Introduction

In the contemporary globalized and digitally interconnected world, the realm of agritourism finds itself at the nexus of conventional agricultural practices and contemporary tourism strategies (Mutipforo et al., 2024). The tourism and hospitality sectors have emerged as pivotal drivers of employment creation and economic growth at the local, regional, and national levels (Vlassi et al., 2023a). As rural destinations increasingly attract tourists seeking authentic and sustainable experiences, digital tools such as websites and social media have become indispensable for agritourism businesses to achieve visibility, communicate their value propositions, and expand their reach globally (Muwani et al., 2024; Król, 2019). Effective online presence allows agritourism enterprises to promote local culture, heritage, and eco-friendly practices while tapping into international markets (Fanelli, 2022).

Websites serve as the virtual storefronts of agritourism businesses, providing essential information, showcasing offerings, and facilitating bookings (Król, 2019; Platania, 2014). Social media platforms, on the other hand, create interactive spaces where businesses can engage directly with potential customers, share visual storytelling, and build online communities (Katsande et al., 2024; Tshuma et al., 2024; Hardesty, 2011). Leveraging these tools enhances brand recognition and fosters trust, enabling small agritourism businesses to compete in a highly competitive tourism sector. For entrepreneurs in this domain, the ability to manage websites and social media pages effectively can mean the difference between remaining a local attraction and becoming a global destination.

Given the critical role of digital tools in agritourism, it is imperative to equip future entrepreneurs with the knowledge and skills necessary to navigate and harness these technologies (Lalisan et al., 2024). Business and tourism education programs must evolve to integrate practical training methods that simulate real-world challenges. Simulation-based learning offers a dynamic and interactive approach, allowing students to design, develop, and manage digital tools within a controlled, risk-free environment (Sheikh et al., 2023). This pedagogical method fosters experiential learning, enabling students to experiment with strategies, analyze outcomes, and refine their approaches before applying them in professional contexts.

Simulation activities specifically tailored for agritourism entrepreneurship courses can prepare students to tackle the unique demands of the sector. These activities should mirror actual industry scenarios, providing learners with opportunities to create and manage websites, plan social media campaigns, and optimize online content for search engines. In doing so, students develop critical thinking, creativity, and problem-solving skills that are essential for entrepreneurial success.

This chapter explores the role of websites and social media pages as strategic tools for agritourism businesses and underscores the importance of integrating simulation-based learning in entrepreneurship education. It provides practical frameworks and methodologies for implementing such activities in agritourism courses, ensuring that students graduate with both theoretical knowledge and hands-on expertise. By bridging the gap between theory and practice, this approach empowers future agritourism entrepreneurs to leverage digital tools effectively and achieve sustainable growth in a competitive global market.