

STUDY GUIDE

Regenerative Tourism

**Polytechnic University of Viseu and
University of Cantabria**

1. IDENTIFYING DATA	
• Course Name	Regenerative Tourism
• Coordinating University	Polytechnic University of Viseu
• Partner Universities Involved	University of Cantabria
• Course Field(s)	Tourism; Sustainability
• Related Study Programme	N/A
• ISCED Code	6; 1015
• SDG	4; 5; 8; 10; 11; 12; 17

• Study Level	B;	
• EUNICE Key Competencies	• Green – strongly • Orange- moderately • Red – partially • Blank cell - not at all	
	Problem solving	Strongly
	Teamworking	Moderately
	Communication	Strongly
	Self-management	Moderately
	Cognitive flexibility	Moderately
	Digital competence	Moderately
	Technical competence	Partially
	Global intercultural competence	Strongly

• Number of ECTS credits allocated	3
• Mode of Delivery	Online live
• Language of Instruction	English
• Course Dates	07.10.2025 – 09-12-2025
• Precise Schedule of the Lectures	There will be synchronous sessions, for a total of 25 hours. 10 sessions of 2h30 are planned on Tuesdays, from 6pm to 8:30pm (CET).
• Key Words	Tourism; Regenerative Tourism; Sustainable Development; Tourism Impacts
• Catchy Phrase	See how tourism can shape a brighter future! Go beyond sustainability, foster community well-being, and embrace responsible travel!

• Prerequisites and co-requisites	EUNICE students; Preference may be given to candidates with academic or professional backgrounds in tourism, sustainability, technology, or similar disciplines; English level B1
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· Number of EUNICE students that can attend the Course	Max. 25
· Course inscription procedure(s)	EUNICE application portal

2. CONTACT DETAILS

· Department.	Management Department – School of Technology and Management of Viseu (ESTGV)
· Name of Lecturer.	Ana Sofia Duque
· E-mail.	ascduque@estgv.ipv.pt
· Other Lecturers.	Cristina Barroco (cbarroco@estgv.ipv.pt); Carla Silva (carlasilva@estgv.ipv.pt) and other colleagues from UC.

3. COURSE CONTENT

This course explores the concept of regenerative tourism, which goes beyond sustainability and contributes to creating positive impacts on tourist destinations, local communities and ecosystems. Through a multidisciplinary approach, students will look at the main theories, concepts, policies and best practices that promote tourism as a force for environmental and social regeneration. Contents include circular economy principles, biodiversity conservation, community involvement, cultural preservation and innovative business models that promote long-term resilience. Through a combination of theoretical frameworks, practical applications, and real-world case studies, students will gain the knowledge and skills needed to lead transformative tourism initiatives that benefit communities and territories.

4. LEARNING OUTCOMES

At the end of the course, students should be able to:

1. Understanding of the concepts and principles related to regenerative tourism
2. Analyzing trends and best practices regarding regenerative tourism;
3. Developing critical thinking skills to identify challenges and opportunities in tourism;
4. Promoting problem-solving skills, by proposing innovative solutions that contribute to the regeneration of tourist destinations.

5. OBJECTIVES

- Understand the concept and principles of regenerative tourism and how they differ from traditional sustainability approaches.
- Analyze global trends and best practices about regenerative tourism, that promote positive impacts on tourist destinations.

- Develop critical thinking and problem-solving skills by assessing challenges and opportunities in tourism and proposing solutions that contribute to ecological, sociocultural and economic regeneration.
- Apply regenerative tourism strategies that align with regenerative principles and ensure long-term sustainability.

6. COURSE ORGANISATION

TOPICS

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| 1. | Regenerative tourism: an introduction |
| 2. | Environmental restoration and conservation |
| 3. | Sociocultural engagement and empowerment |
| 4. | Economical resilience and development |
| 5. | Technology's role in regenerative tourism |

LEARNING RESOURCES AND TOOLS

- E-learning platforms (e.g. Moodle)
- Books and scientific articles
- Communication platforms (e.g. Microsoft Teams, Zoom, ...)
- Multimedia resources that serve as examples (videos, documentaries, podcasts, websites, social networks, etc.)

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS

- Lectures: to present the concepts and principles of regenerative tourism.
- Group work: discussion and collaborative analysis of case studies and best practices.
- Hands-on activities: practical exercises simulating challenges and opportunities associated with the tourism sector.
- Tutoring sessions: individual or small group guidance to clarify doubts and deepen knowledge.
- Self-study: research and reading pertinent books and articles.

7. ASSESSMENT METHODS, CRITERIA AND PERIOD

The course assessment includes the following parameters:

- Participation in class and completion of the proposed tasks (40%);
- Individual or group work: oral presentation and written report (60%).

Class participation includes active participation in debates and discussions in the classroom, particularly during the presentations of case studies and in the search for solutions to the problems presented.

As for the project (individual or group), students must choose a tourist destination, characterize it, identify the various impacts (positive and negative) that tourist activity has on the place and propose a strategy that includes the principles of regenerative tourism studied. The work will be assessed through a written report and an oral presentation in class.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

- Alhitmi, H.K., Rahman, E.Z. and Bayram, G.E. (2024), Regenerative Tourism – The Concept of Moving Beyond Responsible and Sustainable Tourism. Alnoor, A., Bayram, G.E., XinYing, C. and Shah, S.H.A. (Ed.) *The Role of Artificial Intelligence in Regenerative Tourism and Green Destinations (New Perspectives in Tourism and Hospitality Management)*, Emerald Publishing Limited, Leeds, pp. 33-50. <https://doi.org/10.1108/978-1-83753-746-420241003>
- Bellato, L., Frantzeskaki, N., & Nygaard, C. A. (2023). Regenerative tourism: A conceptual framework leveraging theory and practice. *Tourism Geographies*, 25(4), 1026-1046. <https://doi.org/10.1080/14616688.2022.2044376>
- Bellato, L., & Pollock, A. (2023). Regenerative tourism: A state-of-the-art review. *Tourism Geographies*, 1-10. <https://doi.org/10.1080/14616688.2023.2294366>
- Dredge, D. (2022), Regenerative tourism: transforming mindsets, systems and practices, *Journal of Tourism Futures*, Vol. 8 No. 3, pp. 269-281. <https://doi.org/10.1108/JTF-01-2022-0015>
- Paddison, B., & Hall, J. (2024). Regenerative tourism development as a response to crisis: harnessing practise-led approaches. *Tourism Geographies*, 1-18. <https://doi.org/10.1080/14616688.2024.2381071>
- Suárez-Rojas, C., Hernández, M. M. G., & León, C. J. (2023). Sustainability in whale-watching: A literature review and future research directions based on regenerative tourism. *Tourism Management Perspectives*, 47, 101120. <https://doi.org/10.1016/j.tmp.2023.101120>
- Tham, A., & Sharma, B. (2023). Regenerative tourism: Opportunities and challenges. *Journal of Responsible Tourism Management*, 3(1), 15-23. <https://doi.org/10.47263/JRTM.03-01-02>