

## 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>	<b>TSK619</b>	<b>SEMESTER</b>	<b>6<sup>th</sup> or 8<sup>th</sup></b>
<b>COURSE TITLE</b>	Strategic Marketing for Tourism Destinations		
<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>	
	3	4	
<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:</b>	GREEK		
<b>LANGUAGE OF 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*

After completing the course students are expected to be able to:

- Analyze the tourism system at the level of tourist destinations and the main participants (stakeholders) that make it up.
- Assess the economic, cultural, social and environmental impacts of the tourism phenomenon on a destination.
- Acknowledge the life cycle stages of tourism destinations.
- Recognize and distinguish the importance of all variables of the Marketing mix at the level of tourist destinations.
- Understand the complex concept of destination branding.
- Propose strategic marketing management models for all participants of a destination.
- Compose strategic marketing plans for the sustainable tourism development of a destination.

#### **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*

<p><i>attendance aim?</i>  <i>Search for, analysis and synthesis of data and information by the use of appropriate technologies,</i>  <i>Adapting to new situations</i>  <i>Decision-making</i>  <i>Individual/Independent work</i>  <i>Group/Team work</i>  <i>Working in an international environment</i>  <i>Working in an interdisciplinary environment</i>  <i>Introduction of innovative research</i></p>	<p><i>Project planning and management</i>  <i>Respect for diversity and multiculturalism</i>  <i>Environmental awareness</i>  <i>Social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Critical thinking</i>  <i>Development of free, creative and inductive thinking</i>  .....  <i>(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)</i>  .....</p>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information by the use of the appropriate technologies.</li> <li>• Decision-making.</li> <li>• Individual / Independent work.</li> <li>• Group/Team work.</li> <li>• Working in an international environment.</li> <li>• Research project planning and management.</li> <li>• Respect for diversity and multiculturalism.</li> <li>• Social, professional and ethical responsibility and sensitivity to gender issues.</li> <li>• Critical thinking.</li> <li>• Development of free, creative and inductive thinking.</li> <li>• Collection, editing / analysis and interpretation of primary data for decision making.</li> </ul>	

### (3) COURSE CONTENT

<p>Week 1-2: Basic Concepts in Strategic Marketing of Tourism Destinations  Week 3: The Role of DMOs (Destination Management and Promotion Organizations) in Destination Management and Marketing  4th week: Analysis of the tourism system and life cycle of tourism destinations / analysis and evaluation of tourism supply and demand  Week 5: Tourism development and sustainability – Analysis of influencing factors  Week 6: Destination Marketing Management  Week 7: Marketing research for tourism destinations  Week 8: Preferences of visitors and tourism experience participants (residents, professionals, organisations)  Week 9: Destination Branding  Week 10: Sustainable Destination Development Strategies  Week 11: Destination marketing planning - Development of new products and criteria for their development.  Week 12: Analysis of case studies of modern destination marketing management models  Week 13: Digital destination marketing, Smart Destinations</p>
--

### (4) TEACHING METHODS--ASSESSMENT

<p><b>MODES OF DELIVERY</b>  <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i></p>	<p>Face-to-face</p>
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b>  <i>Use of ICT in teaching, Laboratory Education, Communication with students</i></p>	<p>Information and communication technologies are used for:</p> <ul style="list-style-type: none"> <li>- Supporting lectures, e.g. power point, video projections</li> <li>- Watching educational videos</li> <li>- Live streaming of guest speakers all over the globe</li> <li>- Learning material uploaded on the course website</li> <li>- Students using and searching the internet for identifying learning material</li> <li>- Students using the internet for co-creating and monitoring the brand reputation and image of an organization</li> </ul> <p>Use of ICT in the Communication with students:</p> <ul style="list-style-type: none"> <li>-Digital Platform of the module (e-class) for exchanging messages, uploading relevant announcements</li> <li>-E-mail exchange</li> </ul>

<p style="text-align: center;"><b>COURSE DESIGN</b></p> <p><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><b>Activity/Method</b></th> <th><b>Semester workload</b></th> </tr> </thead> <tbody> <tr> <td>Lectures-Interactive Teaching (Discussion, Real examples from the Tourism Sector, Videos, Podcasts, Voting Technology Ψηφοφορία)- Presentation of Case studies and exercises, Educational Visits/Guest speakers</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Case studies at home</td> <td style="text-align: center;">7</td> </tr> <tr> <td>Essay writing or empirical research (individual- or team-work)</td> <td style="text-align: center;">20</td> </tr> <tr> <td>Exercises to take at home</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Self-directed study of the relevant literature (as this is described in the module's syllabus, relevant studies, journal articles, educational links as posted in the e-class)</td> <td style="text-align: center;">27</td> </tr> <tr> <td>Exams</td> <td style="text-align: center;">2</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>100</b></td> </tr> </tbody> </table>	<b>Activity/Method</b>	<b>Semester workload</b>	Lectures-Interactive Teaching (Discussion, Real examples from the Tourism Sector, Videos, Podcasts, Voting Technology Ψηφοφορία)- Presentation of Case studies and exercises, Educational Visits/Guest speakers	39	Case studies at home	7	Essay writing or empirical research (individual- or team-work)	20	Exercises to take at home	5	Self-directed study of the relevant literature (as this is described in the module's syllabus, relevant studies, journal articles, educational links as posted in the e-class)	27	Exams	2	<b>Total</b>	<b>100</b>
	<b>Activity/Method</b>	<b>Semester workload</b>															
	Lectures-Interactive Teaching (Discussion, Real examples from the Tourism Sector, Videos, Podcasts, Voting Technology Ψηφοφορία)- Presentation of Case studies and exercises, Educational Visits/Guest speakers	39															
	Case studies at home	7															
	Essay writing or empirical research (individual- or team-work)	20															
	Exercises to take at home	5															
	Self-directed study of the relevant literature (as this is described in the module's syllabus, relevant studies, journal articles, educational links as posted in the e-class)	27															
Exams	2																
<b>Total</b>	<b>100</b>																
<p style="text-align: center;"><b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b></p> <p><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>Language of evaluation: Greek:</p> <p>Students are evaluated with a combination of formative and summative assessment. The final mark is awarded based on summative assessment – final written examination. The examination material is announced in class, on the e-class platform and in the module syllabus at the beginning of classes. The written assessment is composed of the following:</p> <ul style="list-style-type: none"> <li>-Multiple choice questions</li> <li>-Short answer questions</li> <li>-Open-ended questions</li> <li>-Problem solving</li> </ul> <p>(Students are given the chance for their performance to be evaluated through oral-assessment, if they fulfill the criteria for disabled students or students with special needs, and a written assessment is not possible for them or would be of a disadvantage to them. The relevant proof, though, needs to be submitted in advance of the examination).</p> <p>Even though the written examination is 100% of the final mark, the final mark could be improved in a number of ways (as described below) before the final assessment/examination. Students can be awarded bonus marks in the following cases, given that a mark of 5/10 would be at least achieved in the final/written examination.</p> <ul style="list-style-type: none"> <li>-Written individual or team-work essay or empirical project/study – to be awarded up to 2 marks.</li> <li>-Case studies' analysis individually or in teams (a team up to 5 students), PowerPoint presentation preparation with non-compulsory presentation in class- to be awarded up to 1 mark.</li> <li>-In-class participation/Correct responses to questions raised in class by the module leader will be awarded up to 1 mark.</li> </ul>																

	Students get fully informed about their evaluation process throughout the year and are provided with relevant assessment examples, in-class, via the module's online platform (e-class), by the module leader.
--	--

**(5) SUGGESTED BIBLIOGRAPHY:**

**-Suggested bibliography:**

Morrison, A. 2018. Marketing and Managing Tourism Destinations. 2nd edition. New York: Routledge  
Βασιλειάδης Χ., 2009. Η Διοικητική και το Μάρκετινγκ των Τουριστικών Προορισμών. 2η έκδοση, Αθήνα: Εκδόσεις Σταμούλης.

**-Relevant academic journals:**

Journal of Destination Management  
Journal of Travel and Tourism Marketing  
Journal of Tourism, Heritage & Services Marketing  
Tourism Geographies