

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
Ivan Franko National University of Lviv
Faculty of Geography
Department of Tourism

Approved

at the meeting of the Department of Tourism of
the Faculty of Geography
Ivan Franko National University of Lviv
(Protocol No. 1 dated August 27, 2025)

Head of the department  Marta Malska

Syllabus of the English-language educational discipline
“Experience Economy in Tourism”

taught within the framework of the educational program “Tourism activity”
at the second (Master's) level of higher education
for students specializing in
J3 Tourism and Recreation

Lviv 2025

Course title	Experience Economy in Tourism
Address of the course delivery	79000, Ukraine, Lviv, Doroshenko Str., 41 Faculty of Geography Ivan Franko National University of Lviv
Faculty and department to which the discipline is assigned	Faculty of Geography Department of Tourism
Field of knowledge and title of a specialty	J Transport and services J3 Tourism and recreation
Lecturer	Anna Hrytsyshyn, PhD, Associate Professor of the Department of Tourism
Contact information	E-mail: anna.hrytsyshyn@lnu.edu.ua Webpage: https://geography.lnu.edu.ua/employee/hrytsyshyn-anna 79000, Ukraine, Lviv, Doroshenko Str., 41, room 103
Consultations for the course take place	In-person: by prior arrangement, in room 103. Remote: on the corporate platform MS Teams, within the "Experience Economy in Tourism" team. Registration through email or the team chat.
Webpage of the course	https://geography.lnu.edu.ua/course/
Information about the course	The course “Experience Economy in Tourism” is an elective course in the general preparation cycle of specialty J3 Tourism and Recreation for EPP Tourism activity, at the second (Master's) level of higher education, taught in the third semester with a workload of 3 credits (ECTS).
Course abstract	The course is designed to provide participants with the necessary knowledge about the theoretical foundations of the experience economy, the relationship between needs and material production, as well as value systems and consumer loyalty, and the specifics of the transformation of competitiveness factors in the context of the development of the experience economy. The course also focuses on the practical aspects of implementing the experience economy in the tourism and hospitality industry.
The aim and tasks	The aim of studying the elective course “Experience Economy in Tourism” is to develop knowledge of the basic patterns in the field of innovation in the organisation of tourist services, working with the emotional sphere, and identifying emotional markets in the economy of impressions. Tasks are: – to familiarise students with the essence, concept and characteristics of the experience economy, its elements and structure; – to familiarise students with the general patterns of forming the concept of innovative projects and emotional markets; – to provide basic knowledge in the field of tourism business management in the experience economy. In accordance with the educational and professional programme, studying this discipline helps higher education students acquire the following competencies:

<p>Sources</p>	<p>Basic literature:</p> <ol style="list-style-type: none"> 1. Chang S. Cultural Differences Reflected in the Experience Economy // Journal of Hospitality & Tourism Research, 2020. Vol. 45(4). P. 652–671. 2. Cooper C, Hall CM. Contemporary Tourism: An International Approach // Oxford: Butterworth-Heinemann, 2018. 377 p. 3. Fyall A., Garrod B. Destination Management: A Perspective Article // Tourism Review, 2020. Vol. 75(1). P. 165-169 4. Fiore AM, Niehm L, Oh H, Jeong M, Hausafus C Experience Economy Strategies: Adding Value to Small Rural Businesses // Journal of Extension. 2019. Vol. 45, Iss. 2. P. 211-224. 5. Guidara, W. Unreasonable hospitality: The remarkable power of giving people more than they expect. Penguin, 2022. 288 p. 6. Hrytsyshyn A., Krasko A., Bilous S. The Experience Economy: A Modern Trend in the Hospitality and Tourism Industry // Hospitality and tourism of the future: scientific and practical horizons: a collection of abstracts of reports of the 2nd international scientific and practical conference (May 17-18, 2023). Kyiv: NUBiP of Ukraine. 2023. P. 23-26. 7. Kim JH, Ritchie JRB, McCormick B. Development of a scale to measure memorable tourism experiences // Journal of Travel Research. 2021. Vol. 51, Iss. 1. P. 12–25. 8. Pine B. J. Exploring the future of the “Experience Economy.” Strategy and Leadership, 2022. https://doi.org/10.1108/SL-10-2022-0101 9. Pine J., Gilmore J. The experience economy: Work is theatre, every business a stage // Boston: Harvard Business School Press, 1999. 272 p. 10. Stamboulis Y., Skayannis P. Innovation strategies and technology for experience-based tourism // Tourism Management. 2020. Vol. 24. P. 35–43. <p>Additional literature:</p> <ol style="list-style-type: none"> 1. Ali F., Hussain K., Ragavan N. A. Memorable customer experience: Examining the Effects of Customers’ Experience on Memories and Loyalty in Malaysian Resort Hotels // Procedia-Social and Behavioral Sciences, 2014. Vol. 144. P. 273-279. 2. Chang A. Y. P., Hung K. P. Development and Validation of a Tourist Experience Scale for Cultural and Creative Industries Parks // Journal of Destination Marketing & Management, 2021. Vol. 20. P. 1- 12. 3. Garrod B., Dowell D. Experiential Marketing of an Underground Tourist Attraction // Tourism and Hospitality, 2020. Vol. 1. P. 1-19. 4. Howison S., Higgins-Desbiolles F., Sun Z. Storytelling in tourism: Chinese visitors and Māori hosts in New Zealand // Anatolia, 2017. Vol. 28 No. 3, pp. 327-37. 5. Juliana J., Sihombing S. O., Antonio F. What Drives Memorable Rural Tourism Experience: Evidence from Indonesian Travelers // International Journal of Sustainable Development and Planning, 2022. Vol. 17(8). P. 2401–2411.

	<p>6. Lin H., Zhang M., Gursoy D., Fu X. Impact of Tourist-to-Tourist Interaction on Tourism Experience: The Mediating Role of Cohesion and Intimacy// Annals of Tourism Research, 2019. Vol. 76. P. 153- 167.</p> <p>7. Sharma P., Nayak J. K. Testing The Role of Tourists’ Emotional Experiences in Predicting Destination Image, Satisfaction, and Behavioral Intentions: A Case of Wellness Tourism // Tourism Management Perspectives, 2018. Vol. 28. P. 41–52.</p>
Course duration	Full-time programme: Total duration 90 hours, including: 16 hours of classroom lessons: 8 hours of lectures and 8 hours of seminars/practical lessons, and 74 hours of independent work: of which: 34 hours – preparation for lectures and practical classes and working on tasks for independent research, 40 hours of completing individual assignments.
Expected outcomes	<p>Upon completion of this course, students should</p> <p>know: the conceptual framework and key characteristics of the experience economy;</p> <p>be able to: analyse the application of the concept of the experience economy in the hospitality and tourism industry.</p> <p>Studying the course “Experience Economy in Tourism” contributes to the development of soft skills such as critical thinking, professional self-presentation, forming and defending one's own opinion, and the ability to conduct a discussion.</p>
Key words	Experience economy, commoditization, personalisation, memorability, storytelling, interactivity, tourism industry, hospitality
Course format	<p>Full-time.</p> <p>Full-time (day) education involves constant personal contact between academic staff and students, ensuring the acquisition of in-depth systematic knowledge and lasting skills. Full-time students are required to attend classes according to the timetable and complete assignments in a timely manner in accordance with the work programme.</p>
	Conducting lectures, consultations and practical seminars for a better understanding of the course topics.
Topics	<p>Topic 1. Introduction to the experience economy (TEE).</p> <p>Topic 2. Marketing and managing the customer experience.</p> <p>Topic 3. The visitor economy: tourism and destination marketing.</p> <p>Topic 4. Technologies and digital storytelling in TEE.</p> <p>Topic 5. Innovations in the experience sector.</p> <p>Topic 6. The experience economy in the hospitality and tourism industry.</p> <p>The expanded content of the topics is presented below in tabular form COURSE SCHEME “EXPERIENCE ECONOMY IN TOURISM” **</p>
Final evaluation	Credit at the end of the semester
Prerequisites	To study the course, students must be proficient in English and have a basic knowledge of humanities, economic theory, and organisational management sufficient to comprehend the conceptual framework and understand the processes of the economy of impressions.
Teaching methods and techniques that	<p>Lectures, practical classes and seminars are structured in the form of dialogue with higher education students.</p> <p>Lectures:</p>

<p>will be used during the course</p>	<ul style="list-style-type: none"> - lectures using multimedia resources; - explanations and examples from the activities of tourism market participants; - discussions, conversations, illustrations, demonstrations. <p>Seminars:</p> <ul style="list-style-type: none"> - report, response, discussion; - presentation of research results using multimedia equipment. <p>In consultation with students and university management, it is possible to attend conferences and other events to gain practical experience with service market tools.</p>
<p>Required equipment</p>	<p>Students should have relatively modern computers and internet connections, including access to the university's corporate cloud services such as MS Office 365.</p>
<p>Assessment criteria</p>	<p>Assessment is carried out on a 100-point scale. Points are awarded according to the following ratio:</p> <ul style="list-style-type: none"> • practical classes/seminars: 30% of the semester grade; maximum number of points – 30; • individual research assignment: 30% of the semester grade; maximum number of points – 30; • control measurements (modules): 40% of the semester grade; maximum number of points – 40; • credit: based on the results of the semester. <p>Total maximum number of points – 100.</p> <p>Written assignments: applicants will independently complete several types of written work, including practical work. Applicants' work is individual, based on their own research. All literary and information sources used must be provided with appropriate references. Evidence of academic misconduct in an applicant's written work is grounds for its rejection by the teacher, regardless of the extent of plagiarism or deception.</p> <p>Academic integrity: Students' work is expected to be their original research or reasoning. Failure to cite sources, fabrication of sources, plagiarism, and interference in the work of other students are examples of possible academic misconduct, but are not limited to these. Evidence of academic misconduct in a student's written work is grounds for the teacher to fail the work, regardless of the extent of plagiarism or cheating.</p> <p>Attendance is an important part of the learning process. Applicants are required to attend all lectures and practical classes. Applicants must inform the teacher if they are unable to attend a class. In any case, applicants are required to meet all deadlines set for the completion of all types of written work required by the course.</p> <p>Literature: Educational materials, including software and literature, will be provided to students exclusively for educational purposes without the right to transfer them to third parties. In addition to the materials provided, students are encouraged to use other materials and sources.</p> <p>Grading Policy: Points are awarded for the completion of practical work, the writing of content modules taking into account questions from the applicant's independent work, INDs and additional points. At the same time, the following are taken into account: attendance at classes, activity during practical and lecture classes; inadmissibility of absences and tardiness; use of mobile phones, tablets or other mobile devices during class for purposes not</p>

	<p>related to learning; cheating and plagiarism; late completion of assigned tasks, etc.</p> <p><i>Any forms of academic misconduct are tolerated.</i></p>
<p>Questions for self-control</p>	<ol style="list-style-type: none"> 1. What is driving the emergence of the experience economy (TEE)? 2. What distinguishes the approach to management in services from that in manufacturing? 3. What happened to manufacturing jobs after the 19th century? 4. List the stages of the progression of economic values. 5. What is value added? How does value added apply to TEE? 6. Why is memory important for TEE? 7. Give an example of the use of experience to market other products. 8. How important is the travel and tourism industry to TEE? 9. What has happened to average working hours over the last two centuries? 10. What is commoditization? 11. What are some of the major forces causing commoditization today? 12. Why is an experience different from the other kinds of products and services normally found in the marketplace? 13. In TEE, what is the relation of time to value added? 14. Explain the progression of economic value. 15. The characteristics of experiences. 16. Describe the realms of experience. 17. Describe two axes of the realms of experience. 18. Describe the importance of theatre for TEE. 19. What are the 10 principles of experience design? 20. Give the examples of TEE in tourism industry. 21. How has the shift from a goods-based economy to a service-based economy led to the rise of TEE? 22. What are some key historical milestones that have contributed to the development of TEE? 23. What role does technology play in enhancing customer experiences in TEE? 24. How can emerging technologies, such as virtual reality (VR) and augmented reality (AR), be leveraged to create immersive experiences? 25. How does TEE influence consumer expectations and behaviour? 26. What psychological and emotional factors are important in designing effective customer experiences? 27. How can businesses create memorable experiences for their customers? Provide specific strategies or tactics. 28. Discuss the role of personalization in TEE. How does it impact customer satisfaction and loyalty? 29. What is experience staging? Give examples. 30. Challenges and future directions of the experience economy.
<p>A course quality evaluation questionnaire</p>	<p>At the end of the course, an anonymous course quality evaluation questionnaire will be provided</p>

Assessment criteria

1. Preparation for a seminar, presentation on seminar topics, participation in discussions, work in small groups during seminars – maximum 5 points per seminar.

5 points – the student has mastered the course material in its entirety, independently and fluently presents it during oral presentations and written responses, deeply and comprehensively reveals the content of theoretical questions and practical tasks, studies and applies the required and additional literature recommended for the topic of the class, answers questions related to independent work on the topic, demonstrates high results in completing independent work on the topic;

4 points – the student has a sufficiently complete command of the educational material, presents it reasonably during oral presentations and written answers, mainly reveals the content of theoretical questions, practical tasks, and independent work tasks, using the required literature and some of the recommended additional information sources on the topic. When presenting some issues, the student lacks sufficient depth and argumentation, and makes some minor inaccuracies and insignificant mistakes.

3 points – the student generally masters the educational material on the topic, presents its main content during oral presentations and written answers, demonstrates their understanding and ability to apply it, but without in-depth comprehensive analysis, justification and argumentation, without using the necessary literature and open information sources, while making some significant inaccuracies and mistakes; demonstrates superficial work on independent tasks, focusing only on their formal completion without delving into the issues of the research question.

2 points – the student has a partial command of the educational material; presents it in a fragmentary, superficial manner (without argumentation and justification) during oral or written answers, superficially and insufficiently reveals the content of theoretical questions and practical tasks, while allowing for significant inaccuracies; demonstrates partial and superficial work on the independent assignment on the topic, is confused in the argumentation of conclusions; does not master the content of the information sources recommended for study within the topic; gives partial and incomplete answers to clarifying questions on the topic;

1 point – the student has a very superficial and fragmentary understanding of the educational material (cannot provide and formulate arguments and justifications, only partially understands the categorical apparatus used in the topic), when revealing the content of theoretical questions and practical tasks, is limited to a very superficial and partial disclosure, allows frequent and significant inaccuracies and errors, which they are unable to comprehend and correct on their own based on clarifying questions from the teacher or fellow students; demonstrates very partial and superficial work on the independent assignment on the topic, gets confused and makes significant mistakes when arguing conclusions; does not answer clarifying questions on the topic;

0 points – the student does not master the material on the topic.

2. Completion of an individual research assignment by students on an agreed topic (maximum score — 30 points).

30 points — the individual research assignment has been completed and defended according to the schedule, with explanations and conclusions, and in full;

20-29 points – the individual research task has been defended, but completed partially, with a violation of deadlines or requirements;

10-19 points – the individual research task has not been defended and has been completed partially, with a violation of deadlines or requirements;

0 points – the individual research task has not been completed.

3. Written survey of students on the content module of the course (one content module, maximum score — 40 points for 20 questions). The written survey involves answering closed (choose one answer from four options) and open test questions with one correct answer. Test questions – maximum 2 point per answer to one question.

Example of the distribution of points that students receive for the credit

Ongoing testing and independent work							Total
T1	T2	T3	T4	T5	T6	INDRA	Module
5	5	5	5	5	5	30	40
							100

T1, T2, T3 ...T6 - topics of seminars.

INDRA – individual research assignment.

Module – final module assessment.

Students may be credited for individual topics and types of assignments based on the learning outcomes obtained in non-formal and informal education, in accordance with the procedure set out in the ‘Procedure for the recognition of learning outcomes obtained in non-formal and informal education at Ivan Franko National University of Lviv’. <https://lnu.edu.ua/wp-content/uploads/2024/05/Novaredaktsiia-polozhennia-pro-neformalnu-ta-informalnu-osvitu.pdf>

Grading scale: HEI, national and ECTS

ECTS assessment	Assessment in points	Assessment on the national scale	
		Credit	
A	90-100	Excellent	Passed
B	81-89	Good	
C	71-80	Satisfactory	
D	61-70		
E	51-60		
FX	21-50	Unsatisfactory with the possibility of retaking the course	Not passed
F	0-20	Unsatisfactory with mandatory retake of the course	Not passed

Regulations on the control and evaluation of academic achievements of higher education applicants of the Ivan Franko National University of Lviv, 2020. URL: https://www.lnu.edu.ua/wp-content/uploads/2020/03/reg_education-results.pdf

**** COURSE SCHEME «EXPERIENCE ECONOMY IN TOURISM»**

Week / date / time	Topic, plan, brief summary	Form of activity	Literature	Assignment, hours (full-time)	Deadline
According to the schedule	Topic 1. Introduction to the experience economy (TEE). Economic phases overview. Four realms of experience. Experience staging.	Lecture, discussion	Basic literature: 1. Chang S. Cultural Differences Reflected in the Experience Economy // Journal of Hospitality & Tourism Research, 2020. Vol. 45(4). P. 652–671.	<i>2 hours</i>	
According to the schedule	Introduction to the experience economy (TEE)	Seminar	2. Cooper C, Hall CM. Contemporary Tourism: An International Approach // Oxford: Butterworth-Heinemann, 2018. 377 p. 3. Fyall A., Garrod B. Destination Management: A Perspective Article // Tourism Review, 2020. Vol. 75(1). P. 165-169	1. Prepare questions on the topic 2. Study Topic 1 Vocabulary <i>2 hours</i>	Until the next class
According to the schedule	Topic 2. Marketing and managing the customer experience. Customer experience and its components. Customer experience mapping. Customer emotions and expectations.	Lecture, discussion	4. Fiore AM, Niehm L, Oh H, Jeong M, Hausafus C Experience Economy Strategies: Adding Value to Small Rural Businesses // Journal of Extension. 2019. Vol. 45, Iss. 2. P. 211-224. 5. Guidara, W. Unreasonable hospitality: The remarkable power of giving people more than they expect. Penguin, 2022. 288 p.	<i>1 hour</i>	
According to the schedule	Marketing and managing the customer experience	Seminar	6. Hrytsyshyn A., Krasko A., Bilous S. The Experience Economy: A Modern Trend in the Hospitality and Tourism Industry // Hospitality and tourism of the future: scientific and practical horizons: a collection of abstracts of reports of the 2nd international scientific and practical conference (May 17-18, 2023). Kyiv: NUBiP of Ukraine. 2023. P. 23-26. 7. Kim JH, Ritchie JRB, McCormick B. Development of a scale to measure memorable tourism experiences // Journal	1. Prepare questions on the topic 2. Study Topic 2 Vocabulary <i>1 hour</i>	Until the next class
According to the schedule	Topic 3. The visitor economy: tourism and destination marketing. Visitor economy and its significance. Components of the visitor economy. Principles of destination marketing. Marketing techniques.	Lecture, discussion		<i>1 hour</i>	

According to the schedule	The visitor economy: tourism and destination marketing.	Seminar	of Travel Research. 2021. Vol. 51, Iss. 1. P. 12–25. 8. Pine B. J. Exploring the future of the “Experience Economy.” Strategy and Leadership, 2022. https://doi.org/10.1108/SL-10-2022-0101 9. Pine J., Gilmore J. The experience economy: Work is theatre, every business a stage // Boston: Harvard Business School Press, 1999. 272 p. 10. Stamboulis Y., Skayannis P. Innovation strategies and technology for experience-based tourism // Tourism Management. 2020. Vol. 24. P. 35–43.	1. Prepare questions on the topic 2. Study Topic 3 Vocabulary <i>1 hour</i>	Until the next class
According to the schedule	Topic 4. Technologies and digital storytelling in TEE. Technologies enhancing the experience economy (VR, AR, Mobile Technology and Apps, AI and Machine Learning, Internet of Things (IoT). Storytelling Platforms and Tools. Integrating Technologies and Digital Storytelling	Lecture, discussion	Additional literature: 1. Ali F., Hussain K., Ragavan N. A. Memorable customer experience: Examining the Effects of Customers’ Experience on Memories and Loyalty in Malaysian Resort Hotels // Procedia-Social and Behavioral Sciences, 2014. Vol. 144. P. 273-279. 2. Chang A. Y. P., Hung K. P. Development and Validation of a Tourist Experience Scale for Cultural and Creative Industries Parks // Journal of Destination Marketing & Management, 2021. Vol. 20. P. 1- 12. 3. Garrod B., Dowell D. Experiential Marketing of an Underground Tourist Attraction // Tourism and Hospitality, 2020. Vol. 1. P. 1-19. 4. Howison S., Higgins-Desbiolles F., Sun Z. Storytelling in tourism: Chinese visitors and Māori hosts in New Zealand // Anatolia, 2017. Vol. 28 No. 3, pp. 327-37. 5. Juliana J., Sihombing S. O., Antonio F. (2022). What Drives Memorable Rural Tourism Experience: Evidence from Indonesian Travelers // International Journal of Sustainable Development and Planning, 2022. Vol. 17(8). P. 2401–2411. 6. Lin H., Zhang M., Gursoy D., Fu X. Impact of Tourist-to-Tourist Interaction on Tourism Experience: The Mediating	<i>1 hour</i>	
According to the schedule	Technologies and digital storytelling in TEE	Seminar	Experience on Memories and Loyalty in Malaysian Resort Hotels // Procedia-Social and Behavioral Sciences, 2014. Vol. 144. P. 273-279. 2. Chang A. Y. P., Hung K. P. Development and Validation of a Tourist Experience Scale for Cultural and Creative Industries Parks // Journal of Destination Marketing & Management, 2021. Vol. 20. P. 1- 12. 3. Garrod B., Dowell D. Experiential Marketing of an Underground Tourist Attraction // Tourism and Hospitality, 2020. Vol. 1. P. 1-19. 4. Howison S., Higgins-Desbiolles F., Sun Z. Storytelling in tourism: Chinese visitors and Māori hosts in New Zealand // Anatolia, 2017. Vol. 28 No. 3, pp. 327-37. 5. Juliana J., Sihombing S. O., Antonio F. (2022). What Drives Memorable Rural Tourism Experience: Evidence from Indonesian Travelers // International Journal of Sustainable Development and Planning, 2022. Vol. 17(8). P. 2401–2411. 6. Lin H., Zhang M., Gursoy D., Fu X. Impact of Tourist-to-Tourist Interaction on Tourism Experience: The Mediating	1. Prepare questions on the topic 2. Study Topic 4 Vocabulary <i>1 hour</i>	Until the next class
According to the schedule	Topic 5. Innovations in the experience sector. Innovative business models. Creative and experiential approaches. Challenges and future directions.	Lecture, discussion	4. Howison S., Higgins-Desbiolles F., Sun Z. Storytelling in tourism: Chinese visitors and Māori hosts in New Zealand // Anatolia, 2017. Vol. 28 No. 3, pp. 327-37. 5. Juliana J., Sihombing S. O., Antonio F. (2022). What Drives Memorable Rural Tourism Experience: Evidence from Indonesian Travelers // International Journal of Sustainable Development and Planning, 2022. Vol. 17(8). P. 2401–2411. 6. Lin H., Zhang M., Gursoy D., Fu X. Impact of Tourist-to-Tourist Interaction on Tourism Experience: The Mediating	<i>1 hour</i>	
According to the schedule	Innovations in the experience sector	Seminar	4. Howison S., Higgins-Desbiolles F., Sun Z. Storytelling in tourism: Chinese visitors and Māori hosts in New Zealand // Anatolia, 2017. Vol. 28 No. 3, pp. 327-37. 5. Juliana J., Sihombing S. O., Antonio F. (2022). What Drives Memorable Rural Tourism Experience: Evidence from Indonesian Travelers // International Journal of Sustainable Development and Planning, 2022. Vol. 17(8). P. 2401–2411. 6. Lin H., Zhang M., Gursoy D., Fu X. Impact of Tourist-to-Tourist Interaction on Tourism Experience: The Mediating	1. Prepare questions on the topic 2. Study Topic 5 Vocabulary <i>1 hour</i>	Until the next class
According to the schedule	Topic 6. The experience economy in the hospitality and tourism industry. The experience economy and its relevance to the hospitality and tourism industry. Experience design in hotels and	Lecture, discussion	6. Lin H., Zhang M., Gursoy D., Fu X. Impact of Tourist-to-Tourist Interaction on Tourism Experience: The Mediating	<i>2 hours</i>	

	resorts. Experience design in tour operators and travel agencies. Creating memorable dining experiences.		Role of Cohesion and Intimacy// Annals of Tourism Research, 2019. Vol. 76. P. 153- 167. 7. Sharma P., Nayak J. K. Testing The Role of Tourists' Emotional Experiences in Predicting Destination Image, Satisfaction, and Behavioral Intentions: A Case of Wellness Tourism // Tourism Management Perspectives, 2018. Vol. 28. P. 41–52.		
According to the schedule	The experience economy in the hospitality and tourism industry	Seminar		1. Prepare questions on the topic 2. Study Topic 6 Vocabulary <i>2 hours</i>	Until the next class
	Individual research assignment	Research task		<i>40 hours</i>	Completed throughout the course (weeks 1-7). Presentation: weeks 6-8.