

TP0073: DEVELOPMENT AND MANAGEMENT OF SPECIAL AND ALTERNATIVE FORMS OF TOURISM

COURSE OUTLINE

GENERAL

SCHOOL	INTERDEPARTMENTAL SCHOOL		
ACADEMIC UNIT	INTER-DEPARTMENTAL PROGRAMME		
LEVEL OF STUDIES	POSTGRADUATE PROGRAMME		
COURSE CODE	TP0073	SEMESTER	B'
COURSE TITLE	DEVELOPMENT AND MANAGEMENT OF SPECIAL AND ALTERNATIVE FORMS OF TOURISM		
INDEPENDENT TEACHING ACTIVITIES <i>if 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>	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALIZED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://tourism-pms.aegean.gr/index.php/spoudes/mathimata

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 this module is to familiarize students with the characteristics (in terms of supply and demand) of special and alternative forms of tourism and to emphasize their usefulness as tools for regional and local economic-social development. Additionally, it aims to help students understand the basic principles of alternative forms of tourism and linked them with the concept of local development, entrepreneurship, and sustainability. Finally, the knowledge of the course is completed with case studies that can be successful examples for the development, variation, and competitiveness of tourism enterprises and destinations.</p> <p>After successful attending of the module, the postgraduate students will be able to:</p> <ul style="list-style-type: none"> ▪ have knowledge of the distinctive elements of the Special and Alternative Forms of Tourism (SAFT), the process of their formation and operation as well as their development characteristics. ▪ analyze and evaluate the social, economic, environmental, and development features of the SAFT

- understand the crucial role of the SAFT in the diversification, enrichment, competitiveness, and sustainability of tourism development.
- be aware of the best practices of the SAFT at the international level and apply them.
- create and manage tourism products related to SAFT at operational and strategic level both in Enterprises and Tourism destinations.

General Competences

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

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Respect for difference and multiculturalism
- Respect for the natural environment
- Decision-making
- Working independently
- Team work
- Showing social, professional and ethical responsibility
- Project planning and management
- Production of free, creative and inductive thinking

SYLLABUS

<ul style="list-style-type: none"> ▪ Conceptual Approach to Special and Alternative Forms of Tourism (SAFT) ▪ Factors that contributed to the development of the SAFT ▪ The importance of the natural environment and features of locality in the development of the SAFT ▪ SAFT and Sustainable development ▪ Organizational Characteristics and Design of SAFT ▪ Product Group: Nature, Outdoors activities, and Sea ▪ Product Group: Culture, Religion, Science, Education ▪ Product Group: Thematic Travel, Special Interests ▪ Product Group: Health, Wellness ▪ Product Group: Business Travel ▪ New forms of SAFT – International Trends
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TEACHING and LEARNING METHODS – EVALUATION

<p style="text-align: center;">DELIVERY</p> <p><i>Face-to-face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> ▪ Face-to-Face ▪ Synchronous Distance Learning using New Technologies 														
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</p> <p><i>Use of ICT in teaching, laboratory education, communication with students</i></p>	<ul style="list-style-type: none"> ▪ Use of ICT in teaching (PowerPoint presentations delivered over BBB, a web-based synchronous-learning platform) ▪ Communication with students on the Moodle platform and by email ▪ PowerPoint slides and related learning material are uploaded on the Moodle platform to facilitate the learning process. 														
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography,</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;"><i>Activity</i></th> <th style="text-align: center;"><i>Semester workload</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td style="text-align: center;">39</td> </tr> <tr> <td>Case studies' analysis</td> <td style="text-align: center;">16</td> </tr> <tr> <td>Interactive teaching</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Project</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Self-directed Study</td> <td style="text-align: center;">40</td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	<i>Activity</i>	<i>Semester workload</i>	Lectures	39	Case studies' analysis	16	Interactive teaching	10	Project	45	Self-directed Study	40		
<i>Activity</i>	<i>Semester workload</i>														
Lectures	39														
Case studies' analysis	16														
Interactive teaching	10														
Project	45														
Self-directed Study	40														

<p>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>	Course total	150
	<p>STUDENT PERFORMANCE EVALUATION</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>	
	<ul style="list-style-type: none"> ▪ The language of evaluation is Greek. <p>Assessment methods comprised of:</p> <ul style="list-style-type: none"> ▪ a written individual or group coursework (which accounts for 50% of the total mark and ▪ a final written examination (which accounts for 50% of the total mark), <p>or</p> <ul style="list-style-type: none"> ▪ a written individual or group coursework (which is also presented orally and accounts for 100% of the total mark), 	

ATTACHED BIBLIOGRAPHY

Suggested bibliography:

A) Principal References

- Kokkosis Ch., Tsartas P., Grimpa E., (2020). Special and Alternative Forms of Tourism. Demand and Supply of New Tourism Products, Athens: Kritiki (in Greek).
- Kokkosis Ch., Tsartas P. (2019). Sustainable Tourism Development and Environment (2nd edition), Athens: Kritiki (in Greek).
- Andriotis K., (2008). Sustainability and Alternative Tourism: Agrotourism, Mountain Tourism, Ecotourism, Cultural Tourism, Athens: Stamoulis (in Greek).

B) Additional References

- Apostolopoulos, K. & Sdrali, D, (2009). Alternative and Soft Rural Tourism: Theoretical Approaches and Practices. Athens, Ellinoekdotiki
- Ashworth G. J., Page S. J., (2011). "Urban tourism research: recent progress and current paradoxes", *Tourism Management*, 32, (1), pp. 1-15.
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- Diakomichalis M., (2009). Maritime Tourism and Its Effects on the Greek Economy, Athens: Stamoulis (in Greek).
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- Komilis P., (2007). Ecotourism: The Alternative Perspective of Sustainable Tourism Development, Athens: Propobos (in Greek).
- Kravaritis K., Papageorgiou A. (2007). Business tourism: incentive reports, business trips, conference organization, Athens: Interbooks (in Greek).
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- Maroudas L., Gouvis D., Kyriakaki A., (2004). "Community approach to mountain adventure tourism development", *Anatolia*, 15, (1), pp. 5-18.
- Maroudas, L. & A. Kyriakaki, (2001). «The perspectives of Ecotourism Development in Small Islands of the South Dodecanese», *Anatolia*, Volume 12, p.p.59-71.
- Moira, P., (2019). Religious Tourism & Pilgrimage, Athens: Fedimos (in Greek).
- Moira, P., & Mylonopoulos, D. (2020). Marine Tourism, Athens: Fedimos (in Greek)
- Nepal K. S., Chipeniouk R., (2005). "Mountain tourism: Towards a conceptual framework", *Tourism Geographies*, 7 (3), pp. 313-333.
- Papageorgiou, A. (2018). Organization of Conferences and Events. Tourism MICE., Athens: Fedimos (in Greek)
- Prince, S. & Ioannides, D. (2017). Contextualizing the complexities of managing alternative tourism at the community-level: A case study of a nordic eco-village. *Tourism Management*, 60, pp.348-356
- Sharpley R., (2002). "Rural tourism and the challenge of tourism diversification: the case of Cyprus", *Tourism Management*, 23, (3), pp.233-244.
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- Weaver D., Lawton L. (2007). "Twenty years on: the state of contemporary eco-tourism research", *Tourism Management*, 28, pp. 1168-1179.
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- WWF Hellas, (2010). Guide to the Environment, Tourism and the Environment, Athens: WWF-Hellas (in Greek).

Related academic journals:

- Anatolia
- Annals of Tourism Research
- Cultural Tourism
- [Current Issues in Tourism](#)
- [International Journal of Culture, Tourism and Hospitality Research](#)
- [International Journal of Religious Tourism and Pilgrimage](#)
- [International Journal of Sport Management, Recreation & Tourism](#)
- International Journal of Tourism Research
- Journal of Convention & Event Tourism
- [Journal of Ecotourism](#)
- [Journal of Environmental and Tourism Analyses](#)
- [Journal of Quality Assurance in Hospitality & Tourism](#)
- [Journal of Sport Tourism](#)
- Journal of Sustainable Tourism
- [Journal of Tourism and Cultural Change](#)
- [Polish Journal of Sport and Tourism](#)
- The Tourism Review
- Tourism Analysis
- Tourism Management
- Tourism, Leisure and Global Change
- Tourismos