much candidness and learn a lot about the challenges facing a destination advisor. Now back to our task: How can we stimulate pilgrim tourism and thus touristic added value for the town of Kavala? To discuss this, further meetings have been

planned for the evening and the following people have agreed to attend: the head of the local incoming agency, a well-respected Greek travel guide and member of the Tourguide Association as well as the board of the local hotel association. After the meetings at around 9.30pm we go ravenous to a restaurant of our choice. The tables are put together and we praise the Greek culinary delights. We laugh a lot and gradually relax after a strenuous day.

Wednesday, day 4: University of Kavala, brainstorming and preparation

Really tired after a work-intensive day yesterday, we take the town bus on Wednesday morning at 9am to go to the campus of Kavala University. The university is situated high up on the hills at the far end of the bay in which the town of Kavala nestles. The view from here is fantastic... but unfortunately only for a few minutes as we have a whole mountain of work to get through. Our next job is to organize our impressions of the past few days into a presentation to be given on Thursday evening. We have reserved a lecture room and after a short introduction are ready to go. We split up into groups and start working.

Thursday, day 5: Presentation and lecture

We are able to convince our professors there is no need to travel to the university again today and are provided with a meeting room in the hotel where we can finish preparing our presentation. It is 7pm in this room. The town council, representatives from the tourism industry and the "Queen" herself are invited. Fortified by some freshly baked biscuits from the baker's next door, donated by Professor Bausch, the presentation gradually takes shape. Everything is ready exactly on time and then the surprise of the evening: the local television channel turns up. Surrounded by cameras and flashing lights, we successfully present our results.

Above all, the region should become more aware of the unique tourist attractors that it already has and should showcase them accordingly. The UNESCO site Philippi in particular should market its heritage more suitably and, in combination with the Lydia baptismal site, make it more accessible.

The lively town of Kavala with its cultural highlights and its hotels and restaurants has a lot of tourism potential which should be expanded. Cultural tourism especially, when combined with religious and gastronomic elements, has in our opinion great potential. Our studies and interviews showed that today's pilgrims want to combine their spiritual concerns with a good meal as well as with a dive into the blue sea.

It was a strenuous but pleasant week, and one in which we got to know the previously unknown town of Kavala to an extent to which we never would have as tourists. Some of us want to go back again to see how the touristic situation has changed. And thus the region triggers that well-known saying: See you again in Philippi!

Participants in the case study on a walk along the Roman Via Egnatia

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Guests from all over the world

Intercultural meetings at the Department of Tourism

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Birgit Dittrich, Cornelia Liem

In the summer semester 2017 the Department of Tourism welcomed nine professors and lecturers from Europe and other countries around the world. The programme was to exchange ideas informally and explore cooperation possibilities.

For Birgit Dittrich and Cornelia Liem from the Department's International Office, visits by international guests represent added value in two respects: "Intercultural meetings play an important role at the Department of Tourism. That is why we are pleased that in this summer semester we had the opportunity to welcome colleagues from all over the world. The students in the Department also benefit from our international partnerships: the informative events gave them an insight into student life in other countries and this quite often inspires them to do a semester abroad."

Dr. Bill Henricks, California Polytechnic State University (CalPoly), California

Dr. Bill Henricks is Professor and Dean of the Department of Experience Industry Management at CalPoly. In informal discussions, the students learned a lot of interesting things about studying and working condi-



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tions at the CalPoly, and about life in California.

Prof. Dr. Carlos Benavides, Universidad de Malaga, Spain

Prof. Dr. Carlos Benavides took advantage of the Erasmus Staff Exchange programme to get to know the Department of Tourism. An event to provide information on everyday student life in Malaga was put on for interested students. Our guest sat in on several specialist lectures by Prof. Dr. Goecke.

Prof. Dr. Perry Hobson, Taylor's University, Malaysia

Prof. Dr. Perry Hobson, Pro Vice Chancellor of Taylor's University and responsible for Global Engagement there, discussed various cooperation possibilities with the International Office.

Tina Hartung, Otago Polytechnic, New Zealand

Tina Hartung visited the Department to inform students about study options, financing, accommodation and curriculum – and to awaken interest in spending some time abroad.

International Staff Week

Guests from three partner universities of the Department attended the International Staff Week Munich. These were: Christina Lei, Macau University of Science and Technology, Marie-Line Fournier, Université Savoie Mont Blanc, Chembéry and Helen Cooney, Greenwich University.

Interesting workshops, a campus and city tour provided ample opportunity to get to know each other personally.

Prof. Rishi Balkaran, Durban University of Technology, South Africa

Prof. Rishi Balkaran, Executive Dean of the Faculty of Management Sciences at Durban University of Technolo-

gy (DUT), held talks with colleagues from different departments of Munich University of Applied Sciences. Both sides are very interested in intensifying cooperation between the DUT and Munich University of Applied Sciences – in fact there is already a wide range of impulses that are implemented quickly.

Dr. Olga Junek, Victoria University, Australia

This was already Dr. Olga Junek's second visit to our Department. This time Dr. Junek held lectures in the field of sports economics and management. Olga Junek likes coming back to Munich and is already familiar with Bavarian culture.

Prof. Dr. Christian Steckenbauer, Fachhochschule Krems, Austria

This is Prof. Dr. Christian Steckenbauer's third time to teach at the Department of Tourism. Based at the IMC of the Fachhochschule Krems as Professor in the Business Department (Tourism and Leisure Management) as well as Head of the Research Unit in the same department, Prof. Steckenbauer teaches Health Tourism at the Department of Tourism.

Prof. Thandwa Mthembu, Durban University of Technology, South Africa

One of the priorities of the new Vice-Chancellor and Principal of the Durban University of Technology (DUT), Prof. Thandwa Mthembu, is the university's internationalization strategy. The professor exchanged views with the International Office on possible joint programmes of interest to both partners, which at the same time are suitable for deepening the partnership. Student mobility to date, in both directions, was also seen as very successful and both sides look forward to further student exchanges between Munich and Durban.

Intercultural meetings play an important role at the Department

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