

## 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
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail under section 4			
<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 course emphasizes the role of empirical research in tourism marketing strategy, guiding data-driven decisions within organizations.

Students are trained to collect and interpret market data, assess consumer trends, and apply findings to tourism business contexts.

By analyzing market and consumer data, students identify behavioral patterns and segmentation profiles, uncovering motivations and contextual influences that guide tourist behavior in different geographic and cultural markets.

The course includes formulation of research hypotheses, design of data collection tools, and analysis, all foundational to marketing planning.

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

#### **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?*

*Search for, analysis and synthesis of data and information by the use of appropriate technologies,  
Adapting to new situations  
Decision-making  
Individual/Independent work  
Group/Team work  
Working in an international environment  
Working in an interdisciplinary environment  
Introduction of innovative research*

*Project planning and management  
Respect for diversity and multiculturalism  
Environmental awareness  
Social, professional and ethical responsibility and sensitivity to gender issues  
Critical thinking  
Development of free, creative and inductive thinking  
.....  
(Other.....citizenship, spiritual freedom, social awareness, altruism etc.)  
.....*

Ability to search, analyse and connect data and information by using technologies and databases  
Decision making  
Working independently  
Team working  
Conduct multi-disciplinary and cross-disciplinary research  
Design and implementation of research projects  
Respect on diversity and variety  
Demonstration of social, professional and ethical responsibility and sensitivity while conducting research  
Critical thinking and self-criticism  
Free, creative and deductive thinking  
Collection, analysis and interpretation of primary data for decision-making

### **(3) COURSE CONTENT**

This course provides a comprehensive exploration of the role of empirical research in shaping effective tourism marketing strategies. Students are introduced to the theoretical foundations and applied methodologies of market research, equipping them with the skills to collect, interpret, and critically evaluate data that informs strategic decision-making in tourism organizations. Emphasis is placed on understanding consumer behavior, market segmentation, demand forecasting, and competitive analysis within diverse cultural and geographic tourism contexts.

Through a combination of lectures, hands-on workshops, and group projects, students develop the ability to formulate research questions, construct data collection tools, and conduct both qualitative and quantitative analyses using appropriate statistical techniques.

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

<b>MODES OF DELIVERY</b> <i>Face-to-face, in-class lecturing, distance teaching and distance learning etc.</i>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGY</b> <i>Use of ICT in teaching, Laboratory Education, Communication with students</i>	<p>Use of ICT in teaching:</p> <p>Use of ICT in teaching:</p> <ul style="list-style-type: none"> <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> <li>- Videos relevant to the module's content (educative Videos, advertisements, short part of a movies or series free on the internet)</li> <li>- Podcasts (YouTube) relevant to the module's content</li> <li>- The internet to search for information and to collect data for the relevant exercise/study (in-class or at home)</li> <li>- Voting Technology Applications (Google Forms, Survey Monkey)</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, announcements</li> </ul>

	-E-mail exchange	
<b>COURSE DESIGN</b> <i>Description of teaching techniques, practices and methods:</i> <i>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>  <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>		
	<b>Activity/Method</b>	<b>Semester workload</b>
	Lectures	39
	Interactive Teaching (Case studies – analysis)	40
	Self-directed study	20
	Essay writing (individual)	40
	Essay writing (teamwork)	20
	<b>Total</b>	<b>159</b>
<b>STUDENT PERFORMANCE EVALUATION/ASSESSMENT METHODS</b> <i>Detailed description of the evaluation procedures:</i>  <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>  <i>Specifically defined evaluation criteria are stated, as well as if and where they are accessible by the students.</i>	Language of evaluation: Greek:  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: -Short answer questions -Open-ended questions -Problem solving  (Students are given the chance for their performance to be evaluated through oral-assessment, if the fulfil the criteria for disability 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).  Even though the written examination is 100% of the final mark, the final mark could be improved (as described below) before the final assessment/examination. Students can be awarded bonus marks with the following task, <u>given that a mark of 5/10 would be at least achieved in the final/written examination.</u> -Written essay – to be awarded <b>up to</b> - <b>3 marks.</b> Students get fully informed about their evaluation process throughout the year and provided with relevant assessment examples, in-class, via the module’s online platform (e-class), by the - module leader	

**(5) SUGGESTED BIBLIOGRAPHY:**

**-Suggested bibliography:**

Schnell, R., Hill, P., & Esser, E. (2014). Empirical Social Research Methods. 1st Greek Edition, N. Nagopoulos (in Greek), N. Nagopoulos & G. Giosos (scientific editing), Propompos Publications.

Silvia, P. (2007). How to Write a Lot: A Practical Guide to Productive Academic Writing. American Psychological Association, Washington, DC, USA.

Van Evera, S. (2000). Introduction to the Methodology of Political Science. Quality Editions. (in Greek)

Tsiolis G. (2014). Methods and techniques of analysis in qualitative social research. Athens: Review.

**- Relevant academic journals:**

- Annals of Tourism Research
- Journal of Hospitality and Tourism Research
- Journal of Hospitality & Tourism Management
- Tourism Management Perspectives
- International Journal of Tourism Research
- Tourism Review
- International Journal of Hospitality Management