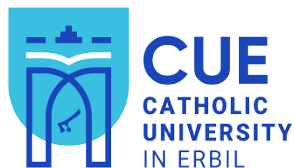


InduTwin

Language Team Task

2026



Tourism De-growth vs. Economic Dependency: Should Global Destinations impose hard tourism quotas?

- The international team task includes self-study of eLearning material, individual assignments and self-managed intercultural virtual teamwork
- Main assignments are
 - Semantic field & Graphic Map/Circular Flow Map
 - Text essay about intercultural experience
 - Video Debate: student team panel discussion
- The students will be grouped into mixed international teams of 5 members each
- Students are required to write and speak actively in English as well as to evaluate the work of other teams
- Course material is at English level B2 (CEFR)
- Expected student workload: 20 hours
- Depending on their grades, students can receive a certificate of successful participation (above 70%)

Topic:

Tourism De-growth vs. Economic Dependency: Should Global Destinations impose hard tourism quotas?

As international tourism continues to surge, famous cultural sites and fragile natural areas are under increasing pressure. This raises the question of whether popular destinations should limit the number of foreign visitors each year.

Supporters believe that visitor limits could protect the environment, reduce rising housing costs and cost of living for local residents, and prevent local people from being pushed out of their communities. However, many regions in Southern Europe, Small Island Developing States, and countries such as the Philippines and Indonesia depend heavily on tourism for jobs, tax income, and economic development.

Students will explore the difficult balance between protecting local communities and the environment, while also supporting the people and economies that rely on tourism.

Tourism De-growth vs. Economic Dependency: Should Global Destinations impose hard tourism quotas?

- I. In case of questions and doubts please reach out to gerrida.vorster@fh-dortmund.de
- II. **Follow instructions in your email to access Ilias, the LMS at FH Dortmund. In addition, register at <http://indutwin.de/registration> before 9 October, 2026.**
- III. **In ILIAS section “0 Finalize registration process” confirm your email by 9 October, 2026.**
- IV. Only if you perform the previous steps, will you be assigned to a virtual student team and can participate in the team task. We require these initial steps in order to make sure that all registered students will actively take part in the teamwork. Failure to register by the deadline will result in exclusion from the task. Due to the high number of participants, no exceptions can be made.
- V. **Check the links and files in the ILIAS section “1 Get familiar with the topic”.**
- VI. You will be informed about your team grouping 1-2 days after the registration deadline (10-12 October 2026). Please reach out to your teammates immediately, exchange email addresses, WhatsApp/WeChat numbers etc. You can also send an email to each course member in the “Members” section. Arrange a videoconference meeting as soon as possible. Get to know each other, align on working modes and working hours as well as define a time schedule. **Each teammate needs to submit the same “Team Charter and Work Agreement” by 18 October, 2026 in ILIAS section “2 Connect to teammates” (10%).**
- VII. Produce a semantic field to learn the relevant vocabulary about *Tourism De-growth vs. Economic Dependency: Should Global Destinations impose hard tourism quotas?* Check the ILIAS section “3 Create semantic field” for examples of semantic fields. **Submit your individual semantic field and graphic map by 8 November, 2026, in the ILIAS section “3 Create Semantic field & Graphic Map” (10%).**
- VIII. Write text of 400-500 words. Answer the following questions and give concrete examples:
 - Describe your team. What are the individual working habits?
 - How did the collaboration work? What intercultural challenges did you face?
 - Focus on intercultural differences and similarities. What have you learned? What would you do differently the next time? Which best-practice suggestions can you give?
 - Discuss your impressions with your group and document the different points of view in your text.

Submit your individual text by 8 November, 2026 in the ILIAS section “4 Write about intercultural experiences” (20%).

The evaluation rubric can be found in the same ILIAS section.

After the submission deadline, you will receive some texts and videos of other students.

Submit your peer review by 15 November, 2026 in section “6 Perform peer review” (10%).

- IX. From all the pieces of information you gathered through the articles, videos and your own research, conduct a role-play and discuss *Tourism De-growth vs. Economic Dependency: Should Global Destinations impose hard tourism quotas?* from different perspectives. The role-play is designed for 5 or 6 students. If you have less (active) students in the team, conduct the role-play with 2, 3, or 4 participants. If you end up only with you alone being active, please reach out to your lecturers or the administrators of this course. The setting is a discussion with different stakeholders (+-15 minutes) not 5 monologues.

- Prepare your role; write down all arguments that support the opinion/position of your role. Try to anticipate the other's arguments and plan how you are going to react. But do not read off nor rehearse a screenplay individually or as a group! The discussion should be unprompted, free speech.
- Agree on a time of your meeting (e.g. doodle scheduling) and meet via web conferencing.

Record a video of **+/- 15 minutes** using Zoom, Teams or any other video tools you would like.

Roles will be pre-assigned and announced together with the team grouping:

1. *Local Resident / Housing Advocate*
2. *Minister of Tourism and Economic Development*
3. *Environmental Expert*
4. *Small Business Owner in the Tourism Industry*
5. *Travel Industry Representative / Accessible Tourism Advocate*

Use name tags or a proper introduction to make sure who has which role in the discussion. You don't have to show your real names (but it is usually easier for the assessment).

Store the recorded video file in a cloud folder (using YouTube Private Link, Sciebo, Google Drive etc.) Please make sure to make the link public so that anyone with the link can access it. Dropbox links tend to be problematic. **Each teammate needs to submit the link to the same video file by 8 November, 2026 in the ILIAS section "5 Record a video discussion" (40%).**

You will only submit text to ILIAS.

Please specify

- A valid link to the location where the video file is stored
- **Please ensure the video link is public and accessible. If we cannot access your video, it will result in a 0**
- Who is who in the video
- If everyone in your team agrees, write the real names and corresponding roles of all team members. This would make it easier for the reviewers to perform the assessment and for the lecturer to collect all results, but it is not needed, if you don't want to.

The evaluation rubric can be found on ILIAS.

After the submission deadline, you will receive the submissions of other teams.

Based on the rubric provided submit your individual peer evaluations by 15 November, 2026 in section "6 Perform peer review" (10%).

- The peer review is individual work, done by each student separately.
- You will grade each role of the other team individually.
- If a role does not appear in the video, leave the grading blank or mark 1 star.
- The grading is anonymous. Each student can see the grading, but not who gave the grading.
- The median of the student votes is the default grading. However, the lecturers are responsible for the final grade.
- You have to provide marks for all criteria and give a decent amount of valuable constructive feedback. However, you don't have to write novels. Just try to help the other team.
- **IMPORTANT: If you do not submit a video/essay on time, you will also miss the opportunity to peer review other students' work. It is essential that you submit your work BEFORE the deadline.**

Video Debate Roles:

Role 1: Local Resident / Housing Advocate

Pro: Limits on tourists could reduce the number of short-term holiday rentals. This might lower housing costs, reduce overcrowding, and help protect local workers who can't afford to live in their own cities.

Con: Fewer tourists could lead to less income for small shops, restaurants, and local workers. Many individuals might lose their jobs without other work available.

Role 2: Minister of Tourism and Economic Development

Pro: Quotas could protect important cultural and natural sites for the future. They could also encourage fewer visitors who spend more money and cause less damage.

Con: Fewer tourists could reduce national income, taxes, and foreign currency. It could also threaten jobs and investment in transport, hotels, and other services.

Role 3: Environmental Expert

Pro: A strict limit on visitors could protect wildlife, coral reefs, and natural areas. It could also reduce pollution and the use of limited water and energy resources.

Con: Many conservation projects depend on money from tourism. If visitor numbers fall, there may be less money for national parks, anti-poaching teams, and marine protection.

Role 4: Small Business Owner in the Tourism Industry

Pro: Quotas could reduce overcrowding and make tourism more stable. They might also encourage better-quality tourism and improve working conditions for local employees.

Con: Small businesses often need many tourists during the busy season to survive. Quotas could reduce their income and harm local workers, drivers, and family businesses. Local residents often resort to online shopping which means that tourist spending is a lifeline for local residents.

Role 5: Travel Industry Representative / Accessible Tourism Advocate

Pro: Managing the number of visitors could reduce crowds and improve the tourist experience. It could encourage visitors to stay longer and travel more responsibly.

Con: Quotas could make travel more expensive and available mainly to wealthy people. This could limit cultural exchange and make popular destinations less accessible to ordinary travelers.