



Postgraduate Studies Programme

Tourism Destination and Business Management

COURSE OUTLINES
2023 - 2024



UNIVERSITY OF PATRAS
SCHOOL OF ECONOMICS & BUSINESS ADMINISTRATION
DEPARTMENT OF TOURISM MANAGEMENT

Contents

DMG_101. Tourism Economics and Business.....	2
DMG_102. Travel Organizations and Hospitality Businesses Management.....	5
DMG_103. Marketing of Tourism Enterprises and Organizations.....	8
DMG_104. Quantitative Methods and Data Analysis.....	11
DMG_105. Sociology - Anthropology of Tourism.....	14
DMG_106. Research Methodologies in Tourism.....	18
DMG_107. Sustainable Destination Management and Regional Development.....	21
DMG_108. Event Management.....	24
DMG_109. Experience Management in Tourism and Businesses.....	27
DMG_110. Crisis Management in Tourism Businesses and Organizations.....	30
DMG_111. Digital Marketing	33
DMG_112. Leadership, Human Resources Management and Innovation.....	37
DMG_113. Consumer Behavior and Branding Management for Destinations and Tourism Businesses	40
DMG_114. Special and Alternative Forms of Tourism.....	44
DMG_115. Tourism Demand Forecasting Methods.....	47
DMG_116. Destination Management and Finance	50
DMG_117. Digital Transformation and Intelligent Tourism Systems	53
DMG_118. Preparation of Diploma Thesis.....	57

Semester A

DMG_101. Tourism Economics and Business

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_101	SEMESTER OF STUDIES	A
COURSE TITLE	TOURISM ECONOMICS AND BUSINESS		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to provide postgraduate students with an in-depth understanding of the economic principles and business strategies governing the tourism industry. This course explores the complex relationship between tourism economics and business operations, providing students with the tools and knowledge needed to analyze, predict and influence the dynamics of production and consumption in the tourism sector. Upon completion of the course, students will be able to:

- critically integrate and develop the fundamental knowledge from undergraduate studies to systematically analyse and enhance the economic performance of firms and organisations across a wide range of tourism sectors,
- evaluate and apply complex knowledge to formulate and implement effective policies and strategic objectives for tourism enterprises and destinations,
- critically discern, develop and formulate strategies for coherent and innovative activities aimed at enhancing economic efficiency in the tourism industry,

- carry out in-depth analyses of both the immediate and the wider economic environment affecting the tourism industry, using advanced analytical techniques to forecast trends and adapt business strategies accordingly.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment

Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
X	Adapting to new situations
X	Decision-making
	Working independently
X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
X	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism
	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

Production and consumption module

Analysis of demand and forecasting, particular aspects of tourism demand, determinants of tourism demand, production decisions, the context of tourism production, analysis of cost elements, determinants of supply, structure of tourism supply.

Market analysis module

Competition analysis, market structure, competition in the tourism market, structural elements of tourism competition.

Firm Analysis and Decision-Making Module

Production function of the firm with an emphasis on its tourist reflection, profitability and optimization of result, structure of the firm and new understandings of the nature and structure of the business, uncertainty and acquisition of information, games, negotiation and competitive offer, specificities of the tourism business, context of the strategic decisions.

Public Sector and Tourism Policy Section

Necessary public financial data: Public regulations, interventions and institutions, macroeconomic policy, the bundle of public policies as the tourism phenomenon runs, economic effects of tourism on growth and development.

International economic framework module

International trade and development, financial and capital flows, foreign investments, international tourist flows and geostrategic realignments.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face
	X	Distance learning (synchronous)
	X	Distance learning (asynchronous)
		Others:

USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures	39	
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography	20	
		Project		
		Essay writing	30	
		Private study	61	
		Final Exam		
		Total number of hours for the Course (25 hours of work-load per ECTS credit)		150
STUDENT ASSESMENT <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		Developing questions		
		Multiple choice questionnaires	X	40%
		Mid-term exam		
		Problem solving		
		Laboratory work		
		Written work, essay/ report	X	30%
		Public presentation	X	30%
		Oral examination		
		Others:		

5. RECOMMENDED LITERATURE

BOOKS

- Brickley, J., Smith, C., and Zimmerman J. (2021). Managerial Economics and Organizational Architecture, 5th Edition, McGraw-Hill
- Krugman P., Wells R. (2021) Essentials of economics, Επιμέλεια: Ζουμπουλίδης Β., Καφούσιος Δ., Κώντσας Σ., Παπαπετρόπουλος Π., Gutenberg
- Norbert, V. (2019). Τα οικονομικά των τουριστικών προορισμών, Επιμέλεια: Αγιομυργιανάκης Γ., Gutenberg
- Perloff M. J., Brander A. J. (2018). Διοικητική Οικονομική και Στρατηγική των Επιχειρήσεων, Broken Hill
- Βαρβαρέσος Σ. (2013). Οικονομική Τουρισμού, Προπομπός
- Peypoch, N., Botti, L., Solonandrasana, B. (2013). Economie du Tourisme, DUNOD
- Tisdell, C.A. (Ed.) (2013). Handbook of Tourism Economics - Analysis, New Applications and Case Studies, World Scientific
- Dominick S. (2012), Επιχειρησιακή Οικονομική στο Διεθνές Οικονομικό Περιβάλλον, Επιμέλεια: Πέκκα-Οικονόμου Β., Gutenberg
- Samuelson W. F., Marks S. G. (2012) Managerial Economics, 7th Edition, John Wiley & Sons, Inc.
- Λαγός Δ. (2005), Τουριστική οικονομική, Κριτική.
- Jones, T. (2004). Business Economics and Managerial Decision Making, Wiley
- Manchester School of Management, UMIST, John Wiley & Sons Ltd

JOURNALS

Tourism Economics
 Tourism Geographies
 Tourism Analysis: An Interdisciplinary Tourism & Hospitality Journal
 Local Economy: The Journal of the Local Economy Policy Unit
 ESPACES, revue du tourisme, de la culture et des loisirs

DMG_102. Travel Organizations and Hospitality Businesses Management

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_102	SEMESTER OF STUDIES	A
COURSE TITLE	TRAVEL ORGANIZATIONS AND HOSPITALITY BUSINESSES MANAGEMENT		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
LECTURES		3	
TOTAL		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to convey the importance of travel organizations and travel agencies for the tourism industry, as well as their relationship with other tourism sectors. The importance of traditional and of digital distribution channels of tourism products and services is discussed. The organization and operation of hospitality businesses is presented, along with financial management elements. The importance of new technologies in the promotion and purchase of travel packages, both for businesses and customers, is analyzed, while innovative solutions and new trends on issues of development and management of operations for travel organizations and travel agencies (physical and online) are presented. Upon completion of the course, students will be able to:

- Understand the concepts of travel agencies and hospitality businesses and their role within tourism.
- Differentiate between the types and basic functions of these two types of travel organizations.
- Understand the organization, operation and elements of financial management for hospitality businesses.
- Recognize the importance of distribution channels connecting providers with customers of travel services.
- Discern the interactions of travel agencies and hospitality businesses with the tourism industry.
- Perceive future developments in these two main sectors, related to the widespread application of new technologies.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
X	Adapting to new situations
X	Decision-making
X	Working independently
	Team work
X	Working in an international environment
	Working in an interdisciplinary environment
	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism
	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Concept and typology of travel agencies and hospitality businesses
- Interactions between travel agencies and hospitality businesses within the tourism ecosystem
- Travel organizations and travel agencies
- Air travel organizations
- Road & rail travel organizations
- Marine travel organizations
- Conventional and digital distribution channels
- New technologies in the travel industry
- Organization and operation of hospitality businesses
- Financial management of hospitality businesses

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face
	X	Distance learning (synchronous)
		Distance learning (asynchronous)
		Others:
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	X	Slides
	X	Synchronous training (video conferencing platforms)
	X	Asynchronous training (e-class)

Use of ICT in teaching, laboratory education, communication with students	X	Email communication		
		Virtual (simulated) laboratory training		
		Others:		
<p>TEACHING ORGANIZATION</p> <p>The manner and methods of teaching are described in detail.</p> <p>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</p> <p>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</p>	Activity		Workload of semester	
		Lectures	39	
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography	20	
		Project		
		Essay writing	28	
		Private study	63	
		Final Exam		
		Total number of hours for the Course (25 hours of work-load per ECTS credit)		150
<p>STUDENT ASSESMENT</p> <p>Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	Developing questions			
	Multiple choice questionnaires			
	Mid-term exam			
	Problem solving			
	Laboratory work			
		Written work, essay/ report	X	70%
		Public presentation	X	30%
	Oral examination			
	Others:			

5. RECOMMENDED LITERATURE

BOOKS

- Leslie D & Holland J. (2021). Ταξιδιωτικοί Οργανισμοί. Εκδόσεις Προπομπός
- Παπαγεωργίου Α. (2021). Μάνατζμεντ Σύγχρονων Τουριστικών Γραφείων, BROKEN HILL PUBLISHERS LTD
- Πουλάκη Ι. & Κατσώνη Β. (2021). Ψηφιακά Κανάλια Διανομής, ΑΠ. ΚΑΙ ΑΝ. ΚΡΕΤΣΗ Ο.Ε.
- Cook, R., Hsu C. & Taylor, L. (2018). Tourism: the business of hospitality and travel. 6th ed., Pearson
- Barrows, C. W. & Powers, T. (2009). Management in the Hospitality Industry. 9th ed., Wiley
- Lee – Ross, D. & Lashley, C. (2009). Entrepreneurship & Small Business Management in the Hospitality Industry. Elsevier BH
- Jones, T. (ed.) (2008). Professional Management of Housekeeping Operations. 5th ed., Wiley
- Jagels, M. G. & Coltman, M. M. (2004). Hospitality Management Accounting. 8th ed., Wiley

ARTICLES

- Kontis, A. P., & Skoultos, S. (2022). Digital evolution in tourism marketing channels: Greek tourism industry and Online Travel Agencies. European Journal of Tourism Research, 30, 3004-3004
- Pencarelli, T., Bravi, L., Dini, M., & Splendiani, S. (2021). Enhancing customer experience through technological innovation in traditional travel agencies: evidences from Italy. Current Issues in Tourism, 24(5), 590-596
- Law, R., Leung, R., Lo, A., Leung, D., & Fong, L. H. N. (2015). Distribution channel in hospitality and tourism: Revisiting disintermediation from the perspectives of hotels and travel agencies. International Journal of Contemporary Hospitality Management, 27(3), 431-452
- Buhalis, D., & Licata, M. C. (2002). The future eTourism intermediaries. Tourism management, 23(3), 207-220

Lewis, I., JANJAAP (JAKE) SEMEIJN, & Talalayevsky, A. (1998). The impact of information technology on travel agents. *Transportation journal*, 20-25

DMG_103. Marketing of Tourism Enterprises and Organizations

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_103	SEMESTER OF STUDIES	A
COURSE TITLE	MARKETING OF TOURISM ENTERPRISES AND ORGANIZATIONS		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
LECTURES		3	
TOTAL		3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is the critical perception of the basic concepts and models of tourism marketing and the evaluation of their application in the business environment. The 7Ps, the components that form the tourism marketing mix, are presented in detail. In particular, the link between the marketing environment and the development of an effective marketing mix and the relationship between market segmentation and the role of the marketing mix in the effective positioning of the tourism product is explored. In addition, the course aims to familiarize the student with concepts such as marketing philosophy, co-creation, value, experience, collaboration and service quality. Furthermore, the basic principles of destination marketing and key issues that are important for the development of a destination's image are analyzed. Finally, as part of the course, postgraduate students are required to apply their understanding of contemporary tourism marketing to the development of strategies and tactics applied by tourism businesses and organisations. Upon completion of the course, students will be able to:

- create a marketing strategy in the contemporary changing business environment of tourism
- analyze the peculiarities of marketing management of tourism enterprises and organizations
- design the added value for the consumer - tourist, and create competitive advantages
- apply the tools of the Marketing mix in a substantial way, aiming to offer greater value to customers
- identify and evaluate the implementation process of marketing of tourism enterprises and organizations with the aim of creating an appropriate positioning strategy.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>
<i>Adapting to new situations</i>	<i>Project planning and management</i>
<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>
<i>Working independently</i>	<i>Respect for the natural environment</i>
<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
X	Adapting to new situations
X	Decision-making
X	Working independently
X	Team work
X	Working in an international environment
	Working in an interdisciplinary environment
X	Production of new research ideas
X	Project planning and management
X	Respect for difference and multiculturalism
X	Respect for the natural environment
X	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

In this course, a comprehensive approach to the theory and practice of marketing in the context of the tourism sector is presented. More specifically, the following sections will be covered:

Έννοια του μάρκετινγκ τουρισμού και φιλοξενίας.

Ορισμός της έννοιας του μάρκετινγκ και περιγραφή των βημάτων στη διαδικασία του μάρκετινγκ. Επεξήγηση των σχέσεων μεταξύ της αξίας για τον πελάτη και της ικανοποίησής του.

The concept of tourism and hospitality marketing.

Definition of the concept of marketing and description of the steps in the marketing process. Explanation of the relationships between customer value and satisfaction.

Characteristics of service provision for tourism marketing.

Description of the service provision culture. Presentation of the characteristics of services that affect the marketing of a hospitality business or a travel product.

The role of tourism marketing in strategic planning.

Explanation of strategic planning in the entirety of the tourism business. Understanding all stakeholders, processes, resources, and organization as well as how these relate to a high-performance business. Explanation of the four main activities of corporate strategic planning.

The environment in tourism marketing

Enumeration and discussion of the significance of the elements of the microenvironment of a tourism business, the suppliers, distribution channels, customers, and their audience. Description of the macro-environmental forces that affect the ability of the tourism business to serve its customers.

Tourist customer behavior

Explanation of the model of tourists' buying behavior. Discussion on the process of making buying decisions in tourism and discussion on the recognition of needs, information search, evaluation of alternatives, purchase decision, and post-purchase behavior.

Design and Management of Tourism Products

Explanation of how accessibility, atmosphere, customer interaction with the service delivery system, customer interaction with other customers, and customer co-production are key points that must be taken into account when designing a tourism product. Understanding of branding tourism products and destinations, as well as the conditions that support it.

Integrated Communication, Distribution Channels, and Pricing in Tourism Enterprises and Organizations

Analysis of the process and advantages of integrated marketing communications in tourism to convey customer value. Definition of the five promotion tools and examination of factors that must be considered when shaping the overall promotional message. Description of internal and external factors affecting the pricing decisions of a tourism enterprise, particularly marketing objectives, marketing mix strategy, costs, and business considerations. Description of the nature of distribution channels in tourism and explanation of why marketing intermediaries are used.

Next Year's Tourism Marketing Planning

Understanding why it is important to have a marketing plan and explaining the purpose of a marketing plan in tourism. Preparation of a marketing plan, following specific procedures.

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face		
	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures	39	
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography	20	
		Project	25	
		Essay writing		
		Private study	63	
		Final Exam	3	
		Total number of hours for the Course (25 hours of work-load per ECTS credit)	150	
STUDENT ASSESSEMNT <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical</i>		Developing questions	X	70%
		Multiple choice questionnaires		
		Mid-term exam		
		Problem solving		
		Laboratory work		
		Written work, essay/ report	X	30%
		Public presentation		

<i>examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Oral examination		
	Others:		

5. RECOMMENDED LITERATURE

BOOKS

- Πρωτοπαπαδάκης Ι. (2021). Τουριστικό Μάρκετινγκ, Εκδόσεις Σταμούλη
- Fyall A., Legohérel P., Frochot I., Wang Y. (2020). Μάρκετινγκ Τουρισμού και Φιλοξενίας, Rosilli
- Kotler P. T., Bowen J. T., Makens J., Baloglu S., (2019), Μάρκετινγκ Τουρισμού και Φιλοξενίας, Broken Hill Publishers LTD
- Meidan, A. (2013). The marketing of tourism. In Marketing in the Service Industries (pp. 166-186). Routledge.
- Tsiotsou, R. H., & Goldsmith, R. E. (Eds.). (2012). Strategic marketing in tourism services. Emerald Group Publishing.
- Seaton, A. V., & Bennett, M. M. (1996). The marketing of tourism products: concepts, issues and cases. International Thomson Business Press.
- Teare, R., Mazanec, J. A., Crawford-Welch, S., & Calver, S. (1994). Marketing in hospitality and tourism: a consumer focus. Cassell plc.

ARTICLES

- Buckley, P. J., & Papadopoulos, S. I. (1986). Marketing Greek tourism—the planning process. *Tourism Management*, 7(2), 86-100.
- Cloquet, I., Palomino, M., Shaw, G., Stephen, G., & Taylor, T. (2018). Disability, social inclusion and the marketing of tourist attractions. *Journal of Sustainable Tourism*, 26(2), 221-237.
- Crouch, G. I., Schultz, L., & Valerio, P. (1992). Marketing international tourism to Australia: A regression analysis. *Tourism Management*, 13(2), 196-208.
- Dolnicar, S., & Ring, A. (2014). Tourism marketing research: Past, present and future. *Annals of tourism research*, 47, 31-47.
- Font, X., & McCabe, S. (2017). Sustainability and marketing in tourism: Its contexts, paradoxes, approaches, challenges and potential. *Journal of sustainable tourism*, 25(7), 869-883.
- Fu, X., Ridderstaat, J., & Jia, H. C. (2020). Are all tourism markets equal? Linkages between market-based tourism demand, quality of life, and economic development in Hong Kong. *Tourism Management*, 77, 104015.
- Hudson, S., & Miller, G. A. (2005). The responsible marketing of tourism: the case of Canadian Mountain Holidays. *Tourism Management*, 26(2), 133-142.
- Jeffrey, D., & Xie, Y. (1995). The UK market for tourism in China. *Annals of Tourism Research*, 22(4), 857-876.
- Krippendorf, J. (1987). Ecological approach to tourism marketing. *Tourism Management*, 8(2), 174-176.
- Lew, A. A. (2008). Long tail tourism: New geographies for marketing niche tourism products. *Journal of Travel & Tourism Marketing*, 25(3-4), 409-419.
- Li, X., & Petrick, J. F. (2008). Tourism marketing in an era of paradigm shift. *Journal of travel research*, 46(3), 235-244.
- Lim, W. M., Yap, S. F., & Makkar, M. (2021). Home sharing in marketing and tourism at a tipping point: What do we know, how do we know, and where should we be heading?. *Journal of business research*, 122, 534-566.
- Smith, S. L. (1994). The tourism product. *Annals of tourism research*, 21(3), 582-595.
- Tsiotsou, R., & Ratten, V. (2010). Future research directions in tourism marketing. *Marketing intelligence & planning*, 28(4), 533-544.
- Xiang, Z., & Pan, B. (2011). Travel queries on cities in the United States: Implications for search engine marketing for tourist destinations. *Tourism Management*, 32(1), 88-97.

DMG_104. Quantitative Methods and Data Analysis

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_104	SEMESTER OF STUDIES	A
COURSE TITLE	QUANTITATIVE METHODS AND DATA ANALYSIS		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The aim of the course is to develop a critical understanding of the methods of data analysis. Emphasis is placed on interpreting the results of statistical data analysis as they are processed and presented in a modern computational environment. Specifically, course content includes methods of inferential statistics, probability and probability distributions (normal distribution and sampling distributions), parameter estimates, parametric-nonparametric test hypothesis testing, tests of independence and homogeneity, analysis of variance, linear and multiple regression, logistic regression, and business analytics. As part of the course, graduate students are required to understand the importance of selecting the appropriate methodology in data analysis, testing hypotheses and diagnoses, and administrative interpretation of results using modern computational tools. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • critically evaluate and apply advanced statistical techniques and inferential methods, including probability distributions, parameter estimates, and hypothesis testing, to analyze data in a business context, • select and apply an appropriate statistical method for data analysis, • critically interpret and present results from statistical analyses of data to support business decision making, • integrate business analysis techniques with traditional statistical methods to draw comprehensive conclusions, facilitating strategic decision making in business environments,
--

- understand the ethical principles governing the collection, analysis and interpretation of data, ensuring the responsible use of data in business practices.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Production of new research ideas
Adapting to new situations	Project planning and management
Decision-making	Respect for difference and multiculturalism
Working independently	Respect for the natural environment
Team work	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working in an international environment	Criticism and self-criticism
Working in an interdisciplinary environment	Production of free, creative and inductive thinking

<input checked="" type="checkbox"/>	Search for, analysis and synthesis of data and information, with the use of the necessary technology
<input type="checkbox"/>	Adapting to new situations
<input checked="" type="checkbox"/>	Decision-making
<input checked="" type="checkbox"/>	Working independently
<input checked="" type="checkbox"/>	Team work
<input type="checkbox"/>	Working in an international environment
<input type="checkbox"/>	Working in an interdisciplinary environment
<input type="checkbox"/>	Production of new research ideas
<input type="checkbox"/>	Project planning and management
<input type="checkbox"/>	Respect for difference and multiculturalism
<input type="checkbox"/>	Respect for the natural environment
<input type="checkbox"/>	Showing social, professional and ethical responsibility and sensitivity to gender issues
<input type="checkbox"/>	Criticism and self-criticism
<input type="checkbox"/>	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Probabilities - Distributions
- Inferential Statistics
- Contingency tables - Testing for homogeneity and independence
- Parametric and Non-Parametric Tests
- Analysis of Variance
- Simple, Multiple and Logistic Regression
- Modern computational tools for data analysis
- Ethical considerations and data confidentiality

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	<input checked="" type="checkbox"/>	Face to face	
	<input checked="" type="checkbox"/>	Distance learning (synchronous)	
	<input checked="" type="checkbox"/>	Distance learning (asynchronous)	
	<input type="checkbox"/>	Others:	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	<input checked="" type="checkbox"/>	Slides	
	<input checked="" type="checkbox"/>	Synchronous training (video conferencing platforms)	
	<input checked="" type="checkbox"/>	Asynchronous training (e-class)	
	<input checked="" type="checkbox"/>	Email communication	
	<input type="checkbox"/>	Virtual (simulated) laboratory training	
<input type="checkbox"/>	Others:		
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art</i>		Activity	Workload of semester
		Lectures	39
		Seminars	
		Laboratory practice	
		Study and analysis of bibliography	20

<i>workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Project	25	
	Essay writing		
	Private study	63	
	Final Exam	3	
	Total number of hours for the Course (25 hours of work-load per ECTS credit)		150
<p align="center">STUDENT ASSESMENT</p> <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Developing questions		
	Multiple choice questionnaires	X	25%
	Mid-term exam		
	Problem solving	X	45%
	Laboratory work		
	Written work, essay/ report	X	30%
	Public presentation		
	Oral examination		

Others:

5. RECOMMENDED LITERATURE

BOOKS

Παπαγεωργίου Ε και Μ. Χαλικιάς (2023), Στατιστική με SPSS, Εκδόσεις Brocken Hill

Paddit (2021), Job Satisfaction of Hospitality Managers of the Department of Tourism Accredited Hotels in Baguio City Philippines, TSDR

Albright, S. C., & Winston, W. L. (2020). Business analytics: Data analysis and decision making. Cengage Learning, Inc..

Heimert et al (2020), Factors Influencing Job Satisfaction in Hospitality Industry, Sage

Πετράκος Γ., (2020). Μέθοδοι και Πρακτικές Στατιστικών Ερευνών. Χαρακτηριστικές Εφαρμογές, Εκδόσεις Σοφία

Berenson M.L., Levine D.M, Szabat K. A (2018). Βασικές Αρχές Στατιστικής για Επιχειρήσεις, έννοιες & Εφαρμογές, Εκδόσεις Brocken Hill

Levine Szabat Stephan(2017). Στατιστική –Βασικές Αρχές με έμφαση στην Οικονομία και στις Επιχειρήσεις, Εκδόσεις Brocken Hill

Aczel Amir, (2016). Στατιστική Σκέψη στον Κόσμο των Επιχειρήσεων, Εκδόσεις Brocken Hill

Δημητριάδης Ε., (2016). Στατιστική Επιχειρήσεων με Εφαρμογές σε SPSS και Lisrel, Εκδόσεις Κριτική

Crawley M. J., (2013). Στατιστική Ανάλυση με το R, Εκδόσεις Brocken Hill

DMG_105. Sociology - Anthropology of Tourism

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_105	SEMESTER OF STUDIES	A
COURSE TITLE	SOCIOLOGY - ANTHROPOLOGY OF TOURISM		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	

	LECTURES	3	
	TOTAL	3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 															
<p>If tourism is a process of social construction based on the individual's desires for innovation, nostalgia, adventure and excitement, and if it simultaneously allows - through the rapid allocation of space - the primacy of technology and vision over other aspects of life, then a social and anthropological overview of the developing sector of tourism is a prerequisite for a comprehensive study of the tourism phenomenon and its sustainable development. The knowledge, application, understanding, analysis and synthesis of the social, anthropological and cultural structures of the tourism phenomenon is the purpose of the course. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • identify the social structures of tourist communities • identify sociological and anthropological approaches of tourism behaviour • understand the socio-cultural and anthropological impacts of tourism on host communities • recognise the complexity of the relationships between culture-identity-globalisation and tourism practices • critically analyse specific cases of tourism phenomena by applying theoretical and methodological approaches from anthropological and sociological thinking • interpret the place of the tourist in the socio-political landscape • design tourism development policies by using sociological and anthropological theoretical frameworks and empirical case studies. 															
<p>General Abilities <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Production of new research ideas</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>	<i>Adapting to new situations</i>	<i>Project planning and management</i>	<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>	<i>Working independently</i>	<i>Respect for the natural environment</i>	<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>														
<i>Adapting to new situations</i>	<i>Project planning and management</i>														
<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>														
<i>Working independently</i>	<i>Respect for the natural environment</i>														
<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>														
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>														
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>														
	Search for, analysis and synthesis of data and information, with the use of the necessary technology														
	Adapting to new situations														
	Decision-making														

X	Working independently
X	Team work
X	Working in an international environment
X	Working in an interdisciplinary environment
	Production of new research ideas
	Project planning and management
X	Respect for difference and multiculturalism
X	Respect for the natural environment
X	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Sociological theoretical approaches of the tourist and tourism
- Anthropological approaches of tourist behaviour
- Social structures and tourism communities
- The figure of the 'foreigner' over time
- Authenticity and distinction as key ideas driving tourism
- Tourism and social enclosures - Assembling cultural tourist identities
- Tourism and locality - glocalities - globalities
- Power and tourism developments
- Tourism and material culture
- Impact of tourism on society and people
- Case studies: A critical approach to specific tourism models and regions

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face	
	X	Distance learning (synchronous)	
		Distance learning (asynchronous)	
		Others:	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides	
	X	Synchronous training (video conferencing platforms)	
	X	Asynchronous training (e-class)	
	X	Email communication	
		Virtual (simulated) laboratory training	
	Others:		
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester
		Lectures	39
		Seminars	
		Laboratory practice	
		Study and analysis of bibliography	20
		Project	
		Essay writing	50
		Private study	41
		Final Exam	
		Total number of hours for the Course (25 hours of work-load per ECTS credit)	150
STUDENT ASSESMENT <i>Description of the evaluation procedure</i>		Developing questions	
		Multiple choice questionnaires	
		Mid-term exam	

<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Problem solving		
	Laboratory work		
	Written work, essay/ report		
	Public presentation	X	80%
	Oral examination	X	20%
	Others:		

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

5. RECOMMENDED LITERATURE

BOOKS

- Dubois, J-P. (2019). (Μτφρ. Γαβαλά, Μ.) Δεν κατοικούν όλοι οι άνθρωποι τον κόσμο με τον ίδιο τρόπο. Αθήνα: Δώμα.
- Κοκκώσης Χ. – Τσάρτας Π. (2019). Βιώσιμη Τουριστική Ανάπτυξη και Περιβάλλον. Αθήνα: Κριτική.
- Giddens, A. & Shutton Ph. (2017). Κοινωνιολογία. Αθήνα: Gutenberg.
- Alexander, J.C., Thompson, K., & Edles, L.D. (2016). Σύγχρονη Εισαγωγή στην Κοινωνιολογία. Κουλτούρα και Κοινωνία σε μετάβαση (Κ. Περεζούς & Μ. Χατζηκωνσταντίνου, Μτφρ., Ν. Δεμερτζής, Επιστ. Επιμ.). Αθήνα: Gutenberg.
- Wallerstein, I. (2011). (Μτφρ. Μαρκέτος, Στ.) Σύγκρουση Πολιτισμών. Αθήνα: Θυραθέν.
- Holden A. (2008). Κοινωνιολογικές Προσεγγίσεις στον Τουρισμό. Αθήνα: Παπαζήσης.
- Λύτρας Π. (2003). Κοινωνιολογία Τουρισμού. Αθήνα: Interbooks.
- Μουτάφη Β. (2002). Έρευνες στον Τουρισμό στην Ελλάδα και Κύπρο: Μια ανθρωπολογική προσέγγιση. Αθήνα: Προπομπός.
- Morris, Desmond (1998). Ανθρωποπαράτηρηση, μτφρ. Λύμη Μαρίνα. Αθήνα: Αρσενίδα.
- Στενού Κατερίνα (1998). Εικόνες του Άλλου, εκδ. Εξάντας-Unesco, Αθήνα.
- Bourdieu, P. (1994). Κείμενα Κοινωνιολογίας. Αθήνα: Δελφίνι.
- Levi – Strauss, Claude (1977). Άγρια Σκέψη. Αθήνα: εκδ. Παπαζήση.
- Τσάρτας Π. (2020). Τουρίστες, Ταξίδια, Τόποι: Κοινωνιολογικές Προσεγγίσεις στον Τουρισμό. Αθήνα: Κριτική.
- Smith, V. L. (2017). Anthropology of Tourism: Forging New Ground for Ecotourism and Other Alternatives. Routledge.
- Della Porta, D. (2015). Social Movements in Times of Austerity: Bringing Capitalism Back into Protest Analysis. New York: Polity.
- Nash, D. (2013). Anthropology of Tourism. Pergamon.
- Cohen, E. (2011). Contemporary Tourism: Diversity and Change. Routledge.
- Urry, J., & Larsen, J. (2011). The tourist gaze 3.0. Sage.
- Mowforth, M., & Munt, I. (2009). "Tourism and sustainability: Development, globalisation and new tourism in the Third World." Routledge.
- Holden, A. (2008). Tourism Studies and the Social Sciences. Routledge.
- Φουκώ, Μ. (2008). Το μάτι της εξουσίας (Τ. Μπετζέλος, Μτφρ.). Θεσσαλονίκη: Βάνιας.
- Bruner, E. M. (2005). Culture on Tour: Ethnographies of Travel. University of Chicago Press.
- Τσουκαλάς, Κ. (1999). Η εξουσία ως λαός και ως έθνος: Περιπέτειες σημασιών. Αθήνα: Θεμέλιο.
- Anderson, B. (1991). Imagined communities (Revised ed.). London: Verso.
- Habermas, J. (1990). The Philosophical Discourse of Modernity. Twelve lectures. Oxford: Polity Press.
- Habermas, J. (1989). The Structural Transformation of the Public Sphere. Oxford: Polity Press.
- Pearce, P. L. (1982). The Social Psychology of Tourist Behaviour. New York: Pergamon.
- Greenwood, D. (1977). Culture by the pound: An anthropological perspective on tourism as cultural commoditization. See Smith 1977c, pp. 129-138.
- Bourdieu, P., Passeron, J. C. (1976). Reproduction in education, society and culture. London: Sage.

ARTICLES

- Korstanje, M.E., George, B. (2021). Tourist Gaze Reconsidered. In: Mobility and Globalization in the Aftermath of COVID-19. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-78845-2_4.

Pearce, P. L. (2005). "Tourist studies and the crisis of representation." *Tourism Recreation Research*, 30(3), 7-16.
 Wang, N. (1999). *Tourism and Modernity: A Sociological Analysis*. Pergamon.
 Nash, D. (1981). Tourism as an anthropological subject. *Curro Anthropol.* 22(5):461-481.
 Cohen, E. (1979). "Rethinking the sociology of Tourism". *Annals of Tourism Research*, Vol. 9: 403-428.
 Hiller, H. (1977). Industrialism, tourism, island nations and changing values. See Farrell (1977, pp. 115-121.
 Cohen, E. (1972). "Toward a sociology of international tourism." *Social Research*, 39(1), 164-182.

Semester B

DMG_106. Research Methodologies in Tourism

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_106	SEMESTER OF STUDIES	B
COURSE TITLE	RESEARCH METHODOLOGIES IN TOURISM		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to provide a critical understanding of the scope of research methodology in tourism and its approaches to the implementation of a research process. In the context of the course, postgraduate students acquire knowledge about the theoretical and research framework, the development and formulation of the research problem, the main concepts and approaches of basic research methods and different methodologies, and how the validity of the measurement instrument is evaluated through reliability analysis. The procedures of

quantitative, qualitative, and mixed methods research are presented in detail. The course aims to familiarize students with data collection techniques, sampling concepts and techniques, and how to write reports and present results. Finally, data analysis methods are used to draw the conclusions of a survey, while also addressing ethical considerations and potential ethical dilemmas. Upon completion of the course, students will be able to:

- critically evaluate the suitability of various research methodologies in tourism, considering their applicability to different research questions and contexts.
- develop research proposals in tourism, from the initial conception of the research idea, to the execution of the research and the presentation of the results.
- design and implement research tools.
- analyse quantitative data and qualitative data as well as secondary data using appropriate methods and software.
- evaluate research findings.
- analyze the basic structure of the research report and know the requirements of the types of research reports.
- write research reports.
- identify and implement ethical and sustainable research practices, addressing the social, economic, and environmental impacts of tourism research.
- apply research methodologies to address and propose solutions to contemporary challenges in the tourism industry, demonstrating the practical relevance of research findings.
- demonstrate the ability to work collaboratively in diverse teams to conduct research, resolving conflicts and integrating diverse perspectives into the research design and implementation.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>
<i>Adapting to new situations</i>	<i>Project planning and management</i>
<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>
<i>Working independently</i>	<i>Respect for the natural environment</i>
<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
	Adapting to new situations
X	Decision-making
	Working independently
X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
X	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism
	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Introduction to research and the research process
- Literature review
- Secondary data sources
- Sampling and measurement
- Questionnaire design

- Quantitative, qualitative and mixed research methods
- Data analysis
- Writing a research report
- Case studies from the tourism industry
- Ethical and moral issues

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face		
	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures	39	
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography	20	
		Project	25	
		Essay writing		
		Private study	63	
		Final Exam	3	
		Total number of hours for the Course (25 hours of work-load per ECTS credit)	150	
STUDENT ASSESSEMNT <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		Developing questions		
		Multiple choice questionnaires	X	35%
		Mid-term exam		
		Problem solving	X	65%
		Laboratory work		
		Written work, essay/ report		
		Public presentation		
		Oral examination		
		Others:		

5. RECOMMENDED LITERATURE

Books

- Veal A.J., Χρήστου Ε. (2022), Ερευνητικές Μεθοδολογίες στον Τουρισμό, 3η Έκδοση, BROKEN HILL PUBLISHERS LTD
- Τσαγρήs, Μ., & Κουκουριτάκης, Μ. (2022). Στατιστική με τη χρήση των IBM SPSS 26 και Eviews 11 [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://dx.doi.org/10.57713/kallipos-68>
- Bergin Tiffany, (2021), Εισαγωγή στην ανάλυση δεδομένων, 1η Έκδοση 2021, επιστ. επιμ. Αϊδίνης Αθανάσιος, Εκδόσεις Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ κ ΣΙΑ ΕΕ.

George, D., & Mallery, P. (2021). IBM SPSS statistics 27 step by step: A simple guide and reference. Routledge.

Kaurav, R. P. S., Gursoy, D., & Chowdhary, N. (Eds.). (2020). An SPSS Guide for Tourism, Hospitality and Events Researchers. Routledge.

Durbarray Ramesh (2020), Μέθοδοι έρευνας για φοιτητές του τομέα του τουρισμού, επιστ. επιμ. Αγιομυργιανάκης Γ., Μενεγάκη Α., 1η Έκδοση 2020, Εκδόσεις Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ κ ΣΙΑ ΕΕ.

Saunders, M., Lewis, P., & Thornhill, A. (2019). Μέθοδοι Έρευνας - Στις Επιχειρήσεις και την Οικονομία, 2η Έκδοση 2019, ΕΚΔΟΣΕΙΣ ΔΙΣΙΓΜΑ.

Schindler Pamela (2019), Μέθοδοι Έρευνας για τις Επιχειρήσεις, 1η Ελληνική Έκδοση 2019, Αποστολάκης Αλέξανδρος, Κουργιαντάκης Μάρκος (Επιμέλεια), Εκδόσεις Κριτική.

Veal Anthony J (2018), Research Methods for Leisure and Tourism, 5h edition, Pearson Education Limited

Χαλκιάς, Μ., Λάλου, Π., & Μανωλέσου, Α. (2015). Μεθοδολογία έρευνας και εισαγωγή στη Στατιστική Ανάλυση Δεδομένων με το IBM SPSS STATISTICS [Εργαστηριακός Οδηγός]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://hdl.handle.net/11419/5075>

ARTICLES

Çakar, K., & Aykol, Ş. (2021). Case Study as a Research Method in Hospitality and Tourism Research: A Systematic Literature Review (1974–2020). *Cornell Hospitality Quarterly*, 62(1), 21-31

Catheryn Khoo-Lattimore, Paolo Mura & Ryan Yung (2019) The time has come: a systematic literature review of mixed methods research in tourism, *Current Issues in Tourism*, 22:13, 1531-1550

Ryan, C. (2018). Future trends in tourism research—Looking back to look forward: The future of ‘Tourism Management Perspectives’. *Tourism Management Perspectives*, 25, 196-199.

Daniel Muijs (2011), *Doing Quantitative Research in Education with SPSS 2nd Edition*, SAGE

DMG_107. Sustainable Destination Management and Regional Development

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_107	SEMESTER OF STUDIES	B
COURSE TITLE	SUSTAINABLE DESTINATION MANAGEMENT AND REGIONAL DEVELOPMENT		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		

THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBPAGE (URL)	eclass.upatras.gr

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The aim of the course is to reorient regional development policies in the light of sustainable tourism management. After a long period when the concept of regional development remained largely intertwined with the concept of growth, causing an asymmetric burden on the natural, social and cultural environment, which ended up directly threatening the core of the tourism product, the necessity of sustainable management of tourist destinations was understood. This course will help students become familiar with the basic concepts of sustainability, identify the interconnections between tourism and regional development, understand the necessity of sustainable management of tourist destinations, use diagnostic health indicators of the regional tourism system and apply sustainable tourism development models, based on best national and international practices. Upon completion of the course, students will be able to:

- understand key concepts of sustainability, destination management and tourism development,
- understand and deploy the links of tourism and regional development,
- distinguish types of tourism by sustainability criteria,
- identify the economic, social and environmental impacts of tourism on tourist destinations,
- apply sustainability indicators,
- implement sustainability frameworks,
- assess the carrying capacity of a tourist destination,
- develop models and strategies for sustainable destination management and regional development.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
	Adapting to new situations
X	Decision-making
X	Working independently
	Team work
	Working in an international environment
	Working in an interdisciplinary environment
	Production of new research ideas
	Project planning and management
X	Respect for difference and multiculturalism
X	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Basic concepts of Sustainability, Tourism Destination Management and Regional Development
- Growth and development, their differential relationship: mobilization and utilization of resources in the context of regional performance
- Economic in relation to the developmental dimension: seizing opportunities in the context of a holistic approach committed to achieving sustainable results
- Regional development theories: answers to practical questions
- Local Economic Development (LED), as a systematic corpus of relationships and coordinated actions of interested parties. The functional empowerment of approaches
- Types of tourism and sustainability
- Economic viability of a tourist destination
- Social/cultural sustainability of a tourist destination

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face		
	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures	39	
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography	20	
		Project		
		Essay writing	40	
		Private study	48	
		Final Exam	3	
	Total number of hours for the Course (25 hours of work-load per ECTS credit)		150	
STUDENT ASSESMENT <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		Developing questions		
		Multiple choice questionnaires	X	40%
		Mid-term exam		
		Problem solving		
		Laboratory work		
		Written work, essay/ report	X	40%
		Public presentation	X	30%
		Oral examination		
		Others:		

5. RECOMMENDED LITERATURE

BOOKS

Κοκκώσης Χ. & Τσάρτας Π. (2019). Βιώσιμη τουριστική ανάπτυξη και περιβάλλον. Εκδόσεις Κριτική.
 Πούλιος, Ι., Αλιβιζάτου, Μ., Αραμπατζής, Γ., Γιαννακίδης, Α., Καραχάλης, Ν., Μάσχα, Ε., Μούλιου, Μ., Παπαδάκη, Μ., Προσύλης, Χ., & Τουλούπα, Σ. (2015). Πολιτισμική διαχείριση, τοπική κοινωνία και βιώσιμη ανάπτυξη. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://hdl.handle.net/11419/2394>
 Μουσιόπουλος, Ν., Ντζιαχρήστος, Λ., & Σλίνη, Θ. (2015). Τεχνική προστασία περιβάλλοντος. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://hdl.handle.net/11419/1009>
 Harris, R., Williams, P., & Griffin, T. (Eds.). (2012). Sustainable tourism. Routledge.
 Pigram, J. J., & Wahab, S. (Eds.). (2005). Tourism, development and growth: the challenge of sustainability. Routledge.

ARTICLES

León-Gómez, A., Ruiz-Palomo, D., Fernández-Gámez, M. A., & García-Revilla, M. R. (2021). Sustainable tourism development and economic growth: Bibliometric review and analysis. *Sustainability*, 13(4), 2270.
 Streimikiene, D., Svagzdiene, B., Jasinskas, E., & Simanavicius, A. (2021). Sustainable tourism development and competitiveness: The systematic literature review. *Sustainable Development*, 29(1), 259-271.
 Torres-Delgado, A., & Saarinen, J. (2017). Using indicators to assess sustainable tourism development: a review. *New research paradigms in tourism geography*, 31-47.
 Liu, Z. (2003). Sustainable tourism development: A critique. *Journal of sustainable tourism*, 11(6), 459-475.

DMG_108. Event Management

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_108	SEMESTER OF STUDIES	B
COURSE TITLE	EVENT MANAGEMENT		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The aim of the course is to knowledge acquirement about the modern organization, management, control and monitoring of all the operations of an event with a focus on local development. Within the course, postgraduate students are required to understand the structure of the MICE tourism market, the different types of events with their specificities and fully understand the role of the conference organiser and the framework of communication and negotiation with the stakeholders and businesses involved in the conduct of an event. The stages of organising a conference event and the challenges of organising conferences and events using modern technological equipment and appropriate promotion and publicity methods are presented in detail. Particular emphasis is placed on the financial management of events and their commercial management (pricing, promotion, sponsorships, offers) based on financial objectives. Finally, the impact of the events on both the destination and the people living there will be assessed. Upon completion of the course, students will be able to:

- recognise the different types and characteristics of events,
- analyse the multifaceted impact of events on the economy, culture and health,
- explore the feasibility of organising events,
- prepare a bid proposal for an event,
- organise successful events,
- understand techniques for attracting participants and spectators to events,
- designing sponsorship programmes in the field of events,
- design event marketing strategies,
- implement innovative communication methods,
- evaluate the quality of events.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
X	Adapting to new situations
X	Decision-making
X	Working independently
X	Team work
	Working in an international environment
X	Working in an interdisciplinary environment
X	Production of new research ideas
X	Project planning and management
X	Respect for difference and multiculturalism
X	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

- The events industry (types & characteristics)
- Stages of organization & planning phases
- Benefits, impacts and legacy
- Financial planning and control
- Management of human resources and volunteers
- Marketing planning and implementation
- Innovative event communication - use of social media
- Sponsorship and funding
- Managing needs in facilities and technology
- Risk assessment and evaluation
- Event research and evaluation
- Corporate social responsibility and events
- Event claiming and organisation process

4. TEACHING AND LEARNING METHODS - ASSESSMENT

<p>TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i></p>	X	Face to face		
	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
<p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
<p>TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i></p>	Activity		Workload of semester	
		Lectures		39
		Seminars		14
		Laboratory practice		
		Study and analysis of bibliography		15
		Project		45
		Essay writing		37
		Private study		
		Final Exam		
		Total number of hours for the Course (25 hours of work-load per ECTS credit)		150
<p>STUDENT ASSESSEMNT <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>		Developing questions		
		Multiple choice questionnaires		
		Mid-term exam		
		Problem solving	X	30%
		Laboratory work		
		Written work, essay/ report	X	50%
		Public presentation	X	20%
		Oral examination		
		Others:		

5. RECOMMENDED LITERATURE

BOOKS

- Allen, J., Harris, R., Jago, L., Tantrai, A., Jonson, P., & D'Arcy, E. (2022). Festival and special event management. John Wiley & Sons.
- Masterman, G. (2021). Στρατηγικό μανάτζμεντ αθλητικών γεγονότων. Αθήνα: Broken Hill.
- Παπαγεωργίου, Α. (2018). Οργάνωση Συνεδρίων και Εκδηλώσεων - Τουρισμός MICE. Αθήνα: Φαίδιμος
- Jones, M. (2017). Sustainable event management: A practical guide. Routledge.
- Βασιλειάδης, Χ. (2014). Διαχείριση Μάρκετινγκ Γεγονότων και Εκδηλώσεων (Event Marketing Management). Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας
- Bowdin, G., Allen, J., Harris, R., McDonnell, I., & O'toole, W. (2012). Events management. Routledge.
- Van der Wagen, L. (2010). *Event management*. Pearson Higher Education AU.

JOURNALS

- International Journal of Event and Festival Management
- Journal of Convention and Event Tourism
- Event Management
- Festival Management and Event Tourism
- Leisure Studies
- Tourism Management

DMG_109. Experience Management in Tourism and Businesses

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_109	SEMESTER OF STUDIES	B
COURSE TITLE	EXPERIENCE MANAGEMENT IN TOURISM AND BUSINESSES		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

This module aims to critically understand customer/tourist experience management as a source of strategic competitive advantage. Postgraduate students understand the customer-centric strategy followed by tourism businesses to provide excellent services and experiences to their customers. The module aims to familiarize the student with Customer Relationship Marketing and Design Thinking Methods with concepts such as the value chain, the customer journey, and the touch points. It will mainly cover the meaning and impact of new research in Neuroscience and Behavioral Economics on tourist behaviour and how neuromarketing can use these findings while maintaining ethical standards. Specifically, an integrated approach to the marketing mix and strategy elements is presented within the broader competitive context of the destination and the tourism business. Upon completion of the course, students will be able to:

- Critically assess the concept of experience management and its significance in the tourism sector.
- Creative thinking principles to develop experiential marketing campaigns that engage tourists and differentiate destinations or tourism businesses.
- Demonstrate an in-depth understanding of customer-centric strategies employed by tourism businesses to deliver exceptional services and experiences.
- Evaluate how each touchpoint of the customer journey influences the customer experience.
- Apply advanced concepts of Customer Relationship Marketing and Design Thinking to develop and implement effective strategies for building long-term relationships with customers
- Analyze the latest research in Neuroscience and Behavioral Economics on tourist behavior and its implications for tourism businesses.
- Evaluate the ethical considerations associated with the application of neuromarketing techniques in tourism businesses
- Develop an integrated approach to the marketing mix elements and strategic considerations within the broader competitive context of destinations and tourism businesses.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
	Adapting to new situations
X	Decision-making
X	Working independently
X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism
	Respect for the natural environment

	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

<ul style="list-style-type: none"> • Introduction to Experience Management in Tourism • Customer Centric Approach • Design Memorable Experience • Customer and User Experience (CX - UX) in Tourism • Measuring CX • Customer Journey • Customer Relationship Management • Storytelling and Experience Design • Serviscape - Design Thinking Methods • Neuromarketing • Behavioral Economics • Ethical considerations and Sustainability in Experience Management

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face		
	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures		39
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography		20
		Project		25
		Essay writing		
		Private study		63
		Final Exam		3
		Total number of hours for the Course (25 hours of work-load per ECTS credit)		
STUDENT ASSESSEMNT <i>Description of the evaluation procedure</i> <i>Language of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>		Developing questions		
		Multiple choice questionnaires		
		Mid-term exam		
		Problem solving		
		Laboratory work		
		Written work, essay/ report	X	60%
		Public presentation	X	40%
		Oral examination		

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Others:
---	---------

5. RECOMMENDED LITERATURE

BOOKS

- Jaziri, D., & Rather, R. A. (Eds.). (2022). Contemporary approaches studying customer experience in tourism research. Emerald Publishing Limited.
- Pine, & Gilmore, J. H. (2020). The experience economy: competing for customer time, attention, and money. Harvard Business Review Press.
- Smit, B., & Melissen, F. (2018). Sustainable customer experience design: Co-creating experiences in events, tourism and hospitality. Routledge
- Frochot, Isabelle, and Wided Batat. Marketing and designing the tourist experience. Goodfellow Publishers Ltd, 2013

ARTICLES

- Bolton, R. N., McColl-Kennedy, J. R., Cheung, L., Gallan, A. S., Orsingher, C., Witell, L., & Zaki, M. (2018). Customer experience challenges: Bringing together digital, physical and social realms. *Journal of Service Management*, 29(5), 776-808.
- McColl-Kennedy, J. R., Zaki, M., Lemon, K. N., Urmetzer, F., & Neely, A. (2019). Gaining customer experience insights that matter. *Journal of Service Research*, 22(1), 8-26.
- Rawson, A., Duncan, E., & Jones, C. (2013). The truth about customer experience: Touchpoints matter, but it's the full journey that really counts. *Harvard Business Review*, 91(9), 90-98.
- Bitner, M. J., Ostrom, A. L., & Morgan, F. N. (2008). Service blueprinting: A practical technique for service innovation. *California Management Review*, 50(3), 66-94.
- Grewal, D., Levy, M., & Kumar, V. (2009). Customer experience management in retailing: An organizing framework. *Journal of Retailing*, 85(1), 1-14.
- Kuppelwieser, V. G., & Klaus, P. (2021). Measuring customer experience quality: the EXQ scale revisited. *Journal of Business Research*, 126, 624-633.

JOURNALS

- Journal of Experiential Marketing*
Journal of Hospitality & Tourism Research
Journal of Service Management

DMG_110. Crisis Management in Tourism Businesses and Organizations

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_110	SEMESTER OF STUDIES	B
COURSE TITLE	CRISIS MANAGEMENT IN TOURISM BUSINESSES AND ORGANIZATIONS		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	

<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES
TEACHING AND ASSESSMENT LANGUAGE:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBPAGE (URL)	eclass.upatras.gr

2. LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 															
<p>Tourism is a globalized, vulnerable and unstable product, which is affected by factors that are outside the control of tourism businesses and organizations. A crisis can take many forms, manifest itself in unpredictable ways and have a multidimensional impact on the tourism industry, even on a global scale. The aim of this course is to offer an integrated and strategic approach to understanding crises in tourism businesses and organizations, while dealing with planning for their management. At the same time, it provides an integrated approach by synthesizing the literature from a wide range of theoretical perspectives, including natural hazards, geography, accidents and disasters, and communication management theory. The aim of the course is to align the crisis management frameworks of businesses and tourist destinations participating in the tourism value chain, for the prevention and preparation of emergency response of all kinds. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> understand the meaning and impact of a crisis identify types of anthropogenic and non-anthropogenic hazards categorize risks, based on their likelihood and impact elaborate theories and modern crisis management practices develop crisis response plans apply principles and tools of operational communication and change management in response to a crisis work on tools for the recovery and consolidation of a new administrative situation integrate the principles of crisis management into the planning and operation of tourism businesses and destinations. 															
<p>General Abilities <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Production of new research ideas</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>	<i>Adapting to new situations</i>	<i>Project planning and management</i>	<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>	<i>Working independently</i>	<i>Respect for the natural environment</i>	<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>														
<i>Adapting to new situations</i>	<i>Project planning and management</i>														
<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>														
<i>Working independently</i>	<i>Respect for the natural environment</i>														
<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>														
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>														
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>														
X	Search for, analysis and synthesis of data and information, with the use of the necessary technology														
X	Adapting to new situations														
X	Decision-making														
X	Working independently														

X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
	Production of new research ideas
X	Project planning and management
	Respect for difference and multiculturalism
X	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

<ul style="list-style-type: none"> • Classification and typologies of crises • Risk assessment and management • Strategic crisis preparedness measures • Crisis response models and tools • Contingency plans • Stakeholder coordination • Staff training • Business image management • Crisis communication management • Crisis management assessment • Case studies
--

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face	
	X	Distance learning (synchronous)	
		Distance learning (asynchronous)	
		Others:	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides	
	X	Synchronous training (video conferencing platforms)	
	X	Asynchronous training (e-class)	
	X	Email communication	
		Virtual (simulated) laboratory training	
	Others:		
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester
		Lectures	39
		Seminars	
		Laboratory practice	
		Study and analysis of bibliography	28
		Project	
		Essay writing	35
		Private study	48
		Final Exam	
		Total number of hours for the Course (25 hours of work-load per ECTS credit)	150
STUDENT ASSESSEMNT <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple</i>		Developing questions	
		Multiple choice questionnaires	
		Mid-term exam	
		Problem solving	

<i>choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Laboratory work		
	Written work, essay/ report	X	70%
	Public presentation	X	30%
	Oral examination		
	Others:		

5. RECOMMENDED LITERATURE

BOOKS

- Ζερβός, Σ. (2022). Διαχείριση Κινδύνων για τη Διατήρηση της Πολιτιστικής Κληρονομιάς [Μονογραφία]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://dx.doi.org/10.57713/kallipos-60>
- Gössling, S., Scott, D., & Hall, C. M. (2020). Pandemics, tourism and global change: a rapid assessment of COVID-19. *Journal of Sustainable Tourism*, 1-20.
- Σαπουντζάκη, Κ., & Δανδουλάκη, Μ. (2016). Κίνδυνοι και Καταστροφές [Προπτυχιακό εγχειρίδιο]. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. <https://hdl.handle.net/11419/6297>
- Harvard Business Essentials. (2011) Διαχείριση Κρίσεων. Αθήνα: εκδ. Μοντέρνοι Καιροί.
- Heath, R. (2010) Διαχείριση Κρίσεων. Αποτελεσματικές Τεχνικές για Επιχειρησιακή Ετοιμότητα. Αθήνα: εκδ. Γκιούρδας
- Φιλολία Α., Παπαγεωργίου Η., Στεφανάτος Σ. (2005). Ολοκληρωμένο σύστημα διαχείρισης κρίσεων και ανθρώπινος παράγοντας. Αθήνα: Νομική Βιβλιοθήκη.
- Elsabbagh, S., R.Fildesn and M.B.Rosenn (2004). Preparation for Crisis Management: A Proposed Model and Empirical Evidence. *Journal of Contingencies and Crisis Management*, 12(3),112-127.

JOURNALS

- Jurdana, D. S., Frleta, D. S., & Agbaba, R. (2020). Crisis management in tourism—literature review. *Economic and Social Development: Book of Proceedings*, 473-482.
- Wut, T. M., Xu, J. B., & Wong, S. M. (2021). Crisis management research (1985–2020) in the hospitality and tourism industry: A review and research agenda. *Tourism Management*, 85, 104307.
- Zhong, L., Sun, S., Law, R., & Li, X. (2021). Tourism crisis management: Evidence from COVID-19. *Current Issues in Tourism*, 24(19), 2671-2682.
- Martens, H. M., Feldesz, K., & Merten, P. (2016). Crisis management in tourism—a literature based approach on the proactive prediction of a crisis and the implementation of prevention measures. *Athens Journal of Tourism*, 3(2), 89-101.

DMG_111. Digital Marketing

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_111	SEMESTER OF STUDIES	B
COURSE TITLE	DIGITAL MARKETING		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		

	TOTAL	3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 															
<p>The aim of the course is to understand Digital Marketing, its operation, and how it can optimize a marketing campaign by leveraging the challenges, techniques, and tools of Digital Marketing, especially in the tourism sector. The course material enables students to acquire the proficiency and specialized knowledge required to understand the necessary theoretical and practical background of Digital Marketing by adopting an interdisciplinary approach, with an emphasis on the tourism industry, and to be in a position to. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Design the purpose and necessity of marketing in the contemporary changing business environment of tourism. Analyze the key dimensions of the practical use of Digital Marketing applications in organizations and the main issues associated with their effective utilization. Apply methods for a successful promotion of a website through Search Engine Optimization (SEO) techniques. Design digital advertising campaigns in the tourism sector. Identify the appropriate social media channels to attract a target market. Measure and optimize social media campaigns. Implement tools for the analysis and evaluation of the overall digital marketing activity as well as to create comprehensive research reports. 															
<p>General Abilities</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Production of new research ideas</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>	<i>Adapting to new situations</i>	<i>Project planning and management</i>	<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>	<i>Working independently</i>	<i>Respect for the natural environment</i>	<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>														
<i>Adapting to new situations</i>	<i>Project planning and management</i>														
<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>														
<i>Working independently</i>	<i>Respect for the natural environment</i>														
<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>														
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>														
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>														
X	Search for, analysis and synthesis of data and information, with the use of the necessary technology														
X	Adapting to new situations														
X	Decision-making														
X	Working independently														
X	Team work														

X	Working in an international environment
	Working in an interdisciplinary environment
X	Production of new research ideas
X	Project planning and management
X	Respect for difference and multiculturalism
X	Respect for the natural environment
X	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

In this course, a comprehensive approach to the theory and practice of digital marketing within the tourism industry is presented. Specifically, the following sections will be covered:

Digital Marketing and Digital Economy

Challenges of the Environment in the Digital Economy 4.0

What Digital Marketing (DM) is and what changes it brings

Digital Customer – Customer Experience - Journey Mapping

Who is the Digital Customer in Tourism

Customer Experience (CX)

Mapping the Customer Journey in Tourism

Development and Promotion Techniques of DM in the Tourism Sector

Characteristics & Specifics of DM

Typology of Online Advertising – Applications

Collaborative Marketing – Affiliate Marketing

Viral Marketing (VM)

Emails, Email Lists, Newsletters

Price Comparison Websites

Design and Development of Online Presence in the Tourism Sector

Website Design and Development

Creating a Website using WordPress

Content Marketing Strategy and Content Development

Measuring the Effectiveness of Online Applications

Search Engine Optimization (SEO)

Understanding Search Engine Optimization

Important SEO Factors for Google

SEO-friendly Content

Search Advertising / Pay Per Click

Understanding Search Advertising

Google AdWords Tool

Remarketing

Social Media Marketing (SMM)

The Social Media Ecosystem

Typology of Social Media

Social Media Platforms - Applications

Measurable Actions on Social Media

Social Media Performance Measurement Tools

Mobile Marketing and Apps

The Mobile (Digital) Transformation

Mobile Apps

Mobile Advertising

Types of Mobile Advertisements

Innovative Forms of Mobile Advertising

Location-Based Marketing

Location Marketing Technologies
 Marketing Through Geographic Targeting
 Using Location Data in Location-Based Marketing
Digital Marketing Analytics and Internet
 Innovative DM Models
 Online Performance Measurement Process
 Metrics – Performance Indicators – DM Analytics
 Neuromarketing / - Eye Tracking
 Artificial Intelligence (AI) and Marketing

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face		
	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures		39
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography		20
		Project		25
		Essay writing		
		Private study		63
		Final Exam		3
	Total number of hours for the Course (25 hours of work-load per ECTS credit)			150
STUDENT ASSESSEMNT <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		Developing questions	X	70%
		Multiple choice questionnaires		
		Mid-term exam		
		Problem solving		
		Laboratory work		
		Written work, essay/ report	X	30%
		Public presentation		
		Oral examination		
	Others:			

5. RECOMMENDED LITERATURE

Books

Hanlon A. (2022) Ψηφιακό Μάρκετινγκ-Σχεδιασμός, Στρατηγικές και Πρακτικές, Broken Hill LTD.
 Kingsnorth, S. (2022) Στρατηγική Ψηφιακού Μάρκετινγκ, Προπομπός
 Βλαχοπούλου Μ. (2019) Από τη θεωρία στη Πράξη, Rosili

JOURNALS

- Kaur, G. (2017). The importance of digital marketing in the tourism industry. *International Journal of Research-Granthaalayah*, 5(6), 72-77.
- Deb, S. K., Nafi, S. M., & Valeri, M. (2022). Promoting tourism business through digital marketing in the new normal era: a sustainable approach. *European Journal of Innovation Management*.
- Armutcu, B., Tan, A., Amponsah, M., Parida, S., & Ramkissoon, H. (2023). Tourist behaviour: The role of digital marketing and social media. *Acta psychologica*, 240, 104025.
- Ketter, E., & Avraham, E. (2021). # StayHome today so we can# TravelTomorrow: tourism destinations' digital marketing strategies during the Covid-19 pandemic. *Journal of Travel & Tourism Marketing*, 38(8), 819-832.
- Xiang, Z., Stienmetz, J., & Fesenmaier, D. R. (2021). Smart Tourism Design: Launching the annals of tourism research curated collection on designing tourism places. *Annals of Tourism Research*, 86, 103154.
- Huang, Y. C., Backman, K. F., Backman, S. J., & Chang, L. L. (2016). Exploring the implications of virtual reality technology in tourism marketing: An integrated research framework. *International Journal of Tourism Research*, 18(2), 116-128.
- Khatri, I. S. H. W. A. R. (2018). Innovation research in tourism business: A review from two decades of studies. *Journal of Tourism*, 19(1), 15-27.
- Xiang, Z., Wöber, K., & Fesenmaier, D. R. (2008). Representation of the online tourism domain in search engines. *Journal of Travel Research*, 47(2), 137-150.
- Pan, B., Xiang, Z., Law, R., & Fesenmaier, D. R. (2011). The dynamics of search engine marketing for tourist destinations. *Journal of Travel Research*, 50(4), 365-377.
- Coca-Stefaniak, J. A. (2019). Marketing smart tourism cities—a strategic dilemma. *International Journal of Tourism Cities*, 5(4), 513-518.
- Thees, H., Erschbamer, G., & Pechlaner, H. (2020). The application of blockchain in tourism: use cases in the tourism value system. *European Journal of Tourism Research*, 26, 2602-2602.
- Lin, K., Fong, L. H. N., & Law, R. (2022). Live streaming in tourism and hospitality: a literature review. *Asia Pacific Journal of Tourism Research*, 27(3), 290-304.
- Kalbaska, N., Ramírez, E. A., & Cantoni, L. (2018). The role of tourism destinations within the online presence of fashion weeks. *Almatourism-Journal of Tourism, Culture and Territorial Development*, 9(9), 87-114.

DMG_112. Leadership, Human Resources Management and Innovation**1. GENERAL**

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_112	SEMESTER OF STUDIES	B
COURSE TITLE	LEADERSHIP, HUMAN RESOURCES MANAGEMENT AND INNOVATION		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		

PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES
TEACHING AND ASSESSMENT LANGUAGE:	GREEK
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBPAGE (URL)	eclass.upatras.gr

2. LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> 															
<p>The aim of the course is to obtain specific scientific knowledge, skills and abilities in the sectors of leadership, human resources management and innovation. In the context of the course postgraduate students acquire knowledge about the theoretical framework related to leadership, its characteristics and the approaches of a leader, the role of ethical considerations in leadership, and the various functions of the human resources management as well as the relation between entrepreneurship and innovation. The course aims for the student to gain insight regarding the conduct of relevant research, while also addressing some related issues to the above-mentioned sectors. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • identify the leadership model followed by management, • evaluate the leadership model more suitable per case, • understand leadership behavior, • identify the available choices, depending on the situation, if required to lead, • understand the value and importance of ethical considerations in leadership, • demonstrate the ability to overcome difficulties in communication among groups, • analyze job positions and descriptions, • understand employee training and development methods • create an employer branding and identity, • demonstrate the ability to manage employee referral programs and internship issues • evaluate the productivity of employees, • demonstrate the ability to manage wage and benefits issues, as well as issues related to hygiene conditions and safety in the workplace, • understand the meaning of innovation, entrepreneurship and creativity, developing specific methods for inducing them, • identify management issues related to entrepreneurship in the field of tourism, associated with the size of firms and constraints in innovativeness, • understand innovation – related case studies related to the field of tourism. 															
<p>General Abilities <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Production of new research ideas</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>	<i>Adapting to new situations</i>	<i>Project planning and management</i>	<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>	<i>Working independently</i>	<i>Respect for the natural environment</i>	<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>														
<i>Adapting to new situations</i>	<i>Project planning and management</i>														
<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>														
<i>Working independently</i>	<i>Respect for the natural environment</i>														
<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>														
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>														
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>														
X	Search for, analysis and synthesis of data and information, with the use of the necessary technology														
	Adapting to new situations														

X	Decision-making
X	Working independently
X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
X	Production of new research ideas
	Project planning and management
X	Respect for difference and multiculturalism
	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Leadership, typical, atypical and as a social construct
- Characteristics and attitudes of a leader
- Data - information - knowledge. The significance of a mutual understanding in the effort made by a leader
- The definition and context of human resources management
- Analysis of external and internal firm environment. Analysis and description of job posts. Training and development of employees. The creation of opportunities for professional development. Mentoring and coaching.
- Employer branding and digital recruiting
- Employee referral program and internship management
- Methodology for evaluating employees
- Wage and benefits issues. Labor relations in a changing environment. Communication and resolution of conflict.
- Hygiene conditions and safety in the workplace. Legal framework. Security technician and work doctor. Risk assesment in the workplace. Safety regulations in the workplace. Regular checks of hygiene conditions in the workplace. Injuries in the workplace. Management and inquiry.
- Entrepreneurship and innovation
- Creativity and entrepreneurship. Definition of creativity, is it innate or acquired attribute, creation of ideas

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face	
	X	Distance learning (synchronous)	
		Distance learning (asynchronous)	
		Others:	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides	
	X	Synchronous training (video conferencing platforms)	
	X	Asynchronous training (e-class)	
	X	Email communication	
		Virtual (simulated) laboratory training	
	Others:		
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity		Workload of semester
		Lectures	39
		Seminars	
		Laboratory practice	
		Study and analysis of bibliography	20
		Project	25
		Essay writing	
		Private study	63
		Final Exam	3

directed study according to the principles of the ECTS.			
	Total number of hours for the Course (25 hours of work-load per ECTS credit)		150
<p align="center">STUDENT ASSESMENT</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Developing questions		
	Multiple choice questionnaires	X	35%
	Mid-term exam		
	Problem solving	X	65%
	Laboratory work		
	Written work, essay/ report		
	Public presentation		
	Oral examination		
		Others:	

5. RECOMMENDED LITERATURE

BOOKS

Ραφαηλίδης, Α. και Τζωρτζάκης, Κ., (2020). Διοίκηση Τουριστικών Επιχειρήσεων, εκδ. Rosili

Σταυρινούδης, Θ. και Κακαρούγκας, Χ., (2020) Διοικώντας τις Τουριστικές Επιχειρήσεις, εκδ. Κριτική.

Schermerhorn, J. και Bachrach, D. (2018) Εισαγωγή στο Management, εκδ. Broken Hill

Mondy R. W., Martocchio J., J., (2017) Διαχείριση Ανθρώπινου Δυναμικού, Κέφης, Β. και Θερίου, Γ. (επιμ.), εκδ. Α. ΤΖΙΟΛΑ & ΥΙΟΙ Α.Ε..

Τσιότρας Γ., (2016) Διοίκηση Ολικής Ποιότητας, εκδ. BROKEN HILL PUBLISHERS LTD

Uhl – Bien, M., Schermerhorn, J. και Osborn, R. (2016) Οργανωσιακή Συμπεριφορά, εκδ. Broken Hill

Senior B., Swailes S. (2016) Οργανωσιακή Αλλαγή, εκδ. BROKEN HILL PUBLISHERS LTD

Egger, R., Gula, I. & Walcher, D. (eds.) (2016), Open Tourism, εκδ. Springer

Zeuch, M. (ed.) (2016) Handbook of Human Resources Management, εκδ. Springer Reference

Κώτσιος, Π., (2015). Επιχειρηματικότητα και Καινοτομία: Σύλληψη, Σχεδιασμός, Υλοποίηση και Λειτουργία, εκδ. 2η, Διαθέτης: ΠΑΝΑΓΙΩΤΗΣ ΚΩΤΣΙΟΣ

Λαλούμης (2015), Δ. Διοίκηση Ανθρώπινου Δυναμικού Τουριστικών Επιχειρήσεων, <https://repository.kallipos.gr/handle/11419/5295>

Dessler, G., (2015) Διοίκηση ανθρώπινου δυναμικού, εκδ. ΚΡΙΤΙΚΗ

Yukl, G.A. (2010). Leadership in Organizations. 7th ed. Upper Saddle River, N.J. Harlow: Pearson Education

Lee-Ross, D. & Lashley, C. (2009) Entrepreneurship & Small Business Management in the Hospitality Industry, εκδ. Elsevier

Hall, C. M. & Williams, A. M. (2008), Tourism and Innovation, εκδ. Routledge

Bass, B.M. (1990). Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications. 3rd edn. New York: Free Press

DMG_113. Consumer Behavior and Branding Management for Destinations and Tourism Businesses

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_113	SEMESTER OF STUDIES	B
COURSE TITLE	CONSUMER BEHAVIOR & BRANDING MANAGEMENT FOR DESTINATIONS AND TOURISM BUSINESSES		

INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS
LECTURES	3	
TOTAL	3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE	
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES	
TEACHING AND ASSESSMENT LANGUAGE:	GREEK	
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO	
COURSE WEBPAGE (URL)	eclass.upatras.gr	

2. LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The objective of this module is to provide a critical understanding of the areas of consumer behaviour and destination branding, which come mainly from marketing. Postgraduate students understand and decipher the complex behaviour of tourists, examining the purchase decision-making process, which is contained in a complex Consumer/Tourist Behavior model, to satisfy their needs and desires. Additionally, this module aims to familiarize the student with the concept of branding in destinations and tourism businesses and the importance of the value, identity, personality, image and positioning of the brand. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Critically describe the key principles and theories of consumer behavior in tourism, • Critically identify the impact of economic, social, cultural and technological factors on consumer behavior and destination branding strategies, • identify the factors influencing consumer decision-making in tourism, including motivation, perception, and attitude formation, • Assess the role of branding in shaping consumer perceptions and behaviors within the context of tourism businesses and destinations, • Critically synthesize consumer decision making process with buyers' roles, • Compare academic research and industry best practices to develop innovative solutions for enhancing consumer engagement and loyalty in tourism contexts, • Analyze effective branding strategies tailored to diverse tourism businesses and destination contexts, • Develop practical skills in customer service and complaint handling through role-playing exercises and case studies, • Utilize market research for strategic insights and branding tactics.
<p>General Abilities <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>
<i>Adapting to new situations</i>	<i>Project planning and management</i>
<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>
<i>Working independently</i>	<i>Respect for the natural environment</i>
<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
	Adapting to new situations
X	Decision-making
X	Working independently
X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism
	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Introduction to Consumer Behavior in Tourism
- Consumer Decision Making Process
- Socio-Cultural Factors in Tourist Behavior
- Learning and Memory
- Perception and Attention – Attitudes
- The Self, Personality and Gender
- Customer Journey and Social Media
- Market Research
- Introduction to Brand and Branding
- Destination Image and Branding
- Destination Brand equity and Positioning
- Customer Satisfaction and Loyalty
- Complaint Handling and Reputation Management

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face	
	X	Distance learning (synchronous)	
		Distance learning (asynchronous)	
		Others:	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides	
	X	Synchronous training (video conferencing platforms)	
	X	Asynchronous training (e-class)	
	X	Email communication	
		Virtual (simulated) laboratory training	
	Others:		
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art</i>	Activity		Workload of semester
		Lectures	39
		Seminars	
		Laboratory practice	
		Study and analysis of bibliography	30

<i>workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Project	15	
	Essay writing		
	Private study	63	
	Final Exam	3	
	Total number of hours for the Course (25 hours of work-load per ECTS credit)		150
<p align="center">STUDENT ASSESMENT</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Developing questions		
	Multiple choice questionnaires		
	Mid-term exam		
	Problem solving		
	Laboratory work		
	Written work, essay/ report	X	60%
	Public presentation	X	40%
	Oral examination		
	Others:		

5. RECOMMENDED LITERATURE

BOOKS

- Solomon, M. R. (2018). Συμπεριφορά Καταναλωτή: Αγοράζοντας, Έχοντας και Ζώντας. Αθήνα: Εκδόσεις Τζιόλα.
- Μητούλα, Ρ. & Καλδής Π. (2018). City branding και βιώσιμη ανάπτυξη. Αθήνα: Εκδόσεις Παπαζήση.
- Schiffman, G.L. and Wisenblit, J. (2023). Συμπεριφορά Καταναλωτή. Αθήνα: Εκδόσεις Gutenberg.
- Σιώμος, Γ. (2018). Συμπεριφορά Καταναλωτή. Αθήνα: Εκδόσεις Λιβάνη.
- Μπάλτας, Γ. & Παπασαθοπούλου, Π. (2022). Συμπεριφορά Καταναλωτή. Εκδόσεις Rosili.
- Solomon, M. R. (2018). Consumer Behavior, 12th edition, Global Edition. ISBN: Publisher: Pearson Education
- Horner, S., & Swarbrooke, J. (2020). Consumer behaviour in tourism. Routledge
- Kapferer, J. N. (2012). The new strategic brand management: Advanced insights and strategic thinking. Kogan page publishers.
- Camilleri, M.A.. (2018), The Branding of Tourist Destinations: Theoretical and Empirical Insights, Emerald Publishing.
- Morgan, N., Pritchard, A., & Pride, R. (2007). Destination branding. Routledge.
- Mothersbaugh, D. L., & Hawkins, D. I. (2016). Consumer behavior: Building marketing strategy. McGraw-Hill.

ARTICLES

- Dias, A., Sousa, B., Santos, V., Ramos, P., & Madeira, A. (2023). Wine Tourism and Sustainability Awareness: A Consumer Behavior Perspective. Sustainability, 15(6), 5182.
- Kuhn, F., Kock, F., & Lohmann, M. (2023). Personal prestige through travel? Developing and testing the personal prestige inventory in a tourism context. Consumer Behavior in Tourism and Hospitality, 18(1), 1-16.
- Viglia, G., & Acuti, D. (2023). How to overcome the intention–behavior gap in sustainable tourism: tourism agenda 2030 perspective article. Tourism Review, 78(2), 321-325.
- Zhang, J., Quoquab, F., & Mohammad, J. (2023). Metaverse tourism and Gen-Z and Gen-Y's motivation: "will you, or won't you travel virtually?". Tourism Review
- Aitken, R., & Campelo, A. (2020). The Influence of Destination Personality and Destination Branding on Tourist Behavior: A Conceptual Framework. Journal of Travel Research, 59(6), 1089–1105.
- Buhalis, D., & Foerste, M. (2015). SoCoMo marketing for travel and tourism: Empowering co-creation of value. Journal of Destination Marketing & Management, 4(3), 151–161.
- Choi, H. C., & Murray, I. (2021). Destination branding, authenticity and resident attitudes in urban tourism: The case of Seoul, South Korea. Tourism Management, 85, 104292.

Kim, J. H., & Jogaratnam, G. (2018). Destination branding and positioning through culinary tourism: A comparative analysis of Korea and Thailand. *Journal of Destination Marketing & Management*, 10, 178–18.

Lee, H., & Tussyadiah, I. (2020). Enriching Tourist Experience Through Social Media: The Role of In-Situ Experiences and Brand Reputation. *Journal of Travel Research*, 59(7), 1211–1226.

Prebensen, N. K., & Xie, J. (2017). Determinants of tourists' destination loyalty: Psychological destination image, satisfaction and place attachment. *International Journal of Tourism Research*, 19(6), 693–704

ΠΕΡΙΟΔΙΚΑ

Consumer Behavior in Tourism
 Journal of Consumer Behavior
 Journal of Brand Management
 Annals of Tourism Research
 Current Issue in Tourism
 Journal of Destination Marketing and Management
 Journal of Consumer Research

DMG_114. Special and Alternative Forms of Tourism

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_114	SEMESTER OF STUDIES	B
COURSE TITLE	SPECIAL AND ALTERNATIVE FORMS OF TOURISM		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European*

Higher Education Area

- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The aim of the course is the specialized critical analysis of special and alternative forms of tourism as a response to mass and standardized tourist travel, as well as the continuous development of new forms of tourism. The theoretical background of alternative tourism, the complexity of classification, the priority given to natural and cultural resources for planning and developing tourism globally, and the emphasis on different forms of tourism are part of the modules to be learned, understood and applied. In addition, the study of various niche markets and non-traditional tourism experiences will help participants to develop a comprehensive knowledge and understanding of market trends, management strategies and sustainable practices related to these forms of tourism. Upon completion of the course, students will be able to:

- recognise the transition from mass tourism to alternative tourism
- summarise the conceptual approaches to Alternative and Special Forms of Tourism and their content
- distinguish and categorise different forms of tourism
- examine practical examples of the application of special and alternative forms of tourism
- follow international tourism practice and identify emerging forms of tourism
- discover the challenges and opportunities arising from these forms of tourism for local, business and other stakeholders
- design and implement tourism development policies for a specific region based on product groups with predominant incentives per tourism format
- use tools for the planning and development of specific and alternative forms of tourism.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

	Search for, analysis and synthesis of data and information, with the use of the necessary technology
X	Adapting to new situations
	Decision-making
X	Working independently
X	Team work
X	Working in an international environment
X	Working in an interdisciplinary environment
	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism
X	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Transition or common path with mass tourism.
- Alternative and Special Forms of Tourism - product groups - predominant incentives
- Planning of Alternative and Special Forms of Tourism.
- International and Greek design experiences.
- Alternative and Special Forms of Tourism and development of tourism activities.

- Analysis of the challenges faced by special and alternative forms of tourism and examination of opportunities for development and innovation.
- Cultural factors, places of origin and reception and operations of Special and Alternative Forms of Tourism.
- The role of environmental sustainability in the planning of Special and Alternative Forms of Tourism
- Emerging forms of tourism
- Cultural Tourism
- Religious – Pilgrim Tourism
- Sports Tourism
- Marine tourism (cruise ship tourism, marine wildlife tourism, nautical tourism).
- Agrotourism - Ecotourism (farm tourism, gastronomic tourism and rural experiences, community-based tourism and rural development initiatives, sustainable agricultural practices in combination with agro-ecotourism).

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face		
	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures	39	
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography	20	
		Project	20	
		Essay writing	50	
		Private study	21	
		Final Exam		
	Total number of hours for the Course (25 hours of work-load per ECTS credit)		150	
STUDENT ASSESMENT <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		Developing questions		
		Multiple choice questionnaires		
		Mid-term exam		
		Problem solving	X	30%
		Laboratory work		
		Written work, essay/ report	X	70%
		Public presentation		
		Oral examination		
		Others:		

5. RECOMMENDED LITERATURE

BOOKS

Du Cros H., Mckercher B. (2023). Πολιτιστικός Τουρισμός. Αθήνα: Κλειδάριθμος.

Κοκκώσης, Χ., Τσάρτας, Π., Γρίμπα, Ε. (2011/2020). Ειδικές και Εναλλακτικές Μορφές Τουρισμού. Αθήνα: Κριτική.

Τσάρτας, Π., Ζαγκότση, Σ., Κυριακή, Ά. (2020). Τουρίστες, ταξίδια, τόποι: Κοινωνιολογικές Προσεγγίσεις στον Τουρισμό. Αθήνα: Κριτική.

Βενετσανοπούλου, Γ. Μ. (2019). Η κρατική συμβολή στον Τουρισμό – Εναλλακτικές Μορφές Τουρισμού. Αθήνα: Νικητόπουλος Σαράντος & ΣΙΑ ΕΕ..

Κοκκώσης, Χ. & Τσάρτας, Π. (2019). Βιώσιμη Τουριστική Ανάπτυξη & Περιβάλλον. Αθήνα: Κριτική.

Dowling R. & Weeden C. (Eds.), (2017). Cruise Ship Tourism. CABI

Sharpley, R., & Stone, P. (Eds.). (2017). The Darker Side of Travel: The Theory and Practice of Dark Tourism. Channel View Publications.

Weaver, D. (2016). Sustainable Tourism: Theory and Practice. Routledge.

Hall, C. M., & Page, S. J. (Eds.). (2014). The Routledge Handbook of Tourism and Sustainability. Routledge.

Lukovic, T. (Ed.), (2013). Nautical Tourism. CABI

Buckley, R. (2012). Adventure Tourism. CABI.

Μοίρα Π., Παρθένης Σ. (2011). Πολιτισμικός-Βιομηχανικός Τουρισμός. Αθήνα: Νομική Βιβλιοθήκη.

Jamal, T., & Robinson, M. (Eds.). (2011). The SAGE Handbook of Tourism Studies. SAGE Publications Ltd.

Σωτηριάδης Μ., Φαρσάρη Ι., (επιμέλεια) (2009). Εναλλακτικές και Ειδικές Μορφές Τουρισμού. Αθήνα: Interbooks.

Buckley, R. (2009) Ecotourism: Principles and practices. CABI.

Hill, J. (2009). Ecotourism and Environmental Sustainability: Principles and practice. Ashgate.

Page, S. J., & Connell, J. (2009). Tourism: A Modern Synthesis. Cengage Learning.

Sznajder, M., Przebórska, L., Scrimgeour, F., 2009. Agritourism. CABI.

Ανδριώτης, Κ. (2008). Αειφορία & Εναλλακτικός Τουρισμός. Αθήνα: Σταμούλη.

Fennell, D. (2008). Ecotourism. Routledge.

Higham, J. & Luck, M. (Eds.), (2008). Marine Wildlife and Tourism Management. CABI

Cooper C. Fletcher J., Gilbert D., Wanhill S., (2004). Tourism: Principles and Practice. London: Pearsons.

WTO, (2004) Indicators of sustainable development for tourism destinations: a guide-book. Madrid: WTO

McKercher, B., & du Cros, H. (Eds.). (2002). Cultural Tourism: The Partnership Between Tourism and Cultural Heritage Management. Routledge.

Σβορώνου, Ε. (2003). Μέθοδοι διαχείρισης του οικοτουρισμού και του τουρισμού σε προστατευόμενες περιοχές. Αθήνα: Υπουργείο Περιβάλλοντος, Χωροταξίας & Δημοσίων Έργων. Σφακιανάκης Μ., (2000) Εναλλακτικές μορφές τουρισμού. Εκδ. Έλλην. Αθήνα.

Prideaux, B. (2000). Eco-tourism: An Introduction. Wiley.

ARTICLES

Melissidou S., Varvaressos S., (2004) Sustainable tourism development: national framework, perspectives and implications. Archives of Economic History, XVI (1), pp. 131-153.

DMG_115. Tourism Demand Forecasting Methods

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_115	SEMESTER OF STUDIES	B
COURSE TITLE	TOURISM DEMAND FORECASTING METHODS		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	

<i>whole of the course, give the weekly teaching hours and the total credits</i>		
LECTURES	3	
TOTAL	3	6
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT	
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES	
TEACHING AND ASSESSMENT LANGUAGE:	GREEK	
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO	
COURSE WEBPAGE (URL)	eclass.upatras.gr	

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> 															
<p>The aim of the course is to provide a critical understanding of Tourism Demand Forecasting and the factors influencing it. Within this course, postgraduate students are expected to grasp the crucial role of forecasting models in designing tourism policies and making informed decisions. There is a strong emphasis on applying reliable methods to generate highly accurate forecasts. The course material delves into regression models from a forecasting standpoint, incorporating classical analysis, exponential smoothing, ARIMA models, Hierarchical Forecasting and Neural Networks. These models are constructed using real data from the global tourism industry, enhancing students' proficiency in modern computing environments such as R and Julia. Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • apply time series decomposition techniques. • employ advanced forecasting methods based on decomposition and exponential smoothing. • critically evaluate forecasting models. • master arima and box-jenkins methodologies. • implement hierarchical forecasting methods. • leverage neural networks for advanced forecasting. • integrate theory and practice in forecasting. • develop comprehensive forecasting strategies. 															
<p>General Abilities</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Production of new research ideas</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> </table>		<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>	<i>Adapting to new situations</i>	<i>Project planning and management</i>	<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>	<i>Working independently</i>	<i>Respect for the natural environment</i>	<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>	<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Production of new research ideas</i>														
<i>Adapting to new situations</i>	<i>Project planning and management</i>														
<i>Decision-making</i>	<i>Respect for difference and multiculturalism</i>														
<i>Working independently</i>	<i>Respect for the natural environment</i>														
<i>Team work</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>														
<i>Working in an international environment</i>	<i>Criticism and self-criticism</i>														
<i>Working in an interdisciplinary environment</i>	<i>Production of free, creative and inductive thinking</i>														
X	Search for, analysis and synthesis of data and information, with the use of the necessary technology														

X	Adapting to new situations
X	Decision-making
X	Working independently
X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
X	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism
	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Time Series Decomposition
- Forecasting Based on Decomposition
- Performance Evaluation
- Exponential Smoothing
- ARIMA & Box-Jenkins Methodology
- Hierarchical Methods and Neural Networks
- Real-world case studies

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face	
	X	Distance learning (synchronous)	
		Distance learning (asynchronous)	
		Others:	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides	
	X	Synchronous training (video conferencing platforms)	
	X	Asynchronous training (e-class)	
	X	Email communication	
		Virtual (simulated) laboratory training	
	Others:		
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester
		Lectures	39
		Seminars	
		Laboratory practice	
		Study and analysis of bibliography	42
		Project	45
		Essay writing	24
		Private study	
		Final Exam	
		Total number of hours for the Course (25 hours of work-load per ECTS credit)	150
STUDENT ASSESMENT <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions,</i>		Developing questions	
		Multiple choice questionnaires	
		Mid-term exam	
		Problem solving	
		Laboratory work	

<i>open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	Written work, essay/ report	X	60%
	Public presentation	X	40%
	Oral examination		
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Others:		

5. RECOMMENDED LITERATURE

<p>BOOKS</p> <p>Hyndman, R.J., & Athanasopoulos, G. (2022) Πρόβλεψη: αρχές και πρακτική, Εκδόσεις Πανεπιστημίου Πατρών.</p> <p>Hyndman, R.J., & Athanasopoulos, G. (2021) Forecasting: principles and practice, 3rd edition, OTexts: Melbourne, Australia.</p> <p>Lazzeri, F. (2020). Machine learning for time series forecasting with Python. John Wiley & Sons.</p> <p>Shmueli, G. (2018). Practical time series forecasting: a hands-on guide, 3rd Edition, Axelrod schnall publisher.</p> <p>ARTICLES</p> <p>Hyndman, R.J., Ahmed, R.A., Athanasopoulos, G., & Shang, H.L. (2011). "Optimal combination forecasts for hierarchical time series." Computational Statistics & Data Analysis, 55(9), 2579-2589.</p> <p>Hyndman, R. J., & Khandakar, Y. (2008). Automatic time series forecasting: the forecast package for R. Journal of Statistical Software, 26(3), 1-22</p> <p>Athanasopoulos, G., Ahmed, R.A., & Hyndman, R.J. (2009). "Hierarchical forecasts for Australian domestic tourism." International Journal of Forecasting, 25(1), 146-166.</p>
--

DMG_116. Destination Management and Finance

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_116	SEMESTER OF STUDIES	B
COURSE TITLE	DESTINATION MANAGEMENT AND FINANCE		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		

COURSE WEBPAGE (URL)	eclass.upatras.gr
-----------------------------	-------------------

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The aim of the course is to develop a critical understanding of Destination and Financial Management. It requires postgraduate students to grasp the fundamental concepts and theories of destination planning, management, and promotion, alongside sustainability and carrying capacity. These elements are crucial for strategic planning in developing and managing tourist destinations. Detailed presentations explore the influence of key stakeholders and Destination Management Organizations (DMOs) on the competitiveness of tourist destinations. Simultaneously, the course introduces students to Financial Management, focusing on contemporary issues such as derivative financial instruments, portfolio management, investment decision analysis, evaluating tourism companies' financial statements, valuing firms in the tourism sector, and more. It also covers the analysis and calculation of financial risk and general financial planning issues. Upon completion of the course, students will be able to:

- identify key concepts and terminologies related to tourism destination management and financial management,
- explain the fundamental theories of destination planning, management, promotion, sustainability, and carrying capacity,
- apply principles of destination management to analyze the role and influence of stakeholders and Destination Management Organizations (DMOs) in enhancing the competitiveness of tourist destinations,
- analyze case studies to evaluate the effectiveness of destination management strategies in real-world settings,
- evaluate the sustainability practices of tourist destinations and propose improvements based on carrying capacity and stakeholder interests,
- compare the value of different financial instruments and investment strategies within the tourism industry with that of the market,
- apply stock and bond valuation techniques to tourism businesses,
- evaluate derivative products,
- apply risk assessment techniques,
- use financial tools to analyse financial statements of tourism enterprises,
- develop critical analysis of tourism companies

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Production of new research ideas
Adapting to new situations	Project planning and management
Decision-making	Respect for difference and multiculturalism
Working independently	Respect for the natural environment
Team work	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working in an international environment	Criticism and self-criticism
Working in an interdisciplinary environment	Production of free, creative and inductive thinking

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
	Adapting to new situations
X	Decision-making
X	Working independently
	Team work
	Working in an international environment

	Working in an interdisciplinary environment
X	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism
	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
	Criticism and self-criticism
	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Fundamentals of Destination Management
- Tourism Sustainability and Carrying Capacity
- Strategic Planning for Tourism Destinations
- Role of DMOs and Stakeholder Management
- Introduction to Financial Management in Tourism
- Analyzing and Managing Financial Risks
- Investment Decision-Making in Tourism

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face		
	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
	Others:			
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures		39
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography		42
		Project		45
		Essay writing		24
		Private study		
		Final Exam		
		Total number of hours for the Course (25 hours of work-load per ECTS credit)		
STUDENT ASSESMENT <i>Description of the evaluation procedure</i> <i>Language of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>		Developing questions		
		Multiple choice questionnaires		
		Mid-term exam		
		Problem solving		
		Laboratory work		
		Written work, essay/ report	X	60%
		Public presentation	X	40%
		Oral examination		

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Others:
---	---------

5. RECOMMENDED LITERATURE

BOOKS

Dwyer, L., Forsyth, P., & Dwyer, W. (2020). Tourism economics and policy (Vol. 5). Channel View Publications.

Lew, A. A., & Cheer, J. M. (Eds.). (2017). Tourism resilience and adaptation to environmental change: Definitions and frameworks. Routledge.

Camillo, A. A. (Ed.). (2015). Handbook of research on global hospitality and tourism management. IGI global.

DeFranco, A. L., & Lattin, T. W. (2007). Hospitality financial management. John Wiley & Sons, Inc.

Guilding, C. (2007). Financial management for hospitality decision makers. Routledge.

ARTICLES

Miciuła, I.; Kadłubek, M.; Stępień, P. Modern Methods of Business Valuation—Case Study and New Concepts. Sustainability 2020, 12, 2699. <https://doi.org/10.3390/su12072699>

Power, Michael. "The risk management of everything." The Journal of Risk Finance 5.3 (2004): 58-65.

Chui, Michael. "Derivatives markets, products and participants: an overview." IFC Bulletin 35 (2012): 3-12.

Liao, Kai-Cheng, et al. "An evaluation of coupling coordination between tourism and finance." Sustainability 10.7 (2018): 2320.

JOURNALS

Journal of Destination Marketing & Management
 Tourism Management
 Journal of Travel Research

DMG_117. Digital Transformation and Intelligent Tourism Systems

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_117	SEMESTER OF STUDIES	B
COURSE TITLE	DIGITAL TRANSFORMATION AND INTELLIGENT TOURISM SYSTEMS		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
LECTURES	3		
TOTAL	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		

THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBPAGE (URL)	eclass.upatras.gr

2. LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The purpose of the course is to present and explain how modern intelligent information systems and Information and Communication Technologies can be applied to the development and management of intelligent destinations. With the help of specific examples and exercises, students will be able to utilize new innovative technologies and smart tourism tools for free time management (crowd management, indoor navigation, smart phone museum guides, etc.), manage data from modern platforms and information systems tourism businesses, to apply modern intelligent information systems in solving various difficult problems from the tourism sector, such as the design of new and innovative tourism products and the management of the carrying capacity of a destination. In addition, the aim is to understand Digital Marketing, its operation, and how it can optimize a marketing campaign by leveraging the challenges, techniques, and tools of Digital Marketing, especially in the tourism sector. Upon completion of the course, students will be able to:

- understand thoroughly the principles, operation and how to apply computational intelligence algorithms systems for solving management science problems,
- apply these systems to real problems from the field of economic and agronomic sciences, but also in their daily lives,
- use knowledge and understanding acquired in a manner that indicates a professional approach to their work or profession,
- analyze the key dimensions of the practical use of Digital Marketing applications in organizations and the main issues associated with their effective utilization,
- analyse the use of information technologies to support the management of a smart destination,
- analyse the role of information technology systems in sustainable tourism,
- identify technological developments that will affect the future of the travel and tourism industry.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
X	Adapting to new situations
X	Decision-making
X	Working independently
X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
	Production of new research ideas
	Project planning and management
	Respect for difference and multiculturalism

	Respect for the natural environment
	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

<ul style="list-style-type: none"> Εφαρμογή ευφυών αλγορίθμων Υπολογιστικής Νοημοσύνης, για την επίλυση προβλημάτων βελτιστοποίησης και διαχείρισης πόρων στα σύγχρονα πληροφοριακά συστήματα τουρισμού, όπως οι: Γενετικοί αλγόριθμοι (Genetic Algorithms - GAs) Αλγόριθμος βελτιστοποίησης σμήνους σωματιδίων (Particle Swarm Optimization - PSO) Hill Climbing Simulating Annealing Great Deluge Variable Neighbourhood Search Tabu Search Σχεδιασμός και ανάπτυξη διαδικτυακής παρουσίας στον κλάδο του τουρισμού Διαχείριση Προορισμών και Έξυπνοι Προορισμοί Τεχνολογίες της Πληροφορίας και Βιώσιμος Τουριστικός Προορισμός Μελέτες περίπτωσης Τάσεις για το Μέλλον των Τεχνολογιών της Πληροφορίας στον Τουρισμό

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face	
	X	Distance learning (synchronous)	
		Distance learning (asynchronous)	
		Others:	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides	
	X	Synchronous training (video conferencing platforms)	
	X	Asynchronous training (e-class)	
	X	Email communication	
		Virtual (simulated) laboratory training	
	Others:		
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester
		Lectures	39
		Seminars	
		Laboratory practice	
		Study and analysis of bibliography	20
		Project	25
		Essay writing	
		Private study	63
		Final Exam	3
	Total number of hours for the Course (25 hours of work-load per ECTS credit)		150
STUDENT ASSESMENT <i>Description of the evaluation procedure Language of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical</i>		Developing questions	
		Multiple choice questionnaires	X 40%
		Mid-term exam	
		Problem solving	X 60%
		Laboratory work	
		Written work, essay/ report	
	Public presentation		

<i>examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Oral examination		
	Others:		

5. RECOMMENDED LITERATURE

BOOKS

- Business Intelligence Issues, V. Voutsinas, 1st edition, Publisher: Kostaraki, 2003 (in Greek).
 Από τη θεωρία στη Πράξη (2019), Μάρω Βλαχοπούλου, Rosili
 Introduction to Data Mining, Tan Pang - Ning, Steinbach Michael, Kumar Vipin, 1st Edition, Publisher: Pearson, 2005.
 Adaptive Business Intelligence, Z. Michalewicz, M. Schmidt, M. Michalewicz, C. Chiriac, 1st Edition, Publisher: Springer-Verlag, Berlin Heidelberg, 2006.
 Computational Intelligence: Principles, Techniques and Applications (Hardcover), Amit Konar, Hardcover:708 pages, Publisher: Springer; 1st edition (May 31, 2005), Language: English, ISBN: 3540208984.
 Computational Intelligence in Economics and Finance (Advanced Information Processing), S. H. Chen, P. Wang, Paul P. Wang Hardcover: 508 pages, Publisher: Springer; 1st edition (April 11, 2006), Language: English, ISBN: 3540440984.
 Intelligent Systems in Digital Transformation, Theory and Applications, Lecture Notes in Networks and Systems (LNNS, volume 549), Springer 2023.
 Benckendorff P.J., Xiang Z., Sheldon P.J. (2023). Πληροφοριακά Συστήματα στον Τουρισμό. Επιμέλεια – Μετάφραση: Αλκιβιάδης Α. Παναγόπουλος, Ιωάννης Α. Νίκας, Ιωάννα Θ. Σέμελη. ISBN: 9789925350391
 Εκδότης: BROKEN HILL PUBLISHERS LTD

ARTICLES

- Zheng Xiang, Daniel R. Fesenmaier (2017). Analytics in Smart Tourism Design ISBN 978-3-319-44263-1 (eBook), DOI 10.1007/978-3-319-44263-1, Springer
 Francisco Femenia-Serra, Barbara Neuhofer & Josep A. Ivars-Baidal (2018). Towards a conceptualisation of smart tourists and their role within the smart destination scenario. The Service Industries Journal, 39:2, 109-133, DOI: 10.1080/02642069.2018.1508458
 Fuad Mehraliyev, Irene Cheng Chu Chan, Youngjoon Choi, Mehmet Ali Koseoglu and Rob Law (2020). A state-of-the-art review of smart tourism research. JOURNAL OF TRAVEL & TOURISM MARKETING 2020, VOL. 37, NO. 1, 78–91, <https://doi.org/10.1080/10548408.2020.1712309>
 Ben Haobin Ye, Huiyue Ye and Rob Law (2020) Systematic Review of Smart Tourism Research, Journal Sustainability 2020, 12, 3401
 Eunbee Gil, Yongjin Ahn and Youngsang Kwon (2020). Tourist Attraction and Points of Interest (POIs) Using Search Engine Data: Case of Seoul, Journal Sustainability 2020, 12, 7060; doi:10.3390/su12177060.
 Zheng Xiang, Jason Stienmetz, Daniel R. Fesenmaier (2021). Smart Tourism Design: Launching the annals of tourism research curated collection on designing tourism places, Journal Annals of Tourism Research 86 (2021) 103154
 Kaur, G. (2017). The importance of digital marketing in the tourism industry. International Journal of Research-Granthaalayah, 5(6), 72-77.
 Deb, S. K., Nafi, S. M., & Valeri, M. (2022). Promoting tourism business through digital marketing in the new normal era: a sustainable approach. European Journal of Innovation Management.
 Armutcu, B., Tan, A., Amponsah, M., Parida, S., & Ramkissoon, H. (2023). Tourist behaviour: The role of digital marketing and social media. Acta psychologica, 240, 104025.
 Ketter, E., & Avraham, E. (2021). # StayHome today so we can# TravelTomorrow: tourism destinations' digital marketing strategies during the Covid-19 pandemic. Journal of Travel & Tourism Marketing, 38(8), 819-832

Semester C

DMG_118. Preparation of Diploma Thesis

1. GENERAL

SCHOOL	OF ECONOMICS AND BUSINESS		
DEPARTMENT	OF TOURISM MANAGEMENT		
LEVEL OF COURSE	POSTGRADUATE: TOURISM BUSINESS & DESTINATION MANAGEMENT		
COURSE CODE	DMG_118	SEMESTER OF STUDIES	B
COURSE TITLE	PREPARATION OF DIPLOMA THESIS		
INDEPENDENT TEACHING ACTIVITIES <i>credits are awarded for separate components of the course, e.g., lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
		30	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at 4.</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	THERE ARE NO PREREQUISITE COURSES		
TEACHING AND ASSESSMENT LANGUAGE:	GREEK		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBPAGE (URL)	eclass.upatras.gr		

2. LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>In the context of the Thesis preparation, the postgraduate students are required to study a contemporary topic of their choice, in the field of Tourism Business & Destination Management. Particular emphasis is placed on conducting independent, relevant and in-depth research on a topic related to the subjects of the program, demonstrating their ability to collect, analyse data, draw conclusions and make practical recommendations where appropriate. At the same time, the course aims to familiarise the student with the concepts taught by developing their own research under supervision, which combines the theory taught with its practical application. Upon completion of the thesis, students will be able to:</p> <ul style="list-style-type: none"> • critically evaluate and synthesize existing literature to identify a contemporary issue in the field of Tourism Destination and Operations Management, and demonstrate a deep understanding and awareness of their chosen area of study, • design and apply a rigorous research methodology appropriate to the investigation of the chosen topic, demonstrating the ability to select and apply appropriate methods of data collection and analysis,

- demonstrate advanced analytical skills by accurately interpreting research data, applying, as appropriate, quantitative or qualitative analysis techniques to extract knowledge and interpretations from research findings,
- synthesise research findings to draw comprehensive conclusions, critically evaluating the implications of these findings for both theory and practice in the field of Tourism Destination and Business Management,
- combine theoretical knowledge with practical application, demonstrating the relevance of the concepts taught in the MSc in the real world through the development and implementation of the thesis,
- effectively communicate research findings and recommendations through a well-structured and coherent presentation of the thesis, adhering to academic standards and conventions,
- conduct independent and supervised research, guided by ethical considerations and professional standards, demonstrating the ability to manage a complex research project from inception to completion,
- critically examine the research process and its outcomes, evaluating the personal learning and professional development achieved through the completion of the thesis and identifying areas for future research and professional development.

General Abilities

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

X	Search for, analysis and synthesis of data and information, with the use of the necessary technology
X	Adapting to new situations
X	Decision-making
X	Working independently
X	Team work
	Working in an international environment
	Working in an interdisciplinary environment
X	Production of new research ideas
X	Project planning and management
	Respect for difference and multiculturalism
	Respect for the natural environment
X	Showing social, professional and ethical responsibility and sensitivity to gender issues
X	Criticism and self-criticism
X	Production of free, creative and inductive thinking

3. COURSE CONTENT

- Topic selection and proposal development
- Literature review and theoretical framework
- Design of research methodology
- Data collection
- Data analysis
- Writing the thesis
- Monitoring and feedback
- Preparation for the presentation of the thesis
- Submission and presentation of the thesis
- Further dissemination of the research results of the thesis

4. TEACHING AND LEARNING METHODS - ASSESSMENT

TEACHING METHOD <i>Face-to-face, Distance learning, etc.</i>	X	Face to face
--	---	--------------

	X	Distance learning (synchronous)		
		Distance learning (asynchronous)		
		Others:		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	X	Slides		
	X	Synchronous training (video conferencing platforms)		
	X	Asynchronous training (e-class)		
	X	Email communication		
		Virtual (simulated) laboratory training		
		Others:		
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS.</i>	Activity		Workload of semester	
		Lectures		
		Seminars		
		Laboratory practice		
		Study and analysis of bibliography	250	
		Project	350	
		Essay writing	150	
		Private study		
		Final Exam		
		Total number of hours for the Course (25 hours of work-load per ECTS credit)		750
STUDENT ASSESSEMENT <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		Developing questions		
		Multiple choice questionnaires		
		Mid-term exam		
		Problem solving		
		Laboratory work		
		Written work, essay/ report	X	70%
		Public presentation	X	30%
		Oral examination		
		Others:		

5. RECOMMENDED LITERATURE

The literature suggested varies according to the topic of the thesis.