

COURSE OUTLINE

(1) General information

| | | | |
|---|---|-----------------|-----------------|
| FACULTY/SCHOOL | ECONOMICS, BUSINESS AND INTERNATIONAL STUDIES | | |
| DEPARTMENT | TOURISM STUDIES | | |
| LEVEL OF STUDY | UNDERGRADUATE | | |
| COURSE UNIT CODE | TSK601 | SEMESTER | 6 th |
| COURSE TITLE | TOURISM AND REGIONAL DEVELOPMENT | | |
| INDEPENDENT TEACHING ACTIVITIES <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> | WEEKLY TEACHING HOURS | CREDITS | |
| | | | |
| <i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4</i> | | 3 | 6 |
| COURSE TYPE <i>Background knowledge, Scientific expertise, General Knowledge, Skills Development</i> | Scientific expertise | | |
| PREREQUISITE COURSES: | No | | |
| LANGUAGE OF INSTRUCTION: | Greek | | |
| LANGUAGE OF EXAMINATION/ASSESSMENT: | Greek | | |
| THE COURSE IS OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | | | |

(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*

It is expected that upon successful completion of the course, students will be able to:

- Assess whether tourism contributes to regional economic convergence or divergence.
 - Analyze regional tourism inequalities in Greece.
 - Understand the basic concepts that govern the two basic models / theories of regional development (polar development and local - endogenous development) that have been applied in tourism.
 - Relate the two basic models of regional development with general forms of tourism and sustainable tourism development.
 - Interpret the basic concepts that govern the spatial models of local tourism development (tourism networks and tourist clusters, local tourism production systems, tourism innovation systems).
- Understand key economic and regional policy issues, regional policy instruments, and European Union regional policy.
- Locate the spatial units (Regions and Regional Units) that specialize in tourism using quantitative regional analysis methods.
 - Know the available methods of estimating tourism expenditure at regional / local level and calculate the average and total tourism expenditure.
 - Understand the multiplier (direct, indirect, and secondary) effects of tourism on a regional / local economy, and know the basic models for estimating them.
 - Distinguish the different types and types of tourist multipliers.
 - Calculate sectoral and tourist multipliers using input-output models.

General Competences

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>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i> | <i>Project planning and management</i> |
| <i>Adapting to new situations</i> | <i>Respect for diversity and multiculturalism</i> |
| <i>Decision-making</i> | <i>Environmental awareness</i> |
| <i>Individual/Independent work</i> | <i>Social, professional and ethical responsibility and sensitivity to gender issues</i> |
| <i>Group/Team work</i> | <i>Critical thinking</i> |
| <i>Working in an international environment</i> | <i>Development of free, creative and inductive thinking</i> |
| <i>Working in an interdisciplinary environment</i> | <i>.....</i> |
| <i>Introduction of innovative research</i> | <i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i> |
| | <i>.....</i> |

Search, analysis and synthesis of data and information, using the necessary technologies.
 Decision making.
 Respect for diversity and multiculturalism.
 Respect for the natural environment.
 Demonstration of social, professional and moral responsibility and sensitivity in gender issues.
 Exercise criticism and self-criticism.
 Promoting free, creative and inductive thinking.

(3) COURSE CONTENT

The course aims to introduce students to basic theories, policies and methods of economic analysis related to tourism and regional development. First, the regional development theories are presented and then the two main theories are examined in detail - regional development strategies (polar development and local - endogenous development) that have been applied for the development of tourist destinations, and which are mostly related to exogenous and sustainable tourism development, respectively. In the context of local - endogenous development, further spatial local development models that have been applied to tourism are examined, such as tourism networks, tourist clusters, local tourism production systems, and tourism innovation systems. Case studies from domestic and international practice are used to more fully capture and understand the theories. In terms of policies, key issues are economic and regional policy, regional policy instruments, and European Union regional policy. Finally, in the context of the regional economic analysis, the methods of estimating the tourist expenditure and the models of estimating the multiplier effects of tourism are presented, the interconnections of the economic activities of tourism with the other branches of a local / regional economy are examined through the input-output model. and the types and types of tourist multipliers are analyzed.

(4) TEACHING METHODS--ASSESSMENT

| <p>MODES OF DELIVERY <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p> | <p>Face-to-face and distance learning</p> | | | | | | | | | | |
|--|---|------------------------|--------------------------|-------------------------|----|-------------------------------|-----|-------|---|--------------|------------|
| <p>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p> | <p>Power Point presentations Use of asynchronous distance learning (posting material in the e-class of the course) Use of synchronous learning (distance learning through Microsoft Teams)</p> | | | | | | | | | | |
| <p>COURSE DESIGN <i>Description of teaching techniques, practices and methods: Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, Internship, Art Workshop, Interactive teaching, Educational visits, projects, Essay writing, Artistic creativity, etc.</i></p> <p><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></p> | <table border="1"> <thead> <tr> <th><i>Activity/Method</i></th> <th><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>13 Lectures (x 3 Hours)</td> <td>39</td> </tr> <tr> <td>Bibliography study & analysis</td> <td>109</td> </tr> <tr> <td>Exams</td> <td>2</td> </tr> <tr> <td>Total</td> <td>150</td> </tr> </tbody> </table> | <i>Activity/Method</i> | <i>Semester workload</i> | 13 Lectures (x 3 Hours) | 39 | Bibliography study & analysis | 109 | Exams | 2 | Total | 150 |
| <i>Activity/Method</i> | <i>Semester workload</i> | | | | | | | | | | |
| 13 Lectures (x 3 Hours) | 39 | | | | | | | | | | |
| Bibliography study & analysis | 109 | | | | | | | | | | |
| Exams | 2 | | | | | | | | | | |
| Total | 150 | | | | | | | | | | |
| <p>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS <i>Detailed description of the evaluation procedures:</i></p> <p><i>Language of evaluation, assessment methods, formative or summative</i></p> | <p>Language of evaluation: Greek</p> <p>Examination with multiple choice questions and / or essay development questions.</p> | | | | | | | | | | |

(conclusive), multiple choice tests, short- answer questions, open-ended questions, problem solving, written work, essay/report, oral exam, presentation, laboratory work, other.....etc.

Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.

(5) SUGGESTED BIBLIOGRAPHY:

-Suggested bibliography:

Παπαδασκαλόπουλος, Α. (2008). Πρότυπα και πολιτικές περιφερειακής ανάπτυξης (2η έκδοση). Αθήνα: Διόνικος.

Λαγός, Δ. (2018). Τουριστική οικονομική (2η έκδοση). Αθήνα: Κριτική.

Κοκκώσης, Χ. & Τσάρτας, Π. (2019). Βιώσιμη τουριστική ανάπτυξη και περιβάλλον. Εκδόσεις Κριτική.

- Academic Journals:

Annals of Tourism Research

Journal of Travel Research

Tourism Management

Tourism Economics

Tourism Geographies: An International Journal of Tourism Space, Place and Environment

Regional Studies

Local Economy