

| NAME OF THE COURSE | | Special Interest Tourism | | | | |
|---|---|--|---|---|----|---|
| Code | EUTD02 | Year of study | 2 nd | | | |
| Course teacher | Ljudevit Pranić, Ph.D. Smiljana Pivčević, Ph.D. | Credits (ECTS) | 5 | | | |
| Associate teachers | | Type of instruction (number of hours) | L | S | E | F |
| | | | 26 | | 26 | |
| Status of the course | Elective | Percentage of application of e-learning | 40 | | | |
| COURSE DESCRIPTION | | | | | | |
| Course objectives | To offer a theoretical framework supplemented with contemporary topics and cases, with an emphasis on connecting theory and practice of special forms of tourism; prepare students to be able to explain the characteristics and peculiarities of various forms of tourism, and practically resolve business issues. | | | | | |
| Course enrolment requirements and entry competences required for the course | Course prerequisites are prescribed in bylaws of the Faculty of Economics, Business and Tourism, and the rulebook on study programs and studying. | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | <ol style="list-style-type: none"> 1. Describe and distinguish the fundamental characteristics of various customer segments in special forms of tourism; 2. Recognize and examine top operational issues in the organization and delivery of special forms of leisure; 3. Recognize why are certain destinations and resources better positioned for the development and marketing of certain forms of tourism; 4. Identify and critically assess the relationship between various user segments of special interest tourism and local stakeholders; 5. Assess and critically evaluate the advantages and disadvantages of using special forms of tourism as a business strategy by small firms. | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Conceptual foundations for Special Interest Tourism; Special Interest Tourism – starting with the individual | 2 | Course introduction and elaboration of the students' individual and group responsibilities. Monitoring student engagement (MSE). Copywriting assignment – part 1. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the areas of regional and rural tourism | 2 | MSE. 1 st group project. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the areas of indigenous, tribal, and educational tourism | 2 | Student-led topical discussions. MSE. Copywriting assignment – part 2. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the areas of cultural, heritage, and geneological tourism | 2 | Student-led topical discussions. MSE. Written bi-weekly report on the progress of group projects. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the areas of health, sports, and bicycle tourism | 2 | Student-led topical discussions. MSE. Copywriting assignment – part 3. 2 nd group project. | 2 | | |

| | | | | | | |
|---|--|---|---|-----|-----------------------|-----|
| | Challenges, implications, and characteristics of supply and demand in the area of enogastronomic tourism | 2 | Student-led topical discussions. MSE. Written bi-weekly report on the progress of group projects. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the areas of cruise and transport tourism | 2 | Student-led topical discussions. MSE | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the areas of photographic and geo tourism | 2 | Student-led topical discussions. MSE. Written bi-weekly report on the progress of group projects. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the area of youth tourism | 2 | Student-led topical discussions. MSE. 3 rd group project. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the areas of adventure and hunting tourism | 2 | Student-led topical discussions. MSE. Written bi-weekly report on the progress of group projects. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the areas of dark, mystery, and thriller tourism | 2 | Student-led topical discussions. MSE. | 2 | | |
| | Challenges, implications, and characteristics of supply and demand in the area of film tourism | 2 | Presentation and discussion of group projects. MSE. | 2 | | |
| | The future of Special Interest Tourism | 2 | Presentation and discussion of group projects. MSE. | 2 | | |
| Format of instruction | <input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work | | <input checked="" type="checkbox"/> individual assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> guest speakers | | | |
| Student responsibilities | In order to qualify for a passing grade, each student must attend at least 70% of classes, successfully complete a topical discussion, an individual copywriting assignment, group project with PPT presentation, and submit all bi-weekly reports on the progress of their projects. | | | | | |
| Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>) | Class attendance | 1 | Research | 0,5 | Practical training | |
| | Experimental work | | Report | 0,5 | Practical assignments | 0,5 |
| | Essay | | Seminar essay | 0,5 | | |
| | Tests | | Oral exam | | | |
| | Written exam | | Project | 2 | | |
| Grading and evaluating student | The final course grade is comprised of an in-class or online student-led topical discussion (30%), an individual copywriting assignment (20%), group projects with a PPT presentation and bi-weekly progress reports (30%), and a student's in-class or online engagement / | | | | | |

| | | | |
|---|--|--|-------------------------------------|
| work in class and at the final exam | participation / contribution (20%). Students who did not accumulate at least 60% of total points through their seminar/topical discussion, individual copywriting assignment, group projects, and class/online engagement, must take the final written exam. Points scale for the final grade: <60% Fail (1), 60-69% Poor (2), 70-79% Fair (3), 80-89% Good (4), 90-100% Excellent (5). | | |
| Required literature (available in the library and via other media) | Title | Number of copies in the library | Availability via other media |
| | Agarwal, S., Busby, G. i Huang R. (2018). Special Interest Tourism: Concepts, Contexts and Cases. CABI, SAD. | | Moodle |
| | Pforr, C., Dowling, R. i Volgger, M. (2021). Consumer Tribes in Tourism: Contemporary Perspectives on Special-Interest Tourism. Springer, SAD. | | Moodle |
| | Scholarly, professional, and popular articles found by students and approved by course instructor. | | Moodle |
| Quality assurance methods that ensure the acquisition of exit competences | <ul style="list-style-type: none"> - Monitoring attendance and performance of other obligations of students (teacher) - Supervision of teaching activities (Vice Dean) - Analysis of student achievements across all courses of study (Vice Dean) - Student teaching evaluation survey for each course of study (Center for Quality Improvement at University of Split) - Test and/or exams administered by course teachers assess the successful adoption of all teaching outcomes pertaining to a particular course. The contents of these tests/exams are periodically reviewed for their adequacy in relation to the stated learning outcomes (Vice Dean) | | |
| Other (optional) | The course instructor can host up to three guest speakers (industry practitioners), and students may take a course-related field trip or visit a company/organization. | | |