

## COURSE OUTLINE

### (1) General information

<b>FACULTY/SCHOOL</b>	ECONOMICS, BUSINESS AND INTERNATIONAL STUDIES		
<b>DEPARTMENT</b>	TOURISM STUDIES		
<b>LEVEL OF STUDY</b>	UNDERGRADUATE		
<b>COURSE UNIT CODE</b>	TSK402		4 <sup>th</sup>
<b>COURSE TITLE</b>	RESEARCH AND ANALYSIS OF TOURISM MARKET		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>in case credits are awarded for separate components/parts of the course, e.g. in lectures, laboratory exercises, etc. If credits are awarded for the entire course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	6
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i>			
<b>COURSE TYPE</b> <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i>	SCIENTIFIC EXPERTISE		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION &amp; EXAMINATION/ASSESSMENT:</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

#### **Learning Outcomes**

The course learning outcomes, specific knowledge, skills and competences of an appropriate (certain) level, which students will acquire upon successful completion of the course, are described in detail.

It is necessary to consult:

#### **APPENDIX A**

- Description of the level of learning outcomes for each level of study, in accordance with the European Higher Education Qualifications' Framework.

- Descriptive indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and

#### **APPENDIX B**

- Guidelines for writing Learning Outcomes

The aim of this course is to teach (a) theoretical concepts, (b) quantitative and qualitative methods and techniques, and (c) the principles of research deontology and ethics in tourism market research.

Upon successful completion of the course, students will be able to:

- plan empirical research in tourism and related social sciences
- describe, explain, classify and evaluate research literature
- formulate valid and useful research questions and hypotheses
- design appropriate sampling methods
- select and develop the methods of qualitative or quantitative research that are most appropriate for the research objectives / hypotheses
- deal systematically with distortions caused by cognitive bias in daily and professional life
- analyze and interpret effective primary data for drawing conclusions and making decisions
- plan and conduct research respecting the basic principles of research ethics and ethics
- prepare, present and supervise research papers, including diploma theses and doctoral dissertations

<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that students/graduates must acquire (as those are described in the Diploma Supplement and are mentioned below), at which of the following does the course attendance aim?</i></p>	
<p><i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i></p> <p><i>Adapting to new situations</i></p> <p><i>Decision-making</i></p> <p><i>Individual/Independent work</i></p> <p><i>Group/Team work</i></p> <p><i>Working in an international environment</i></p> <p><i>Working in an interdisciplinary environment</i></p> <p><i>Introduction of innovative research</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Environmental awareness</i></p> <p><i>Social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Critical thinking</i></p> <p><i>Development of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i></p> <p>.....</p>
<p>Ability to search, analyse and connect data and information by using technologies and databases</p> <p>Decision making</p> <p>Working independently</p> <p>Team working</p> <p>Conduct multi-disciplinary and cross-disciplinary research</p> <p>Design and implementation of research projects</p> <p>Respect on diversity and variety</p> <p>Demonstration of social, professional and ethical responsibility and sensitivity while conducting research</p> <p>Critical thinking and self-criticism</p> <p>Free, creative and deductive thinking</p> <p>Collection, analysis and interpretation of primary data for decision-making</p>	

**(3) COURSE CONTENT**

<ul style="list-style-type: none"> <li>• Basic concepts of philosophy and theory of science.</li> <li>• Epistemological questions in social science research</li> <li>• Types of research in the tourism market</li> <li>• Steps for reviewing and evaluating the research literature. Research Report</li> <li>• Process of developing and formulating research questions and working hypotheses</li> <li>• Research planning.</li> <li>• Samples and Population. Sampling techniques</li> <li>• Measurement of quantitative and qualitative variables with indicators and psychometric scales.</li> <li>• Design and control of questionnaires</li> <li>• Qualitative research techniques: interviews, delphi method, focus groups</li> <li>• Basic principles of research ethics and deology. Ethical issues in education empirical research</li> </ul>
--

**(4) TEACHING METHODS--ASSESSMENT**

<p><b>MODES OF DELIVERY</b></p> <p><i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	Face-to-face						
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b></p> <p><i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Use of ICT in teaching:</p> <ul style="list-style-type: none"> <li>• Audiovisual material will be shown during the lectures</li> <li>• Students will watch videos presentations by other teachers or speakers</li> <li>• Teaching material will be available online</li> <li>• Students will learn to use the internet and databases for bibliography search</li> <li>• Students will learn to use the internet to conduct Internet research, e.g. online surveys, online interviews</li> </ul>						
<p><b>COURSE DESIGN</b></p> <p><i>Description of teaching techniques, practices and methods:</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of</i></p>	<table border="1"> <thead> <tr> <th><i>Activity/Method</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Interactive Teaching (Case studies – analysis)</td> <td>40</td> </tr> </tbody> </table>	<i>Activity/Method</i>	<i>Semester workload</i>	Lectures	39	Interactive Teaching (Case studies – analysis)	40
<i>Activity/Method</i>	<i>Semester workload</i>						
Lectures	39						
Interactive Teaching (Case studies – analysis)	40						

<i>bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i>  <i>The study hours for each learning activity as well as the hours of self-directed study are given following the principles of the ECTS.</i>	Self-directed study	20
	Essay writing (individual)	40
	Essay writing (teamwork)	20
	<b>Total</b>	<b>159</b>
<p><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b>  <i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative (conclusive), multiple choice tests, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.</i></p> <p><i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i></p>	<p>Written assignment  Group project presentation  Language of evaluation: Greek</p> <p>The course assessment includes:</p> <ul style="list-style-type: none"> <li>- Individual or group project, 30% of course grade</li> <li>- Final written exams - 70% of course grade</li> </ul>	

**(5) SUGGESTED BIBLIOGRAPHY:**

<p><b>-Suggested bibliography:</b></p> <p>Schnell, R., Hill. P., &amp; Esser, E. (2014). Empirical Social Research Methods. 1st Greek Edition, N. Nagopoulos (in Greek), N. Nagopoulos &amp; G. Giosos (scientific editing), Propompos Publications.</p> <p>Silvia, P. (2007). How to Write a Lot: A Practical Guide to Productive Academic Writing. American Psychological Association, Washington, DC, USA.</p> <p>Van Evera, S. (2000). Introduction to the Methodology of Political Science. Quality Editions. (in Greek)</p> <p>Tsiolis G. (2014). Methods and techniques of analysis in qualitative social research. Athens: Review.</p> <p><b>- Relevant academic journals:</b></p> <ul style="list-style-type: none"> <li>- Annals of Tourism Research</li> <li>- Journal of Hospitality and Tourism Research</li> <li>- Journal of Hospitality &amp; Tourism Management</li> <li>- Tourism Management Perspectives</li> <li>- International Journal of Tourism Research</li> <li>- Tourism Review</li> <li>- International Journal of Hospitality Management</li> </ul>
--