



ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΕΙΡΑΙΩΣ

ΤΜΗΜΑ ΤΟΥΡΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ

**Master's Degree Programme
“Digital Transformation and Innovation in
Tourism”**

D3.4 Course outlines and Master's thesis outline

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P.01 Preparatory Workshop on Research Methods

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	Department of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	P.01	SEMESTER	Preparatory
COURSE TITLE	Preparatory Workshop on Research Methods		
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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures / Seminar		10	
Total		10	0
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Skills development / Preparatory		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 100%		
AVAILABILITY TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon completion of the course, students will be able to: KNOWLEDGE: • Understand the basic principles of scientific and applied research in tourism and management. • Recognise different research approaches (quantitative, qualitative, mixed). • Understand the structure of an academic paper and the basic stages of producing it.

SKILLS:

- Formulate initial research ideas and questions.
- Recognise basic methods of data collection and analysis.
- Organise the structure of an academic assignment (essay, report).
- Use basic techniques of documentation and bibliographic referencing.

COMPETENCES:

- Become familiar with the basic principles of research thinking and critical approach.
- Follow the basic principles of academic ethics and the avoidance of plagiarism.
- Present basic research ideas clearly.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data and Project planning and management
information, with the use of the necessary Respect for difference and multiculturalism technology Respect for the natural environment*

Adaptability to new situations Showing social, professional and ethical responsibility

Decision-making and sensitivity to gender issues

Working independently Criticism and self-criticism

Team work Production of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environment Other...

Production of new research ideas.....

- Search, analysis and synthesis of data
- Working independently
- Criticism and self-criticism
- Production of basic research ideas
- Promotion of inductive and creative thinking

(3) COURSE SYLLABUS

The course functions as an introductory and preparatory workshop, aimed at familiarising students with the basic principles of scientific research and supporting the successful completion of academic assignments within the MSc programme.

The course does not replace the "Research Design and Thesis Seminar", but complements it, providing the basic knowledge and skills required in order to follow it.

It begins by presenting the fundamental concepts of the research process, including the formulation of research questions, the literature review and the selection of an appropriate research methodology. The main approaches (quantitative, qualitative and mixed methods) are briefly examined, together with issues of sampling, data collection and data analysis.

Particular emphasis is placed on academic writing, on the structure and organisation of assignments, on the use of bibliographic sources and on the correct application of referencing systems. At the same time, issues of research ethics, reliability and validity are analysed, as well as the avoidance of plagiarism.

The course concludes with practical guidance on formulating a preliminary research idea, which may serve as a starting point for future assignments within the programme of study.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Face-to-face teaching, with the option of support through digital learning tools.
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MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	- Synchronous sessions and interactive teaching. - Use of e-class for teaching material and instructions. - Opportunity for questions and discussion during the course.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	- Short group exercises. - Discussion of examples and practical applications.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	- e-class platform. - Presentations. - Basic bibliographic search tools.	
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic digital skills	
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Basic principles of academic integrity and plagiarism avoidance / Turnitin.	
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: - for understanding concepts - for supporting writing AI use must be responsible and, where required, appropriately acknowledged.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures / Seminar	10 hours
	Course total	10 hours

STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	No formal assessment is provided for (0 ECTS). The course is of a supporting nature and attendance is strongly recommended, as it contributes to successful participation in the MSc programme.
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(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students (8th ed.)*. Pearson.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches (5th ed.)*. SAGE Publications.
- Bryman, A. (2016). *Social research methods (5th ed.)*. Oxford University Press.

- Supplementary guides:

- *APA Publication Manual*
- *Purdue OWL (Online Writing Lab)*

- Related academic journals:

- *Organizational Research Methods (ORM)*. SAGE Publications.
- *Journal of Mixed Methods Research*. SAGE Publications.
- *Qualitative Research*. SAGE Publications.
- *Psychological Methods*. American Psychological Association (APA).
- *International Journal of Social Research Methodology*. Taylor & Francis.
- *Academy of Management Journal (AMJ)*. Academy of Management.
- *Journal of Business Research*. Elsevier.
- *Annals of Tourism Research*. Elsevier.
- *Tourism Management*. Elsevier.
- *Journal of Travel Research*. SAGE Publications.
- *Information Technology & Tourism*. Springer.
- *Journal of Hospitality and Tourism Technology (JHTT)*. Emerald Publishing.
- *International Journal of Information Management*. Elsevier.

A.01 Digital Transformation, Information Systems and Artificial Intelligence Applications in Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	Department of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	A.01	SEMESTER	A
COURSE TITLE	Digital Transformation, Information Systems and Artificial Intelligence Applications in 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		10	
Labs / Case Labs		6	
Total		16	7.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Specialization		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1728 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon completion of the course, students will be able to: KNOWLEDGE: • Understand the fundamental concepts and strategies of digital transformation in the tourism sector.

- Identify the role and functionality of information systems (PMS, CRM, ERP, CMS, data platforms).
- Understand core applications of Artificial Intelligence and Machine Learning in tourism.
- Recognize issues related to data governance, cybersecurity and AI ethics.

SKILLS:

- Analyze digital strategies of tourism enterprises and organizations.
- Evaluate the suitability of information systems in different business environments.
- Apply basic data analytics and AI techniques (e.g. personalization, forecasting, sentiment analysis).
- Design simple digital transformation solutions for tourism organizations.

COMPETENCES:

- Integrate technological and managerial knowledge for decision-making.
- Assess the business and societal implications of AI.
- Develop a critical approach to issues of digital innovation.
- Take into account ethical and regulatory considerations in the use of data.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data andProject planning and management
information, with the use of the necessaryRespect for difference and multiculturalism technologyRespect for the natural environment*

Adaptability to new situationsShowing social, professional and ethical responsibility

Decision-makingand sensitivity to gender issues

Working independentlyCriticism and self-criticism

Team workProduction of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environmentOther...

Production of new research ideas.....

- Search, analysis and synthesis of data
- Decision-making
- Working in an interdisciplinary environment
- Generation of new ideas
- Project planning and management
- Criticism and self-criticism
- Promotion of creative and inductive thinking

(3) COURSE SYLLABUS

The course introduces the core concepts, strategies and architectures of digital transformation in tourism enterprises, organizations and destinations. It examines the role of information systems in the operation and development of tourism organizations, focusing on systems such as PMS, CRM, ERP, CMS, channel managers and data platforms.

It further explores the use of data to enhance customer experience and support decision-making, as well as the integration of Artificial Intelligence and Machine Learning technologies, including service personalization, demand forecasting, dynamic pricing, chatbots, recommender systems and sentiment analysis.

Special emphasis is placed on data governance, cybersecurity, privacy and the ethical use of Artificial Intelligence. The course includes case studies from hospitality and transport businesses, digital platforms (OTAs) and destination management organizations (DMOs), along with applied exercises.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	• Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). • Use of educational videos, advertising examples and short extracts from audiovisual material available online. • Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. • Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. • Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). • Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. • Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	• Group assignments. • Collaborative activities. • Case discussions.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	• Team assignments and discussions, group projects, collaborative digital platforms.
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	eclass, Webex, email account, AI-assisted marketing platforms, Marketing Analytics and SEO tools
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Laptop/computer, basic knowledge of MS Office tools.
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i>	Use of Turnitin. Strict application of academic integrity rules.

(2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use it without reference		
ORGANISATION OF TEACHING The mode and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc. The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS		
	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	32 hours
	Case Studies and Exercises	26 hours
	Assignments / Project	40 hours
	Independent Study of Relevant Literature & asynchronous learning	95 hours
	Final Assessment (examination or presentation)	2 hours
	Course total	195 hours

STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination ● Case study analysis ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).
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(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

- Laudon, K. C., & Laudon, J. P. (2024). *Management information systems: Managing the digital firm* (18th ed.). Pearson.
- Davenport, T. H., & Harris, J. (2017). *Competing on analytics: Updated, with a new introduction: The new science of winning*. Harvard Business Review Press.
- Russell, S. J., & Norvig, P. (2020). *Artificial intelligence: A modern approach* (4th ed.). Pearson.
- Xiang, Z., & Fesenmaier, D. R. (Eds.). (2017). *Analytics in smart tourism design: Concepts and methods*. Springer.
- Buhalis, D. (2022). *Information communication technology horizons: Strategic challenges for the tourism industry*. Edward Elgar Publishing.

- Related academic journals:

- *Tourism Management*. Elsevier.
- *Information Technology & Tourism*. Springer.
- *Journal of Travel Research*. SAGE Publications.
- *Journal of Hospitality and Tourism Technology (JHTT)*. Emerald Publishing.
- *Annals of Tourism Research*. Elsevier.
- *Technovation*. Elsevier.
- *Journal of Service Management*. Emerald Publishing.
- *MIS Quarterly (MISQ)*. Management Information Systems Research Center.
- *Information Systems Research (ISR)*. INFORMS.
- *Journal of Management Information Systems (JMIS)*. Taylor & Francis.
- *European Journal of Information Systems (EJIS)*. Taylor & Francis.
- *Journal of Strategic Information Systems (JSIS)*. Elsevier.
- *Technological Forecasting and Social Change*. Elsevier.
- *International Journal of Information Management*. Elsevier.
- *Digital Business*. Elsevier.

A.02 Strategic Management in Digital Tourism

COURSE OUTLINE

1. GENERAL

SCHOOL		School of Economics, Business and International Studies	
ACADEMIC UNIT		of Tourism Studies	
LEVEL OF STUDIES		Postgraduate (2nd Cycle – Level 7)	
COURSE CODE		A.02	THEMATIC UNIT SEMESTER
COURSE TITLE		Strategic Management in Digital 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>		Special background	
PREREQUISITE COURSES:		-	
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>		Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)	
LANGUAGE OF INSTRUCTION and OF ASSESSMENT:		Greek	
AVAILABILITY TO ERASMUS STUDENTS		Yes	
COURSE WEBSITE (URL)		-	

2. LEARNING OUTCOMES

Learning Outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and*

Appendix B

- *Brief Guide for drafting Learning Outcomes*

The aim of the course is to provide the knowledge required for Strategic Management in Digital Tourism from a strategic perspective. Strategic management in digital tourism encompasses all dimensions of the operation of tourism organizations, destinations and digital ecosystems, and aims to make use of the knowledge and skills acquired in other courses of the programme.

Objectives

- To develop the ability to analyse complex and multi-level issues relating to the digital transformation of tourism and the operation of tourism ecosystems.
- To understand the strategic management process in the context of digital tourism, tourism platforms and smart destinations.
- To understand the process of strategic decision-making that affects the visitor experience, data management, the operation of digital channels, sustainability and the competitiveness of tourism organizations and destinations.
- To develop competences relating to the formulation, implementation and evaluation of effective strategies in digital tourism environments, with an emphasis on the use of technology, data and innovation.

Learning outcomes

Upon successful completion of the course, students will be able to:

- Explain the basic concepts of strategic management in digital tourism and their importance for the planning, management and sustainable development of tourism organizations and destinations.
- Develop a complete strategic plan for a tourism organization, a destination or a digital platform, taking into account strategic positioning, stakeholders, available data, technological resources, risks and the life cycle of digital services.
- Design and implement implementation strategies in digital environments, with an emphasis on user experience management, the operational organization of digital channels, data governance, crisis management and the use of innovative technologies.
- Evaluate the results of digital tourism strategies both quantitatively and qualitatively, taking into account performance indicators relating to user engagement, channel effectiveness, visitor satisfaction and the overall value delivered to the destination and its stakeholders.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and Project planning and management

information, with the use of the necessary Respect for difference and multiculturalism technology Respect for the natural environment

Adaptability to new situations Showing social, professional and ethical responsibility

Decision-making and sensitivity to gender issues

Working independently Criticism and self-criticism

Team work Production of free, creative and inductive thinking Working in an international environment

Working in an interdisciplinary environment
Production of new research ideas

- Search, analysis and synthesis of data and information, with the use of the necessary technologies
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas
- Originality in the design and development of programmes and projects

3. COURSE SYLLABUS

1. Introductory Concepts of Strategic Management in Digital Tourism
2. Digital Governance, Data and Business Ethics in Tourism
3. Analysis of the External and Internal Environment in Digital Tourism
4. Strategy Formulation in Digital Tourism and Levels of Strategy
5. Competitive Advantage and Digital Competitiveness of Tourism Organizations and Destinations
6. Strategic Management of Digital Tourism for Organizations and Destinations: Principles, Structures and Operating Models
7. Analysis of the Digital Tourism Environment: Markets, Platforms, Stakeholders, Risks and Sustainability
8. Strategic Models and Tools in Digital Tourism (Value Proposition, Digital Business Models, Customer Experience, Data Analytics)
9. Strategy Implementation in Digital Tourism in Small and Large Organizations and Destinations
10. Strategy Evaluation in Digital Tourism: Performance Indicators, Digital KPIs and Metrics
11. Case Studies in Digital Tourism – Strategy Implementation
12. Case Studies in Digital Tourism – Strategy Evaluation
13. Final Review and Synthesis of the Strategic Management Process

4. TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation.

	Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted platforms
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.

ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>	
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Activity	Semester workload
Lectures – Interactive Teaching (face-to-face & synchronous)	24
Case Studies and Exercises	20
Essay Writing / Development of a Strategic	25

	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2
	Course total	120
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		
Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination ● Case study analysis ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).		

5. RECOMMENDED BIBLIOGRAPHY

Recommended textbooks/readings:

Evans, N. G. (2024). Strategic management for tourism (4th ed.). Routledge.

Enz, C. A. (2009). Hospitality strategic management: Concepts and cases (2nd ed.). Wiley.

Wheelen, T. L., & Hunger, J. D. (2018). Concepts in strategic management and business policy (15th ed.). Pearson.

Mintzberg, H., Lampel, J., Quinn, J. B., & Ghoshal, S. (2013). The strategy process (5th ed.). Pearson.

Academic Articles

Bondarenko, S., Kalaman, O., & Danilova, O. (2025). *Digital transformation of the tourism business in an open economy: A comprehensive approach to travel planning and partnerships. Social Development: Economic and Legal Issues*, (4).

Cavalcante, M., Varajao, J., & Rodrigues, L. (2025). *Digital transformation initiatives: Motivations, objectives, and strategies. Telematics and Informatics Reports*.

Cheng, X., Xue, T., Yang, B., & Ma, B. (2023). *A Digital Transformation Approach in Hospitality and Tourism Research. International Journal of Contemporary Hospitality Management* 35: 2944-2967.

Deirmentzoglou, G. A., Agoraki, K. K., Varelas, S., Anastasopoulos, I., & Anastasopoulou, E. E. (2025). *Technology acceptance model for metaverse applications in the tourism and hospitality industry. In I. Bartuseviciene et al. (Eds.), Building resilience through digital transformation and sustainable innovation (pp. 263–273). Springer*

Hernandez, A., & Lee, M. (2025). *Hospitality and tourism technology and organizational performance: An integrated framework of HTT business value and future research agenda. International Journal of Hospitality Management*.

Varelas, S. *Virtual Immersive Platforms as a Strategic Innovative Destination Marketing Tool in the COVID-19 Era*. (2022). *Sustainability*, 14, 12867.

Vrionis-Anucin, I., & Varelas, S. (2026). *Implementing Sustainable Habits in Dynamic Pricing Through Revenue Management Strategies in the Hotel Industry—A Literature Review*, p. 761-768, Springer.

A.03 Digital Marketing and Innovative Visitor Experiences in Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	A.03	SEMESTER	A
COURSE TITLE	Digital Marketing and Innovative Visitor Experiences in 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon successful completion of the course, students will be able to: KNOWLEDGE (Level 7) 1. Critically analyse contemporary theories and models of digital marketing in the context of tourism ecosystems. 2. Interpret the role of data, artificial intelligence and digital channels in shaping the tourism experience.

3. Connect destination branding strategies with omnichannel digital environments.
SKILLS (application in a new/complex environment)

4. Design a complete digital marketing funnel and customer journey in a multichannel environment.
5. Select and justify appropriate tools (SEO, SEM, Social, Automation, CRM, AI-based personalization) on the basis of strategic objectives.
6. Develop KPI frameworks and evaluate campaigns using analytics and the basic principles of attribution.
7. Put together a campaign plan that integrates experience design and personalization technologies.

COMPETENCES (judgement, responsibility, synthesis)

8. Make well-founded strategic decisions in complex and uncertain tourism environments.
9. Combine market data, technological capabilities and creative design in order to generate measurable value.
10. Present strategic proposals clearly to both specialist and non-specialist audiences.

The learning outcomes are aligned with the Dublin Descriptors for Level 7 and follow the ANECA principles of clarity, measurability and observability.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data andProject planning and management
 information, with the use of the necessaryRespect for difference and multiculturalism technologyRespect for the natural environment
 Adaptability to new situationsShowing social, professional and ethical responsibility
 Decision-makingand sensitivity to gender issues
 Working independentlyCriticism and self-criticism
 Team workProduction of free, creative and inductive thinking
 Working in an international environment.....
 Working in an interdisciplinary environmentOther...
 Production of new research ideas.....*

The course contributes to the development of:

- ✓ Search, analysis and synthesis of data
- ✓ Decision-making
- ✓ Team work
- ✓ Working in an interdisciplinary environment
- ✓ Project planning and management
- ✓ Criticism and self-criticism
- ✓ Promotion of creative and inductive thinking
- ✓ Production of new research ideas

(3) COURSE SYLLABUS

The course focuses on the strategic planning and implementation of digital marketing strategies in tourism, integrating data, artificial intelligence, analytics and experience design in complex and dynamic tourism ecosystems (businesses and destinations). It approaches digital marketing not as a set of tools but as an integrated system for creating strategic value and competitive advantage.

It analyses the evolution of the digital ecosystem in tourism and the behaviour of the contemporary digital traveller, from the inspiration stage through to post-trip engagement. It examines strategic planning models (e.g. SOSTAC), techniques for analysing the competitive environment (SWOT, benchmarking), as well as the development of buyer personas and value propositions for tourism businesses and destinations.

The course goes deeper into the design of omnichannel funnels and customer journeys, with an emphasis on experience design, personalization logic, the management of digital touchpoints and the optimisation of user experience (UX).

Particular emphasis is placed on marketing analytics and on the design of KPI frameworks, while innovative digital business models in tourism are also examined (platform economy, shared economy, digital marketplaces).

The course concludes with an applied workshop component, in which students develop a complete Digital Marketing Plan for a tourism business or destination, integrating strategy, funnel design, personalization, a KPI dashboard and measurable performance indicators.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted marketing platforms, Marketing Analytics and SEO tools

TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.	
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.	
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student’s study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	24
	Case Studies and Exercises	20
	Essay Writing / Development of a Strategic Plan	25
	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2
	Course total	120

STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination ● Case study analysis ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform.
	Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography: ● Chaffey, D., & Ellis-Chadwick, F. (2022). Digital marketing: Strategy, implementation and practice (8th ed.). Pearson. ● Kotler, P., Bowen, J. T., Makens, J. C., & Baloglu, S. (2022). Marketing for hospitality and tourism (8th ed.). Pearson. - Related academic journals: ● Tourism Management ● Annals of Tourism Research ● Journal of Travel Research ● Journal of Destination Marketing & Management ● Information Technology & Tourism ● Journal of Interactive Marketing ● Journal of Marketing

A.04 Tourism Economics and Economics of Digital Innovation

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	A.04	SEMESTER	A
COURSE TITLE	Tourism Economics and Economics of Digital Innovation		
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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon successful completion of the course, students are expected to be able to: Analyse the <i>basic principles of tourism economics</i> (demand, supply, elasticities, structural characteristics of markets) Interpret the results of tourism activity indicators

Interpret the *effects of digital innovation on the demand for tourism services*, assessing the role of information, online reviews, recommendation algorithms and reduced search costs in shaping purchasing decisions.

Interpret the effects of dynamic pricing on the formation of tourism demand and on the revenue of tourism businesses

Analyse the characteristics *of the sharing economy* and interpret the consequences it has for the development of the tourism sector

Analyse the *changes in the supply and productivity of tourism businesses* in the light of automation, data analytics, artificial intelligence and digital distribution channels.

Analyse the *behaviour of travellers and businesses in digital environments*

Assess the *economic effects* of tourism activity on *destinations*

Assess, on the basis of economic criteria, the *feasibility of investing* in cutting-edge technologies and digital products

Develop well-founded *policy recommendations* or *business strategies for promoting digital innovation in the tourism sector*

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and information, with the use of the necessary technologies
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment

Adaptability to new situations
Showing social, professional and ethical responsibility

Decision-making and sensitivity to gender issues

Working independently
Criticism and self-criticism

Team work
Production of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environment
Other...

Production of new research ideas.....

Search, analysis and synthesis of data and information, with the use of the necessary technologies

Adaptability to new situations

Decision-making

Working

independently

Team work

Working in an international

environment Working in an

interdisciplinary environment

Production of new research ideas

Showing social, professional and ethical responsibility and sensitivity to gender issues

Production of free, creative and inductive thinking

(3) COURSE SYLLABUS

The course has a twofold character, combining the basic principles of tourism economics (e.g. the effect of prices and leisure time on demand; the effect of seasonality, the development of economies of scale and scope, the cost structure of accommodation: the supply side) with the effects of digital innovation on demand, supply, productivity and market structure.

Specifically, it analyses the behaviour of travellers (e.g. destination and accommodation preferences and choices based on the online reviews of other travellers) and of businesses in digital environments (e.g. the effect of digital platforms/marketplaces on competition between tourism businesses and on their bargaining power). The logic of the sharing economy in tourism is analysed, with reference to the reduction of transaction costs and the exploitation of idle resources.

In addition, the course examines the effect of dynamic pricing (1st, 2nd, 3rd degree price discrimination) on accommodation and air tickets, and on the revenue management of the respective businesses.

It also analyses indicators and data on tourism activity in combination with the economic effects of tourism development on destinations, in terms of increased investment and consequently employment and public revenue (positive effects), while at the same time considering potentially adverse consequences for the local community, such as rising housing prices.

The main performance measures for assessing the effectiveness and profitability of investments (e.g. ROI, Return on Investment) are also presented and applied to realistic scenarios of investment in modern technologies and digital products in tourism.

Finally, beyond the theoretical background of the course, real data are analysed (on the impact of digital transformation on the economics of the tourism sector), case studies are examined and public policies and scenarios are evaluated in terms of their effects on the tourism industry (e.g. what are the effects of an increase in the accommodation tax?)

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation.

	Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted platforms
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.

ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>	
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Activity	Semester workload
Lectures – Interactive Teaching (face-to-face & synchronous)	24
Case Studies and Exercises	20
Essay Writing / Development of a Strategic	25

	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2
	Course total	120
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		
Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination ● Case study analysis ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).		

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

Foreign-language bibliography

A Modern Guide to Tourism Economics (2022)-eBook. Edited by Robertico Croes (ed.) ; Yang Yang (ed.). Edward Elgar Publishing

Tourism and the Experience Economy in the Digital Era: Behaviors and Platforms (2024). Edited by Xiang Ying Mei. Routledge Publications

Tourism Innovation in the Digital Era: Big Data, AI and Technological Transformation (2023). Edited by Valeri Marco. Emerald Publishing Limited

Greek bibliography

Οικονομική και Πολιτική του Τουρισμού [Tourism Economics and Policy] (2023). Scientific editing by Agiomirgianakis G., Menegaki A., Papatheodorou A. Gutenberg Publications

Τα Οικονομικά των Τουριστικών Προορισμών [The Economics of Tourism Destinations] (2019). Scientific editing by Agiomirgianakis G., Menegaki A. Gutenberg Publications

- *Related academic journals:*

Annals of Tourism Research-Science Direct

Journal of Hospitality and Tourism Research-SAGE Journals

Information Technology & Tourism- Springer Nature Link

A.05 Digital Human Resource Management in Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	A.05	SEMESTER	A
COURSE TITLE	Digital Human Resource Management in 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A - Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area - Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B - Brief Guide for drafting Learning Outcomes
Upon successful completion of the course, students will be able to: - Critically analyse the transition from traditional to Digital HRM, assessing how international trends (automation, platform work) are reshaping roles and talent management in tourism. - Develop reskilling and upskilling strategies

safeguarding the competitiveness of the workforce in the face of automation.

- Evaluate and select appropriate HR Information Systems (HRIS) and Artificial Intelligence (AI) tools for optimising workforce planning, recruitment and selection, training and development, and employee appraisal.
- Apply data analysis techniques (HR Analytics) in order to draw conclusions and implement “Evidence-Based HRM” in tourism businesses.
- Build and configure digital HR Dashboards for monitoring KPIs relating to seasonality, performance and employee retention.
- Design and map the Employee Journey, using digital tools to strengthen engagement and the overall Employee Experience.
- Formulate comprehensive policies for hybrid and remote working models, adapted to the specific features of the tourism industry (frontline vs back-office).
- Identify and address ethical issues such as algorithmic bias and risks to personal data protection (GDPR).
- Integrate principles of sustainability and inclusion into the design of digital HR systems, promoting a fair and multicultural working environment.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and Project planning and management

information, with the use of the necessary Respect for difference and multiculturalism technology Respect for the natural environment

Adaptability to new situations Showing social, professional and ethical responsibility

Decision-making and sensitivity to gender issues

Working independently Criticism and self-criticism

Team work Production of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environment Other...

Production of new research ideas.....

- Search, analysis and synthesis of data using digital tools
- Decision-making in complex and dynamic environments
- Adaptability to new technological and organisational conditions
- Working independently and in teams
- Project planning and management (HR transformation projects)
- Working in an international and multicultural environment
- Production of new research and business ideas
- Exercise of critical and strategic thinking
- Respect for diversity and professional ethics

(3) COURSE SYLLABUS

The course examines the digital transformation of Human Resource Management (HRM) functions in the tourism sector. It focuses on the use of technological tools and the integration of Artificial Intelligence into the processes of workforce planning, recruitment and selection, training and development, appraisal, as well as talent retention and employee engagement in an environment characterised by high seasonality and multiculturalism. At the same time, it explores the effects of international digital trends (automation, platform work, remote working models) on job design and talent management. Particular emphasis is placed on the strategic dimension, through skills development (reskilling/upskilling) and change management in innovation environments, ensuring that the workforce remains competitive in the age of automation. The course goes deeper into the use of HR Information Systems (HRIS) and data

analysis (HR Analytics) for evidence-based decision making (Evidence-Based HRM). It also examines contemporary concepts such as Employee Experience and its improvement (Employee Journey). The course goes on to integrate principles of sustainability and inclusion. Finally, it takes a critical approach to the ethical and legal issues (GDPR, algorithmic bias) that arise from the use of employee data, providing students with the tools to implement hybrid or remote working policies and to create HR dashboards.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted platforms

TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.	
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.	
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>		
	<i>Activity</i>	<i>Semester workload</i>
	Lectures – Interactive Teaching (face-to-face & synchronous)	24
	Case Studies and Exercises	20
	Essay Writing / Development of a Strategic Plan	25
	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2
	Course total	120

STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student assessment is based on a combination of formative and final/summative assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: • Final examination • Case study analysis • Group or individual assignment • Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class).
	The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

Chytiris, L. & Chytiri, A.P. (2026), Human Resource Management: Theory and Practice, Benos Publications, Athens (in Greek; forthcoming 6/2026).

Chytiris, L., Anninos, L., Chytiri, A.-P. (2024), Special Topics in Human Resource Management (ebook), Kallipos Publications (in Greek).

- Additional Related Bibliography:

Iordanoglou, D. & Panagiotopoulou, L. (eds.) (2025), Human Resource Management in the Digital Age, TZIOLA S.A. Publications (in Greek), ISBN: 978-618-221-169-4

Papalexandri, N. & Bourantas, D. (2023). Human Resource Management: Policies and Practices in the Modern Era, E. Benos Publications, Athens (in Greek).

Papadakis, V. (2022), Human Resource Strategy and Policies. Benos Publications (in Greek). Koutroumpis, A. (2019), Human Resource Management in Tourism Enterprises. Interbooks Publications (in Greek).

Martocchio, J.J. (2022). Human Resource Management, scientific editing by Theriou G. & Panagiotopoulou L., 15th edition, Tziola Publications, Athens (in Greek).

Tzortzakakis, K. (2021), Human Resource Management – eHRM: including an e-HRM digital approach and applications, Rossili Publications (in Greek).

Chytiris, L. (2018). Human Resource Management, E. Benos Publications, Athens (in Greek).

Armstrong, M. and Taylor, S. (2026), Armstrong's Handbook of Human Resource Management Practice, UK: Kogan Page, London.

Armstrong, M. (2024). Armstrong's Handbook of Strategic Human Resource Management. UK: Kogan Page.

Beardwell J. & Thompson A. (2017). Human Resource Management-A Contemporary Approach, 8th Edition, Pearson Education Limited, UK.

Bersin, J. (2022). *Irresistible: The Seven Secrets of the World's Most Enduring, Employee-Focused Organizations*.

Bratton J. & Gold J. (2022). *Human Resource Management-Theory and Practice*, 7th Edition, Palgrave MacMillan Publications, USA.

Collings, D. G., Mellahi, K., & Cascio, W. F. (2019). *Global Talent Management*. Routledge.

Kankaew, K. (Ed.). (2023). *Strategic Human Resource Management in the Hospitality Industry: A Digitalized Economic Paradigm: A Digitalized Economic Paradigm*. IGI Global.

Kew, J. & Stredwick, J. (2016). *Human Resource Management in a Business Context*, 3rd Edition, CIPD.

Leatherbarrow, C. & Fletcher, J. (2019). *Introduction to HRM: A Guide to HR in Practice*, 4th ed., CIPD and Kogan Page, London

Lussier, R. N., & Hendon, J. R. (2024). *Human resource management: Functions, applications, and skill development (5th ed.)*. SAGE Publications.

Manuti, A. & Davide de Palma, (2024), *Digital HR: A Critical Management Approach to the Digitalization of Organizations in the New Normal*, Palgrave Macmilan.

Marchington, M., Wilkinson, A., Donnelly, R., & Kinnie, N. (2025). *Human resource management at work: The definitive guide (8th ed.)*. Kogan Page.

Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. (2023). *Human resource management: Gaining a competitive advantage (13th ed.)*. McGraw Hill.

Rees, G. and Smith, P.E. (2021), *Strategic Human Resource Management: An international perspective, 3rd Edition*, London: SAGE Publications Ltd.

Sen, S. (2020), *Digital HR Strategy: Achieving Sustainable Transformation in the Digital Age*, Kogan Page.

Sitko, R. (2023), *Sustainable Human Resource Management: Using HRM to achieve long-term social, environmental and business goals*, UK: Kogan Page.

Stone, R. J. (2020). *Human Resource Management (Global Edition)*. Wiley.

Torrington D., Hill L., Taylor S. & Atkinson C. (2021). *Human Resource Management, 11th Edition*, Pearson Education Limited.

Wilkinson A., Redman T. & Dundon T. (2020). *Contemporary Human Resource Management-Text and Cases, 6th Edition*, Pearson Education Limited, UK.

Wilton, N. (2019). *An introduction to Human Resource Management*, Sage, London.

- *Related academic journals:*

Human Resource Management Human
Resource Management Review
Human Resource Management International Digest
Human Resources Management Journal
Journal of Human Resources
International Journal of Human Resource Management
International Journal of Human Resource Studies
International Journal of Applied HRM
Academy of Management Annals
HR Magazine
Personnel Review
Academy of Management Learning and Education
British Journal of Industrial Relations
Academy of Management Review
Academy of Management Journal
Industrial Relations
Harvard Business Review
MIT Sloan
Organization Studies
Management Journal
Workforce
Human Relations
Employee Relations
Work, Employment and Society
Personnel Psychology
Journal of Management Studies
Strategic Management Journal
International Journal of Hospitality Management Journal,
Journal of Hospitality and Tourism Management.
Annals of Tourism Research-Science Direct
Information Technology & Tourism- Springer Nature Link

Further related articles can be found at the links below, as well as through the university library:
<http://www.scimagojr.com/journalrank.php?category=1407> <https://scholar.google.co.uk>
<https://www.cipd.co.uk/#gref> (Chartered Institute of Personnel Development)

A.06 Valuation of Digital Investments and Financial Tools in Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	OF ECONOMICS, BUSINESS AND INTERNATIONAL STUDIES		
ACADEMIC UNIT	OF TOURISM STUDIES		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE	A.06	SEMESTER	
COURSE TITLE	Valuation of Digital Investments and Financial Tools in 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	General background.		
PREREQUISITE COURSES	There are no formal prerequisites.		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek. Possibility of using English-language bibliography.		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes.		
COURSE WEBSITE (URL)	To be posted on the Institution's e-class platform.		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
The purpose of the course is to cover the basic principles of Financial Management for businesses operating in the tourism and hospitality sector, while at the same time valuing digital investments in that sector. On completion of the lectures, students will be able to: • Understand the concept of Financial Management in the modern digital environment.

- Understand the concept of the time value of money.
- Analyse the financial statements of tourism and hospitality businesses, calculating and interpreting financial ratios.
- Use financial information for business decision-making, while also understanding international and domestic risks.
- Appraise the investment plans of a tourism business.
- Understand the link between risk and return.
- Manage risk.
- Value digital investments.
- Understand and calculate the cost of capital of a business.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data and Project planning and management
information, with the use of the necessary Respect for difference and multiculturalism technology Respect for the natural environment*

Adaptability to new situations Showing social, professional and ethical responsibility

Decision-making and sensitivity to gender issues

Working independently Criticism and self-criticism

Team work Production of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environment Other...

Production of new research ideas.....

- Search, analysis and synthesis of data.
- Decision-making.
- Working independently and in teams.
- Working in an international environment.
- Project planning and management.
- Criticism and self-criticism

(3) COURSE SYLLABUS

The content of the course includes the following basic thematic units:

- Introduction to the financial management of tourism businesses in the modern digital environment.
- Time value of money.
- Analysis of financial statements using ratios.
- Use of financial information for decision-making.
- Investment appraisal for tourism businesses.
- Risk and return on investment.
- Risk management.
- Valuation of digital investments.
- Cost of Capital.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Face-to-face. The lectures are delivered in the classroom, using the board, visual aids and the projection of digital course material through the classroom projector (PowerPoint slides, which are posted weekly on e-Class). If distance learning becomes necessary, teaching is delivered through Webex (by Cisco) or Microsoft Teams, accompanied by PowerPoint slides, which are posted weekly on e-Class.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Communication takes place face-to-face during the classes, in the context of discussions and corrections of the assignment. Specific consultation hours are also provided, as well as communication by email and through the course platform for announcements and clarifications. Feedback is given orally in class and, where required, in writing on the assignments.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Cooperation between students is strengthened through the preparation of an individual case study. The assignment is partly developed in the classroom, through discussion and exchange of views, and may be supported by shared digital collaboration tools for organising material and data.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	Teaching: -Projection of digital course material -PowerPoint Slides -E-class -Webex (by Cisco) -Microsoft Teams - Use of the internet to search for information (inside and outside the classroom) Communication with students: -Online course platform (messages, announcements, posting of relevant course material, submission of assignments, exercises, case studies)

	-Communication by e-mail and Webex (by Cisco)	
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Basic access to a computer and the internet is required for literature searches and for preparing the assignment. Basic familiarity with word processing and presentation software is assumed.	
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	All assignments must be scientifically documented and comply with the Institution's academic integrity regulations. The correct use and citation of sources is a key assessment criterion. Assignments may be checked using the available plagiarism detection tools.	
ARTIFICIAL INTELLIGENCE POLICY (5) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (6) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (7) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (8) <i>Students are free to use it without reference</i>	The use of Artificial Intelligence tools is permitted in a supporting role for information searches, data processing and structuring arguments, provided that such use is explicitly acknowledged. The final synthesis, documentation and evaluation of the data must be the product of the students' own critical work.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Teaching (including presentations of exercises, case studies, role playing, discussion, real examples from the Tourism sector, educational visits, guest speakers)	39 hours
	Study and Analysis of Bibliography (as described in the course outline: slides, research, articles, links as posted on e-class)	90 hours
	Writing of an individual or group assignment	30 hours
	Self-assessment questionnaires on competences	1 hour
	Course total	160 hours
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination,</i>	As part of the course, students are asked to apply in practice the concepts and tools that they encountered in the course by preparing an optional assignment – a case study of a real tourism business. Performance in the	

	assignment will
<i>public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	count for 30% of the final grade of the course. The remaining 70% will come from the final written examination. For those who do not choose to prepare an assignment, 100% of their grade will come from the final written examination. An oral examination is available for students who fall into specific categories and cannot be examined in writing, after informing the secretariat and the instructor and submitting the necessary supporting documents. Students are informed about the assessment procedure through the online learning support platform (e-class), as well as in class by the instructor, and are also given examples of the examination format throughout the year. Language of assessment: Greek.

(5) RECOMMENDED BIBLIOGRAPHY

The following are recommended as course textbooks:

1. Ross S.A., Westerfield R.W., Jeffrey J., Bradford J.D. (2024). Corporate Finance (2nd edition). Nicosia, Cyprus: Broken Hill Publishers. ISBN 9789925351503.
2. Damodaran A. (2014). Applied Corporate Finance. Nicosia, Cyprus: Broken Hill Publishers. ISBN 9789604891511.

In addition, current international literature will be used in the lectures, notes and supporting material will be distributed to students in digital form, and exercises will be carried out during the lectures for practical training.

- Related academic journals:

1. Journal of Corporate Finance (4 ABS List – field Finance)
 2. Journal of Finance (4 ABS List – field Finance)
 3. Journal of Financial and Quantitative Analysis (4 ABS List – field Finance)
 4. Annals of Tourism Research (4 ABS List – field Sector)
 5. Financial Management (3 ABS List – field Finance)
 6. International Review of Financial Analysis (3 ABS List – field Finance)
 7. International Journal of Hospitality Management (3 ABS List – field Sector)
-
8. Journal of Business Finance and Accounting (3 ABS List – field Accounting)
 9. International Journal of Managerial Finance (2 ABS List – field Finance)
 10. Review of Accounting and Finance (2 ABS List – field Finance)
 11. Journal of Multinational Financial Management (2 ABS List – field Finance)
 12. International Journal of Tourism Research (2 ABS List – field Sector)
 13. Journal of Financial Management, Markets and Institutions (1 ABS List – field Finance)
 14. Managerial Finance (1 ABS List – field Finance)
 15. Investment Analysts Journal (1 ABS List – field Finance)

B.01 Knowledge and Innovation Management in Digital Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	Department of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	B.01	SEMESTER	B
COURSE TITLE	Knowledge and Innovation Management in Digital 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		10	
Labs / Case Labs		6	
Total		16	7.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Specialization		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1728 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon completion of the course, students will be able to: KNOWLEDGE: • Understand the basic concepts of knowledge management and innovation in tourism. • Recognise the mechanisms for creating, storing and disseminating knowledge in organisations. • Understand the concept of organisational learning and of a culture of innovation.

- Know models of open innovation and collaborative ecosystems.
- Understand the principles of data-driven innovation in tourism.

SKILLS:

- Analyse knowledge management systems and practices in tourism organisations.
- Design innovation processes (innovation pipelines).
- Evaluate ideas and innovative proposals (idea evaluation frameworks).
- Use innovation tools (innovation canvas, roadmaps, collaborative platforms).
- Develop proposals for new products or services in tourism.

COMPETENCES:

- Combine knowledge from different fields in order to develop innovative solutions.
- Work together in interdisciplinary and multi-organisational environments.
- Take strategic decisions regarding innovation and knowledge management.
- Develop critical thinking about the sustainability and impact of innovation.
- Manage innovation initiatives in digital tourism ecosystems.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data andProject planning and management
information, with the use of the necessaryRespect for difference and multiculturalism technologyRespect for the natural
environment*

Adaptability to new situationsShowing social, professional and ethical responsibility

Decision-makingand sensitivity to gender issues

Working independentlyCriticism and self-criticism

Team workProduction of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environmentOther...

Production of new research ideas.....

- Search, analysis and synthesis of data
- Decision-making
- Working in an interdisciplinary environment
- Generation of new ideas
- Project planning and management
- Criticism and self-criticism
- Promotion of creative and inductive thinking

(3) COURSE SYLLABUS

The course examines the role of knowledge and innovation in the digital transformation of tourism. It analyses the ways in which tourism organisations create, store, share and use knowledge in order to strengthen competitiveness and organisational performance.

Particular emphasis is placed on organisational learning, on the development of a culture of innovation and on knowledge management in digital environments. It examines open innovation models, collaboration between businesses, startups, universities and public bodies, as well as the functioning of innovation ecosystems in tourism.

The course covers knowledge management and collaboration tools and platforms, together with innovation development processes (innovation pipelines), idea evaluation and the design of new products and services. It also examines the concept of data-driven innovation and the use of data to support innovation.

Workshops and applications are included, such as the innovation canvas, roadmap design and the development of innovative proposals for tourism organisations and destinations.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Combination of face-to-face and synchronous distance teaching (HyFlex), using lectures, case studies and applied exercises.	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	- Synchronous sessions and interactive teaching. - Use of e-class for teaching material and instructions. - Opportunity for questions and discussion during the course.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	- Group assignments. - Collaborative activities. - Case discussions.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	- e-class platform. - Presentations. - Collaboration tools. - Innovation and design applications.	
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic digital skills	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Basic principles of academic integrity and plagiarism avoidance / Turnitin.	
ARTIFICIAL INTELLIGENCE POLICY (9) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (10) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (11) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (12) <i>Students are free to use it without reference</i>	The use of AI is permitted: - for understanding concepts - for supporting writing - for analytical support - for idea generation AI use must be responsible and, where required, appropriately acknowledged.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	32 hours
	Case Studies and Exercises	26 hours
	Assignments / Project	40 hours
	Independent Study of Relevant Literature & asynchronous learning	95 hours
	Final Assessment (examination or	2 hours

	presentation)	

	Course total	195 hours
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: • Final examination • Case study analysis • Group or individual assignment • Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).	

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography: • Nonaka, I., & Takeuchi, H. (1995). <i>The knowledge-creating company: How Japanese companies create the dynamics of innovation</i>. Oxford University Press. • Dalkir, K. (2024). <i>Knowledge management in theory and practice (4th ed.)</i>. MIT Press. • Chesbrough, H. W. (2003). <i>Open innovation: The new imperative for creating and profiting from technology</i>. Harvard Business School Press. • Tidd, J., & Bessant, J. R. (2020). <i>Managing innovation: Integrating technological, market and organizational change (7th ed.)</i>. Wiley. • Davenport, T. H. (2018). <i>The AI advantage: Weaving artificial intelligence into the business of real world companies</i>. MIT Press. • Buhalis, D. (Ed.). (2022). <i>Encyclopedia of tourism management and marketing</i>. Edward Elgar Publishing. - Related academic journals: • <i>Technovation</i>. Elsevier. • <i>Journal of Knowledge Management</i>. Emerald Publishing. • <i>Technological Forecasting and Social Change</i>. Elsevier. • <i>MIT Sloan Management Review</i>. MIT.

- *Information Technology & Tourism*. Springer.
- *Journal of Hospitality and Tourism Technology (JHTT)*. Emerald Publishing.
- *Current Issues in Tourism*. Taylor & Francis.
- *Journal of Destination Marketing & Management*. Elsevier.
- *Journal of Strategic Information Systems*. Elsevier.
- *International Journal of Information Management*. Elsevier.
- *Annals of Tourism Research*. Elsevier.

B.02 Crisis Management in Digital Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	B.02	SEMESTER	B
COURSE TITLE	Crisis Management in Digital 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Specialization / Skills development course		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon successful completion of the course, students will be able to: • Define and analyse the concepts of crisis and digital crisis in the tourism ecosystem. • Recognise digital risks that may lead to a crisis • Analyse the stages of the life cycle of a digital crisis • Identify the sources and forms of crises

- Identify early warning signals through social listening, analytics and AI tools.
- Assess the role of digital communication in crisis management
- Plan the preparatory actions required of tourism businesses in the event of a digital crisis.
- Critically evaluate international case studies of digital crises in tourism

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data and information, with the use of the necessary data
Project planning and management
Respect for difference and multiculturalism technology
Respect for the natural environment*

*Adaptability to new situations
Showing social, professional and ethical responsibility*

Decision-making and sensitivity to gender issues

*Working independently
Criticism and self-criticism*

*Team work
Production of free, creative and inductive thinking*

Working in an international environment.....

*Working in an interdisciplinary environment
Other...*

Production of new research ideas.....

- Search, analysis and synthesis of data and information, with the use of the necessary data
- Decision-making
- Adaptability to new situations
- Working in an international environment
- Working in an interdisciplinary environment

(3) COURSE SYLLABUS

- Introduction to Crisis Management in Digital Tourism
- The Digital Risk Environment in Tourism
- Hybrid Crises (Natural, Health-related, Geopolitical) in a Digital Environment
- Crisis Management Models in Digital Tourism
- Governance and Strategic Crisis Planning
- Early Identification and Prediction of a Digital Crisis
- Digital Communication in Crisis Conditions
- Digital Reputation Management and Restoring Trust
- Cybersecurity in Tourism
- Business Continuity and Digital Resilience

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course.

	Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted platforms	
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.	
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>		
	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	24
	Case Studies and Exercises	20
	Essay Writing / Development of a Strategic Plan	25

	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2

	Course total	120
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		
Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: • Final examination • Case study analysis • Group or individual assignment • Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).		

(5) RECOMMENDED BIBLIOGRAPHY

• Academy of management review, • International Journal of Hospitality and Tourism Management, • Journal of Disaster Prevention and Management, • Journal of Tourism Research, • Journal of Travel & Tourism, • Organization Development Journal, • Tourism Management, • Tourism Review

B.03 Sustainability and ESG in Digital Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	B.03	SEMESTER	B
COURSE TITLE	Sustainability and ESG in Digital 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Specialization / Skills development course		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
On completion of the course, students will be able to analyse the ESG framework in tourism from a spatial perspective, to evaluate digital tools for monitoring environmental and social performance and to formulate well-founded proposals for sustainable design for tourism destinations.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and Project planning and management

information, with the use of the necessary Respect for difference and multiculturalism technology Respect for the natural environment

Adaptability to new situations Showing social, professional and ethical responsibility

Decision-making and sensitivity to gender issues

Working independently Criticism and self-criticism

Team work Production of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environment Other...

Production of new research ideas.....

The course aims to develop competences in searching for, analysing and synthesising data using digital tools, in well-founded decision-making and in the design and management of sustainable tourism projects. Team work and functioning in an interdisciplinary environment are strengthened, as is the exercise of critical thinking. Particular emphasis is placed on respect for the natural environment and on cultivating social and professional responsibility within the ESG framework.

(3) COURSE SYLLABUS

The course examines the link between sustainability and digital transformation in tourism, with an emphasis on the ESG framework and on the processes of measuring and reporting performance. Particular emphasis is placed on the spatial dimension of sustainability and on the relationship of tourism with the landscape, natural resources and the carrying capacity of destinations.

It analyses the role of digital tools in managing environmental impacts, in sustainable mobility, in managing visitor flows and in optimising the use of land and infrastructure. It also examines the social dimension of ESG at the level of local communities, spatial cohesion and the quality of public space.

Key indicators, international frameworks and practical applications (dashboards, reporting, certifications) are presented, with an emphasis on the use of data for designing sustainable tourism interventions at business and destination level.

Teaching is based on the analysis of selected case studies examining real applications of digital sustainability tools in tourism landscapes and destinations. As part of the course, students develop a concise ESG action plan that incorporates spatial parameters and principles of sustainable design.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course.

	Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted platforms	
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.	
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>		
	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	24
	Case Studies and Exercises	20
	Essay Writing / Development of a Strategic Plan	25

	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2

	Course total	120
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		
Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination ● Case study analysis ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).		

(5) RECOMMENDED BIBLIOGRAPHY

<i>- Suggested Bibliography</i> <i>Benedict, M. & McMahon, E. Green Infrastructure: Linking Landscapes and Communities. Island Press.</i> <i>Corner, J. (ed.) Recovering Landscape: Essays in Contemporary Landscape Architecture. Princeton Architectural Press.</i> <i>Waldheim, C. Landscape as Urbanism. Princeton University Press.</i> <i>Beatley, T. Green Urbanism and Sustainable Tourism Development.</i> <i>Girard, L.F. & Nijkamp, P. Cultural Tourism and Sustainable Local Development.</i> <i>UNWTO. Indicators of Sustainable Development for Tourism Destinations.</i>
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European Commission. EU Taxonomy & Level(s) Framework for Sustainable Built Environment.

Related Academic Journals (Scopus Indexed)

Landscape and Urban

PlanningJournal of Landscape

Architecture Land Use Policy

Environment and Planning B: Urban Analytics and City

ScienceSustainable Cities and Society

Cities

Urban Climate

Journal of Environmental Management

Journal of Sustainable

TourismTourism Planning &

Development

B.04 Accessibility and Inclusion in Digital Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	B.04	SEMESTER	B
COURSE TITLE	Accessibility and Inclusion in Digital 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Specialization course		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT			
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon successful completion of the course, students will be able to: Knowledge: • Understand the principles of universal design and inclusive design • Recognise the international accessibility standards (WCAG)

- Analyse the relationship between accessibility, customer experience and brand value
- Understand the regulatory framework (EU accessibility

directives) Skills

- Design accessible digital tourism experiences
- Carry out accessibility audits on websites/apps
- Create inclusive user journeys
- Develop proposals for improving services

Competences

- Integrate inclusion into the strategies of tourism organisations
- Combine technology, experience and social responsibility
- Take decisions on the basis of data and diverse user needs

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data andProject planning and management
information, with the use of the necessaryRespect for difference and multiculturalism technologyRespect for the natural
environment*

Adaptability to new situationsShowing social, professional and ethical responsibility

Decision-makingand sensitivity to gender issues

Working independentlyCriticism and self-criticism

Team workProduction of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environmentOther...

Production of new research ideas.....

The course aims to develop competences in:

- ✓ Search, analysis and synthesis of data
- ✓ Adaptability to new situations
- ✓ Decision-making
- ✓ Team work
- ✓ Working in an international & interdisciplinary environment
- ✓ Respect for difference and multiculturalism
- ✓ Social and ethical responsibility
- ✓ Critical and creative thinking

(3) COURSE SYLLABUS

The course examines in depth the concepts of accessibility and inclusion in digital tourism, focusing on the design of experiences and services that respond to the needs of different user groups. It presents the principles of universal design and inclusive design, as well as the international standards for the accessibility of digital

content, such as the WCAG guidelines. Particular emphasis is placed on applying these principles to tourism websites, applications, booking platforms and destination digital content, highlighting the importance of accessibility as a critical factor in improving the user experience, strengthening the brand and complying with the regulatory framework.

At the same time, the course introduces methodologies for assessing accessibility (accessibility audits) and tools for analysing digital interfaces, while placing emphasis on the design of inclusive user journeys and personas that reflect the diversity of visitors. Through case studies and applied projects, students are asked to identify accessibility problems and to propose well-founded improvement solutions, linking theory with practice. The course highlights the strategic dimension of accessibility in tourism, as an element of social responsibility, innovation and sustainable development.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted platforms
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.

ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.	
(4) <i>Students are free to use it without reference</i>		
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>		
	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	24
	Case Studies and Exercises	20
	Essay Writing / Development of a Strategic Plan	25
	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2
	Course total	120

STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination ● Case study analysis ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).
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(5) RECOMMENDED BIBLIOGRAPHY

- Suggested Bibliography

Buhalis, D. & Darcy, S. (2010). Accessible Tourism: Concepts and Issues

- Related Academic Journals (Scopus Indexed)

Tourism Management

(Q1)Annals of Tourism Research

(Q1) Journal of Travel Research

(Q1)

Journal of Sustainable Tourism

(Q1)Tourism Geographies (Q1)

B.05 Digital Innovation in Alternative Forms of Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	Department of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	B.05	SEMESTER	B
COURSE TITLE	Digital Innovation in 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Special background		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 70% (1008 minutes) Asynchronous distance learning: 20%		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
The main purpose of the course is to develop an in-depth understanding of the theory and practice of alternative and special forms of tourism and to explore critically the way in which digital innovation, sustainability and new demand trends are redefining their design, organisation and development at the level of businesses and destinations. Upon successful completion of the course, students will be able to: Knowledge 1.Critically analyse the fundamental concepts, theoretical approaches and schools of research

	governing alternative forms of tourism and special interest tourism at international level. 2. Assess the effects of mass tourism (overtourism, carrying capacity, environmental degradation) and justify the need to move towards sustainable, authentic and thematic models of development. 3. Interpret contemporary demand trends for authentic, experiential and high-quality experiences and relate them to the new framework of responsible and soft tourism. Skills 4. Design comprehensive strategies for the development, organisation and promotion of alternative tourism products, making use of both traditional and digital distribution and communication channels. 5. Apply market and consumer behaviour analysis tools in order to create differentiated thematic tourism packages. 6. Integrate digital technologies (e-commerce, social media, mobile, data analytics) into the design and commercial exploitation of alternative forms of tourism. 7. Develop and evaluate business ideas in the field of alternative tourism on the basis of sustainability, local authenticity and economic feasibility criteria. Competences 8. Manage complex development plans for alternative forms of tourism in uncertain environments, taking well-founded strategic decisions. 9. Combine theoretical and empirical approaches in order to formulate policies and interventions that strengthen regional development through soft and sustainable forms of tourism. 10. Critically evaluate international and Greek case studies and formulate improvement proposals with an emphasis on innovation and sustainable development.
	General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?</i> <i>Search, 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>Respect for the natural environment</i> <i>Adaptability to new situations</i> <i>Showing social, professional and ethical responsibility</i> <i>Decision-making 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>Working in an interdisciplinary environmentOther...</i> <i>Production of new research ideas.....</i>
	• Search, analysis and synthesis of data and information using digital tools • Decision-making in complex and changing environments • Planning and management of tourism product development projects • Production of new research and business ideas • Working independently and in teams • Working in an international and interdisciplinary environment • Respect for the natural environment and the principles of sustainable development • Showing social and professional responsibility

(3) COURSE SYLLABUS

The course examines Alternative and Special Forms of Tourism within the context of the wider digital transformation of the tourism sector. It analyses the transition from the mass development model to sustainable, authentic and thematic models, as a response to overtourism, environmental pressures and the changing expectations of contemporary travellers. It presents the theoretical foundations and the main forms (cultural, agrotourism, gastronomic, religious, health/wellness, walking, sports), with an emphasis on
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differentiation, sustainability and their role in regional development. Digital transformation is approached as a strategic lever for redesigning alternative forms, enabling new forms of experience, connection and added value.

Particular emphasis is placed on the strategic marketing of Alternative Forms of Tourism in a digitally mediated environment. It examines the segmentation of specialised markets, the analysis of consumer behaviour, the formulation of a value proposition and the positioning of thematic products, in combination with modern digital marketing tools. It analyses branding, storytelling and experience strategies, as well as the use of social networks, communities, platforms and e-commerce for the targeted promotion of niche markets. Digital transformation is not treated simply as a technological upgrade, but as a holistic restructuring of the way in which alternative tourism products are designed, communicated and distributed.

At the same time, the course highlights the role of digital innovation in creating sustainable and competitive alternative tourism ecosystems. The use of data, the personalisation of experiences, digital distribution channels and smart platforms support the differentiation of small providers and local communities, strengthening authenticity and regional development. Through case studies and the applied development of a strategic plan, students are asked to combine theory, marketing and digital transformation, formulating comprehensive proposals for strengthening innovative alternative forms of tourism in a globalised and digitally changing environment.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.

ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eClass, Webex, email account, AI-assisted marketing platforms, Marketing Analytics and SEO tools	
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.	
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.	
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>		
	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	24
	Case Studies and Exercises	20
	Essay Writing / Development of a Strategic Plan	25
	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2
	Course total	120

STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i>	Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination
<i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	● Case study analysis ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).

(5) RECOMMENDED BIBLIOGRAPHY

- <i>Suggested bibliography:</i> <i>Pine, B. & Gilmore, J. (2019 edition). The Experience Economy. Harvard Business Review Press.</i> <i>Kokkosis, C., Tsartas, P. & Grimba, E. (2020) Special and alternative forms of tourism. Kritiki Publications, Athens (in Greek). Eudoxus book code: 94645310</i> - <i>Related academic journals:</i> Tourism Management Journal of Travel Research Journal of Sustainable Tourism Annals of Tourism Research Current Issues in Tourism
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B.06 International Digital Platforms and Foreign Investment in Tourism

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	B.06	SEMESTER	B
COURSE TITLE	International Digital Platforms and Foreign Investment in 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Specialization		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
On completion of the course, students will be able to: Knowledge • Understand the role of digital platforms in tourism (OTAs, marketplaces, sharing economy) • Analyse concepts such as network effects, platform power and data advantage

- Understand the dynamics of foreign investment in tourism
- Interpret the regulatory and competitive framework

Skills

- Analyse strategic platform ecosystems
- Assess investment opportunities in tourism destinations
- Carry out case analysis (Booking, Airbnb, TripAdvisor)
- Formulate strategies for cooperation with platforms or for reducing dependence

on them Competences

- Link digital maturity with investment attractiveness
- Take strategic decisions in a platform economy environment
- Develop policies and strategies for destinations and businesses

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data andProject planning and management
information, with the use of the necessaryRespect for difference and multiculturalism technologyRespect for the natural
environment*

Adaptability to new situationsShowing social, professional and ethical responsibility

Decision-makingand sensitivity to gender issues

Working independentlyCriticism and self-criticism

Team workProduction of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environmentOther...

Production of new research ideas.....

The course contributes to the development of:

- ✓ Analysis and synthesis of data
- ✓ Strategic decision-making
- ✓ Team work
- ✓ Working in an international environment
- ✓ Project planning and management
- ✓ Critical and analytical thinking
- ✓ Generation of new ideas

(3) COURSE SYLLABUS

The course examines the role of international digital platforms in contemporary tourism and their transformative effect on market structure, competition and business models. It analyses the main categories of platforms, such as online travel agencies (OTAs), marketplaces, review platforms and sharing economy platforms, with an emphasis on concepts such as network effects, platform power and the comparative advantage of data. Particular emphasis is placed on the way in which platforms shape the behaviour of consumers and businesses, as well as on the strategies by which tourism businesses and destinations become dependent on them or reduce that dependence.

At the same time, the course examines foreign investment in tourism, analysing the criteria that make destinations and businesses attractive, the role of digital maturity and data in investment decision-making, and the regulatory and competition issues that arise. Through case studies of international platforms such as Booking, Airbnb and TripAdvisor, students develop the ability to assess strategic effects on the market, to identify opportunities and risks and to formulate well-founded policy and business strategy proposals.

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted marketing platforms, Marketing Analytics and SEO tools
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.

ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.	
(4) <i>Students are free to use it without reference</i>		
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>		
	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	24
	Case Studies and Exercises	20
	Essay Writing / Development of a Strategic Plan	25
	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2
	Course total	120

STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student assessment is based on a combination of formative and final/summative (summative) assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination ● Case study analysis ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools, use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).
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(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

Parker, G. G., Van Alstyne, M. W., & Choudary, S. P. (2016). Platform revolution: How networked markets are transforming the economy—and how to make them work for you. W. W. Norton & Company.

Buhalis, D. (2020). Technology in tourism: From information communication technologies to eTourism and smart tourism towards ambient intelligence tourism: A perspective article. *Tourism Review*, 75(1), 267–272.

- Related academic journals:

Tourism Management

Annals of Tourism Research

Journal of Travel Research

Journal of Destination Marketing & Management

Information Technology & Tourism

Journal of Interactive Marketing

Journal of Marketing

C.01 Research Design and Thesis Seminar

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	Department of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (Level 7)		
COURSE CODE	C.01	SEMESTER	C
COURSE TITLE	Research Design and Thesis Seminar		
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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Seminars		7	
Research design workshops		3	
Total		20	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Research skills development course		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT			
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
The main purpose of the course is to familiarise students with the basic principles of scientific research and to prepare them for the design and preparation of the Master's thesis. Upon successful completion of the course, students will be able to: 1. Understand the process of designing scientific research in the social sciences and

in particular in tourism and business administration. 2. Formulate a clear research problem and develop research questions or working hypotheses. 3. Carry out a systematic review of the international scientific literature. 4. Select appropriate quantitative or qualitative research methods. 5. Design data collection instruments such as questionnaires or interview guides. 6. Assess the methodological validity and reliability of a research approach. 7. Develop a complete research proposal for the Master's thesis. 8. Present and defend a research idea scientifically.
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?</i> <i>Search, analysis and synthesis of data andProject planning and management</i> <i>information, with the use of the necessaryRespect for difference and multiculturalism technologyRespect for the natural environment</i> <i>Adaptability to new situationsShowing social, professional and ethical responsibility</i> <i>Decision-makingand sensitivity to gender issues</i> <i>Working independentlyCriticism and self-criticism</i> <i>Team workProduction of free, creative and inductive thinking</i> <i>Working in an international environment.....</i> <i>Working in an interdisciplinary environmentOther...</i> <i>Production of new research ideas.....</i> • Search, analysis and synthesis of data and information • Decision-making • Working independently • Team work • Working in an international and interdisciplinary environment • Production of new research ideas • Planning and management of research projects • Criticism and self-criticism • Promotion of creative and inductive thinking • Demonstration of scientific ethics

(3) COURSE SYLLABUS

The course introduces students to the basic principles of scientific research design and to the development of a research proposal for the Master's thesis. It begins by presenting the basic concepts of scientific research, the stages of the research process and the formulation of a research problem. It examines the development of research questions and working hypotheses, as well as the importance of the literature review for shaping a theoretical framework. It then analyses the main methodological approaches used in the social sciences, such as quantitative and qualitative research, together with data collection instruments such as questionnaires, interviews and case studies. Issues of sampling, validity and reliability of research are also presented, as well as the basic principles of data analysis. Finally, students are guided in formulating a complete research proposal for their Master's thesis, which includes the research problem, the theoretical framework, the methodology for collecting and analysing data and an indicative timetable for carrying out the research.
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(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
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MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted platforms
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> <i>(4) Students are free to use it without reference</i>	The use of AI is permitted: • for brainstorming • for draft content • for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.

ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study & analysis of bibliography, tutorials, work placements, clinical practice, art</i>	
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Activity	Semester workload
Lectures	20
Study of bibliography	40

<i>workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>	Development of a research proposal	50
	Preparation of the presentation	15
	Course total	125
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Assessment is based on: Master's thesis research proposal (research proposal) – 70% Presentation of the research idea in the seminar – 30% Students are asked to prepare a short research proposal for their Master's thesis, presenting the research problem, the research questions or working hypotheses, the theoretical framework, the methodology for collecting and analysing data, as well as an indicative timetable for carrying out the research.	

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography: <i>Schindler, P. S. (2025). Business research methods (15th ed.). McGraw Hill.</i> <i>Saunders, M., Lewis, P., & Thornhill, A. (2019). Research Methods for Business Students. Bryman, A. (2016). Social Research Methods.</i>

C.02 Master's Thesis

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	Department of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	C.02	SEMESTER	C
COURSE TITLE	Master's Thesis		
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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Supervision and guidance		-	
Independent research work		-	
Total		-	25
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Specialization		
PREREQUISITE COURSES	Successful completion of the courses of semesters A and B and of the course "C.01 Research Design and Thesis Seminar"		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek and/or English		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Distance learning (100%)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes <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> Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Brief Guide for drafting Learning Outcomes
Upon completion of the course, students will be able to: KNOWLEDGE: • Understand in depth a specialised topic in digital transformation and innovation in tourism. • Know advanced research methodologies.

- Understand the link between theory and practice in the tourism sector.

SKILLS:

- Formulate research questions and hypotheses.
- Design and carry out research projects (quantitative, qualitative or mixed).
- Analyse data and draw well-founded conclusions.
- Write a complete scientific text.
- Present results with clarity and scientific documentation.

COMPETENCES:

- Combine knowledge from different scientific fields.
- Take well-founded decisions.
- Develop innovative solutions to real problems in tourism.
- Apply critical thinking and research autonomy.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

*Search, analysis and synthesis of data and Project planning and management
information, with the use of the necessary Respect for difference and multiculturalism technology Respect for the natural environment*

Adaptability to new situations Showing social, professional and ethical responsibility

Decision-making and sensitivity to gender issues

Working independently Criticism and self-criticism

Team work Production of free, creative and inductive thinking

Working in an international environment.....

Working in an interdisciplinary environment Other...

Production of new research ideas.....

- Search, analysis and synthesis of data
- Working independently
- Production of new research ideas
- Decision-making
- Working in an interdisciplinary environment
- Project planning and management
- Critical and creative thinking

(3) COURSE SYLLABUS

The Master's thesis is the culmination of the learning process of the MSc programme and aims at the in-depth investigation of a specialised topic in the field of digital transformation and innovation in tourism.

The thesis is based on the research proposal developed in the course "Research Design and Thesis Seminar" and involves its full development and implementation.

The Master's thesis may be:

- research-based (quantitative, qualitative or mixed)
- applied (case study, business analysis, data-driven project)
- a strategic/consulting study

The thesis includes:

- a clear statement of the research problem
- a literature review
- methodology
- data analysis
- presentation of results

- conclusions and recommendations

(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	• Regular meetings with the supervisor. • Guided and independent research. • Use of digital tools and databases.	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	• Synchronous sessions and interactive teaching. • Use of e-class for teaching material and instructions • Opportunity for questions and discussion during the course.	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	-	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	• Use of the internet to locate articles and bibliography • Statistical tools • Data analysis software • Digital libraries • Writing and presentation tools	
TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic digital skills	
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Basic principles of academic integrity and plagiarism avoidance / Turnitin.	
ARTIFICIAL INTELLIGENCE POLICY (1) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (2) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (3) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (4) <i>Students are free to use it without reference</i>	The use of AI is permitted: • for understanding concepts • for supporting writing • for analytical support • for idea generation AI use must be responsible and, where required, appropriately acknowledged.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the</i>	Activity	Semester workload
	Study of bibliography	120 hours
	Research design & implementation	300 hours
	Data analysis	150 hours
	Writing of the thesis	150 hours

<i>hours of independent study, according to the principles of the ECTS</i>	Preparation of the presentation – Presentation	30 hours
	Course total	750 hours
STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		
Assessment includes: • Submission of the written Master's thesis. • Public presentation and defence. Assessment is carried out by a three-member committee and is based on: • originality • scientific documentation • methodology • analysis • quality of writing • presentation		

(5) RECOMMENDED BIBLIOGRAPHY

Determined in cooperation with the supervisor, depending on the topic.

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Economics, Business and International Studies		
ACADEMIC UNIT	Department of Tourism Studies		
LEVEL OF STUDIES	Postgraduate (2nd Cycle – Level 7)		
COURSE CODE	A.01	SEMESTER	A
COURSE TITLE	Digital Transformation, Information Systems and Artificial Intelligence Applications in 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		10	
Labs / Case Labs		6	
Total		16	7.5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	Specialization		
PREREQUISITE COURSES	-		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	Greek		
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	Face-to-face: 10% Synchronous distance learning: 90% (1728 minutes)		
AVAILABILITY TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning Outcomes

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.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Brief Guide for drafting Learning Outcomes

Upon successful completion of the course, students will be able to: KNOWLEDGE: • Understand the fundamental concepts and strategies of digital transformation in the tourism sector. • Identify the role and functionality of information systems (PMS, CRM, ERP, CMS, data platforms). • Understand core applications of Artificial Intelligence and Machine Learning in tourism. • Recognize issues related to data governance, cybersecurity, privacy, and AI ethics. SKILLS: • Analyze digital strategies of tourism organizations and destinations. • Evaluate the suitability of information systems in different business environments. • Apply basic data analytics and AI techniques (e.g., personalization, forecasting, sentiment analysis).
• Design simple digital transformation solutions for tourism organizations. COMPETENCES: • Integrate technological and managerial knowledge for decision-making. • Assess the business and societal implications of AI adoption. • Develop critical thinking regarding digital innovation. • Incorporate ethical and regulatory considerations in data use.
General Competences <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?</i> <i>Search, analysis and synthesis of data and information, Project planning and management with the use of the necessary technology Respect for difference and multiculturalism Adaptability to new situations Respect for the natural environment</i> <i>Decision-making Showing social, professional and ethical responsibility and Working independently sensitivity to gender issues</i> <i>Team work Criticism and self-criticism</i> <i>Working in an international environment Production of free, creative and inductive thinking Working in an interdisciplinary environment.....</i> <i>Production of new research ideas Other...</i>
• Data analysis and synthesis • Decision-making • Interdisciplinary work • Generation of new ideas • Project planning and management • Critical thinking and self-reflection • Promotion of creative and inductive thinking

(3) COURSE SYLLABUS

The course introduces the core concepts, strategies, and architectures of digital transformation in tourism enterprises, organizations, and destinations. It examines the role of information systems in the operation and development of tourism organizations, focusing on systems such as PMS, CRM, ERP, CMS, channel managers, and data platforms. It further explores the use of data to enhance customer experience and support decision-making, as well as the integration of Artificial Intelligence and Machine Learning technologies, including personalization, demand forecasting, dynamic pricing, chatbots, recommender systems, and sentiment analysis. Special emphasis is placed on data governance, cybersecurity, privacy, and the ethical use of AI. The course includes case studies from hospitality, transport, digital platforms (OTAs), and destination management organizations (DMOs), along with applied exercises.
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(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Hybrid (HyFlex) model combining face-to-face and synchronous distance learning, including lectures, case studies, and applied exercises.	
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	• Live interactive sessions • Use of e-class platform • Q&A and discussions	
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS	• Group assignments • Collaborative activities • Case discussions	
<i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, etc.</i>		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	• e-class platform • Presentations • Data analytics tools • AI applications	
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Laptop/computer and basic digital skills	
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	Basic principles of academic integrity and plagiarism avoidance / Turnitin	
ARTIFICIAL INTELLIGENCE POLICY (1) The use of Artificial Intelligence is prohibited in all circumstances (2) The use of Artificial Intelligence is allowed only with the permission of the instructor (3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature (4) Students are free to use Artificial Intelligence	The use of AI is permitted: • for understanding concepts • for supporting writing • for analytical support • for idea generation AI use must be responsible and, where required, appropriately acknowledged.	
ORGANISATION OF TEACHING The mode and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc. The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.	Activity	Semester workload
	Lectures & Interactive Teaching	32 hours
	Case Studies & Exercises	26 hours
	Assignments / Project	40 hours
	Independent Study & Asynchronous Learning	95 hours
	Final assessment	2 hours
	Course total	195 hours
STUDENT ASSESSMENT Description of the assessment method Language of assessment, method of assessment, formative or summative assessment, multiple choice questions test,	Student assessment combines formative and summative evaluation methods, aiming to assess both theoretical understanding and the ability to apply concepts strategically in real tourism contexts.	

short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Assessment methods include: • Final exam • Case study analysis • Individual or group assignment • Presentation Evaluation criteria include: • Scientific rigor • Strategic analysis • Application of tools • Data usage • Critical thinking • Clarity of presentation
	All criteria are communicated through the course syllabus and the e-class platform.

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography: • Laudon, K. C., & Laudon, J. P. (2024). <i>Management information systems: Managing the digital firm</i> (18th ed.). Pearson. • Davenport, T. H., & Harris, J. (2017). <i>Competing on analytics: Updated, with a new introduction: The new science of winning</i>. Harvard Business Review Press. • Russell, S. J., & Norvig, P. (2020). <i>Artificial intelligence: A modern approach</i> (4th ed.). Pearson. • Xiang, Z., & Fesenmaier, D. R. (Eds.). (2017). <i>Analytics in smart tourism design: Concepts and methods</i>. Springer. • Buhalis, D. (2022). <i>Information communication technology horizons: Strategic challenges for the tourism industry</i>. Edward Elgar Publishing. - Related academic journals: • <i>Tourism Management</i>. Elsevier. • <i>Information Technology & Tourism</i>. Springer. • <i>Journal of Travel Research</i>. SAGE Publications. • <i>Journal of Hospitality and Tourism Technology (JHTT)</i>. Emerald Publishing. • <i>Annals of Tourism Research</i>. Elsevier. • <i>Technovation</i>. Elsevier. • <i>Journal of Service Management</i>. Emerald Publishing. • <i>MIS Quarterly (MISQ)</i>. Management Information Systems Research Center. • <i>Information Systems Research (ISR)</i>. INFORMS. • <i>Journal of Management Information Systems (JMIS)</i>. Taylor & Francis. • <i>European Journal of Information Systems (EJIS)</i>. Taylor & Francis. • <i>Journal of Strategic Information Systems (JSIS)</i>. Elsevier. • <i>Technological Forecasting and Social Change</i>. Elsevier. • <i>International Journal of Information Management</i>. Elsevier. • <i>Digital Business</i>. Elsevier.

COURSE OUTLINE

4. GENERAL

SCHOOL		School of Economics, Business and International Studies	
ACADEMIC UNIT		of Tourism Studies	
LEVEL OF STUDIES		Postgraduate (2nd Cycle – Level 7)	
COURSE CODE	A.02	THEMATIC UNIT SEMESTER	A
COURSE TITLE		Strategic Management in Digital 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, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		8	
Labs / Case Labs		4	
Total		12	4.5
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>		Special background	
PREREQUISITE COURSES:		-	
MODE OF TEACHING <i>in-person (%) synchronous distance learning (%) asynchronous distance learning (%) (In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>		Face-to-face: 10% Synchronous distance learning: 90% (1290 minutes)	
LANGUAGE OF INSTRUCTION and OF ASSESSMENT:		Greek	
AVAILABILITY TO ERASMUS STUDENTS		Yes	
COURSE WEBSITE (URL)		-	

5. LEARNING OUTCOMES

Learning Outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and*

Appendix B

- *Brief Guide for drafting Learning Outcomes*

The aim of the course is to provide the knowledge required for Strategic Management in Digital Tourism from a strategic perspective. Strategic management in digital tourism encompasses all dimensions of the operation of tourism organizations, destinations and digital ecosystems, and aims to make use of the knowledge and skills acquired in other courses of the programme.

Objectives

- To develop the ability to analyse complex and multi-level issues relating to the digital transformation of tourism and the operation of tourism ecosystems.
- To understand the strategic management process in the context of digital tourism, tourism platforms and smart destinations.
- To understand the process of strategic decision-making that affects the visitor experience, data management, the operation of digital channels, sustainability and the competitiveness of tourism organizations and destinations.
- To develop competences relating to the formulation, implementation and evaluation of effective strategies in digital tourism environments, with an emphasis on the use of technology, data and innovation.

Learning outcomes

Upon successful completion of the course, students will be able to:

- Explain the basic concepts of strategic management in digital tourism and their importance for the planning, management and sustainable development of tourism organizations and destinations.
- Develop a complete strategic plan for a tourism organization, a destination or a digital platform, taking into account strategic positioning, stakeholders, available data, technological resources, risks and the life cycle of digital services.
- Design and implement implementation strategies in digital environments, with an emphasis on user experience management, the operational organization of digital channels, data governance, crisis management and the use of innovative technologies.
- Evaluate the results of digital tourism strategies both quantitatively and qualitatively, taking into account performance indicators relating to user engagement, channel effectiveness, visitor satisfaction and the overall value delivered to the destination and its stakeholders.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and information, with the use of the necessary technologies
Project planning and management
Respect for difference and multiculturalism technology
Respect for the natural environment
Adaptability to new situations
Showing social, professional and ethical responsibility
Decision-making and sensitivity to gender issues
Working independently
Criticism and self-criticism
Team work
Production of free, creative and inductive thinking
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

- Search, analysis and synthesis of data and information, with the use of the necessary technologies
- Decision-making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas
- Originality in the design and development of programmes and projects

6. COURSE SYLLABUS

14. Introductory Concepts of Strategic Management in Digital Tourism
15. Digital Governance, Data and Business Ethics in Tourism
16. Analysis of the External and Internal Environment in Digital Tourism
17. Strategy Formulation in Digital Tourism and Levels of Strategy
18. Competitive Advantage and Digital Competitiveness of Tourism Organizations and Destinations
19. Strategic Management of Digital Tourism for Organizations and Destinations: Principles, Structures and Operating Models
20. Analysis of the Digital Tourism Environment: Markets, Platforms, Stakeholders, Risks and Sustainability
21. Strategic Models and Tools in Digital Tourism (Value Proposition, Digital Business Models, Customer Experience, Data Analytics)
22. Strategy Implementation in Digital Tourism in Small and Large Organizations and Destinations
23. Strategy Evaluation in Digital Tourism: Performance Indicators, Digital KPIs and Metrics
24. Case Studies in Digital Tourism – Strategy Implementation
25. Case Studies in Digital Tourism – Strategy Evaluation
26. Final Review and Synthesis of the Strategic Management Process

▪ 4. TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF DELIVERY <i>Face-to-face, distance learning, etc.</i>	Lectures, case studies, distance learning labs, project-based learning.
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Synchronous lectures delivered via a videoconferencing platform (e.g. Webex, MS Teams, Zoom). Use of educational videos, advertising examples and short extracts from audiovisual material available online. Use of podcasts (e.g. via YouTube or other platforms) related to the subject matter of the course. Interactive digital activities (live polls, quizzes, breakout rooms) to strengthen participation. Use of the internet to search for information and collect data for individual and group assignments (during and outside synchronous sessions). Use of digital polling and data collection applications (e.g. Google Forms, SurveyMonkey) for feedback and formative assessment. Collaborative tools (e.g. shared documents, digital whiteboards) for group work on case studies and projects.
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of Artificial Intelligence, video conference, QA sessions, etc.</i>	Team assignments and discussions, group projects, collaborative digital platforms.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	eclass, Webex, email account, AI-assisted platforms

TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY REQUIREMENTS	Laptop/computer, basic knowledge of MS Office tools.	
PLAGIARISM POLICY/PLAGIARISM DETECTION TOOLS	Use of Turnitin. Strict application of academic integrity rules.	
ARTIFICIAL INTELLIGENCE POLICY (5) <i>The use of Artificial Intelligence is prohibited in all circumstances</i> (6) <i>The use of Artificial Intelligence is allowed only with the permission of the instructor</i> (7) <i>The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i> (8) <i>Students are free to use it without reference</i>	The use of AI is permitted: for brainstorming for draft content for data exploration Mandatory declaration of AI use in the appendix of every assignment. Undeclared automated writing is prohibited.	
ORGANISATION OF TEACHING <i>The mode and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc.</i> <i>The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures – Interactive Teaching (face-to-face & synchronous)	24
	Case Studies and Exercises	20
	Essay Writing / Development of a Strategic Plan	25
	Independent Study of Relevant Literature & asynchronous learning	49
	Final Assessment (examination or presentation)	2
	Course total	120

STUDENT ASSESSMENT <i>Description of the assessment method</i> <i>Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Student assessment is based on a combination of formative and final/summative assessment, aiming to assess both the understanding of theoretical concepts and the ability to apply them strategically in real tourism contexts. Students are assessed through: ● Final examination ● Case study analysis (case study) ● Group or individual assignment ● Presentation of the assignment The assessment criteria are clearly defined (scientific rigor, strategic analysis, application of tools,
	use of data, critical thinking, clarity of presentation) and are available to students through the study guide and the digital platform of the course (e-class). The examinable material is announced at the start of the course and posted on the e-class platform. Students are fully informed about the assessment procedure throughout the course. Sample examination topics, assignment instructions and grading criteria are provided both during the classes and through the digital platform (e-class).

5. RECOMMENDED BIBLIOGRAPHY

Recommended textbooks/readings:

Evans, N. G. (2024). *Strategic management for tourism* (4th ed.). Routledge.

Enz, C. A. (2009). *Hospitality strategic management: Concepts and cases* (2nd ed.). Wiley.

Wheelen, T. L., & Hunger, J. D. (2018). *Concepts in strategic management and business policy* (15th ed.). Pearson.

Mintzberg, H., Lampel, J., Quinn, J. B., & Ghoshal, S. (2013). *The strategy process* (5th ed.). Pearson.

Academic Articles

Bondarenko, S., Kalaman, O., & Danilova, O. (2025). Digital transformation of the tourism business in an open economy: A comprehensive approach to travel planning and partnerships. *Social Development: Economic and Legal Issues*, (4).

Cavalcante, M., Varajao, J., & Rodrigues, L. (2025). Digital transformation initiatives: Motivations, objectives, and strategies. *Telematics and Informatics Reports*.

Cheng, X., Xue, T., Yang, B., & Ma, B. (2023). A Digital Transformation Approach in Hospitality and Tourism Research. *International Journal of Contemporary Hospitality Management* 35: 2944-2967.

Deirmentzoglou, G. A., Agoraki, K. K., Varelas, S., Anastasopoulos, I., & Anastasopoulou, E. E. (2025). Technology acceptance model for metaverse applications in the tourism and hospitality industry. In I. Bartuseviciene et al. (Eds.), *Building resilience through digital transformation and sustainable innovation* (pp. 263–273). Springer

Hernandez, A., & Lee, M. (2025). Hospitality and tourism technology and organizational performance: An integrated framework of HTT business value and future research agenda. *International Journal of Hospitality Management*.

Varelas, S. Virtual Immersive Platforms as a Strategic Innovative Destination Marketing Tool in the COVID-19 Era.(2022). *Sustainability*, 14, 12867.

Vrionis-Anucin, I., & Varelas, S. (2026), *Implementing Sustainable Habits in Dynamic Pricing Through Revenue Management Strategies in the Hotel Industry—A Literature Review*, p. 761-768, Springer.

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