

## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>		Physical Education & Sport Sciences	
<b>DEPARTMENT</b>		Physical Education & Sport Sciences	
<b>LEVEL OF STUDIES</b>		Master Degree	
<b>COURSE CODE</b>	<b>T102</b>	<b>SEMESTER</b>	<b>1<sup>st</sup></b>
<b>COURSE TITLE</b>		Sports Recreation, Tourism and Leisure	
<b>Professor</b>		George Costa	
<b>TEACHING ACTIVITIES</b> <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, lab setc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>		<b>TEACHING HOURS PER WEEK</b>	<b>ECTS CREDITS</b>
		3	7.5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
<b>COURSE TYPE</b> <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
<b>PREREQUISITES:</b>	NO		
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	GREEK ENGLISH IN ERASMUS STUDENTS		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	YES		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/PHYED7B101/">https://eclass.duth.gr/courses/PHYED7B101/</a>		

### 2. LEARNING OUTCOMES

#### Learning Outcomes

*Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

The purpose of the course is to enable the students to understand the fundamental theory of leisure and tourism and its practical implications. Will provide knowledge about the strategy, the planning and the organization of the “soft” growth of sport tourism destinations. During the lectures, students will have the opportunity to apply the basic principles and theories of leisure and sport tourism. In addition the students will create and develop programs using case studies, assignments and data collection and will apply such in the context of a sports tourism and leisure research. The goal is to develop research skills in utilizing in sport tourism and recreation.

Understand the fundamentals of Free time Leisure and Sport Recreation.

Analyze the process of organizing of sport recreation companies and outdoor companies.

After completing the course and its assignments, students should be able to:

- Know and understand the profile of participants in sport tourism and recreational activities.
- Know and understand the fundamental theories of leisure and sport tourism and how these theories affect the behavior of participants, the recreation business and local community .
- Know and understand the important role that sport tourism has in our contemporary society and its economic influence.
- Know and describe the public organizations and private companies that are developing and operating in the field.
- Synthesize the information related to the way companies are evaluated in the sport business industry.
- Carry out small scale recreation events.
- Apply leisure theories in recreational activities.

#### General Skills

*Name the desirable general skills upon successful completion of the module*

*Search, analysis and synthesis of data and information,  
ICT Use*

*Adaptation to new situations*

*Decision making*

*Autonomous work*

*Teamwork*

*Working in an international environment*

*Working in an interdisciplinary environment*

*Production of new research ideas*

*Project design and management*

*Equity and Inclusion*

*Respect for the natural environment*

*Sustainability*

*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

*Critical thinking*

*Promoting free, creative and inductive reasoning*

Search, analysis and synthesis of data and information

Leveraging technology to search for information

Group work

Demonstration of social, professional and ethical responsibility and sensitivity to issues of gender, minorities and diversity

Exercise criticism and self-criticism

Promotion of free, creative and inductive thinking

Decision making

### 3. COURSE CONTENT

1. Fundamental theory of leisure and recreation.
2. Theories of sport tourism.
3. The impact of recreation leisure and social health.
4. Folk dance and recreation activity.
5. Good practices in sport tourism.
6. Art and dance as a recreation activity.
7. Event management.
8. The effect of tourism in society and the environment.
9. Recreation activities in the corporate world.
10. The experience of play in recreation and sport tourism.
11. Recreation and sport tourism for elder population.
12. Evaluation of health and physical fitness in a working environment.
13. The importance of recreational activities in the quality of life.

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<p><b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i></p>	<p>Face to face Distance learning: synchronous Distance learning: asynchronous Case studies</p>	
<p><b>USE OF INFORMATION &amp; COMMUNICATION TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and in the communication with students</p>	
<p><b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<p><b>Activity</b></p>	<p><b>Workload/semester</b></p>
	<p>Lectures</p>	<p>40</p>
	<p>Case studies</p>	<p>20</p>
	<p>Bibliographic search &amp; analysis</p>	<p>30</p>
	<p>Project 1</p>	<p>40</p>
	<p>Project 2</p>	<p>57.5</p>
	<p>Total</p>	<p>187.5</p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Team project (25%) Personal project (25%) Participation (10%) Exams (40%)</p>	

#### 5. SUGGESTED BIBLIOGRAPHY

1. Alexandris, K, Kouthouris, C, Funk, D, & Giovani, C. (2009). Segmenting winter sport tourists by motivation: the case of recreational skiers. *Journal of Hospitality Marketing & Management*, 18, 480–499.
2. Alexandris, K., & Tsiotsou, R.H. (2012). Segmenting soccer spectators by attachment levels: A psychographic profile based on team self-expression and involvement. *European Sport Management Quarterly*, 12(1), 65-81.
3. Armbecht, J. & Andersson, T.D. (2020). The event experience, hedonic & eudaimonic satisfaction & subjective well-being among sport event participants. *Journal of Policy Research in Tourism, Leisure & Events*, 12(3), 457-477, doi: 10.1080/19407963.2019.1695346
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5. Avourdiadou S. & Theodorakis, N.D. (2014). The development of loyalty among novice and experienced customers of sport and fitness centres. *Sport Management Review*, 17, 419-431.
6. Tsitskari E., Vernadakis N., Foridou A. & Bebetos E. (2015). Assessing Adolescents' Sport Participation Motives; Psychometric Evaluation of BRSQ. *Motricidade*, 11(1), 64-77.
7. Alexandris K., Funk, D.C. & Pritchard, M. (2011). The impact of constraints on motivation, activity attachment, and skier intentions to continue. *Journal of Leisure Research*, 43(1), 56-79.
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13. Deci, L., & Ryan, M. (1985). *Intrinsic Motivation & Self-determination in Human Behavior*. Plenum, New York.
14. Doyle, J.P., Filo, K., McDonald, H. & Funk, D. (2013). Exploring sport brand double jeopardy: The link between team market share and attitudinal loyalty. *Sport Management Review*, 16(3): 285-297.
15. Funk, D.C. (2008). *Consumer Behaviour in Sport & Events. Marketing Action*. ELSEVIER, Oxford.
16. Funk D.C. & James J. (2006). Consumer loyalty: The meaning of attachment in the development of sport team allegiance. *Journal of Sport Management*, 20: 189-217.
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18. Funk, D.C. & Filo, K.R. (2012). *Sport promotion through communication: A mass media perspective* στο: Routledge Handbook of Sport Management. United Kingdom: Routledge, pp. 281-295.
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24. Theodorakis, N.D., Howat, G., Ko, Y.J. & Avourdiadou, S. (2014). A comparison of service evaluation models in the context of sport and fitness centres in Greece. *Managing Leisure*, 19(1), 18-35.
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27. Τσιότσου Ρ. (2020). *Αθλητικό Μάρκετινγκ*. Εκδόσεις Πασχαλίδη.
28. Tsitskari E. & Kouli O. (2010). Intrinsic motivation, athletic ability perception and self-satisfaction in sport camps. *World Leisure Journal*, 52(4), 279-289.
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31. Tsitskari, E., Quick, S. & Tsakiraki, A. (2014). Measuring exercise involvement among fitness centers' members: Is it related with their satisfaction? *Services Marketing Quarterly*, 35(4): 372-389.
32. Tsitskari, E., Tsiotras, D. & Tsiotras, G. (2006). Measuring service quality in sport services. *Total Quality Management*, 17(5), 623-631.
33. Tsitskari, E., Vernadakis, B., Foridou, A. & Bebetos, E. (2015). May motives predict children's team sports participation? The application of BRSQ in a Greek population. *Motricidade*, 11(1): 64-77.

## ANNEX OF THE COURSE OUTLINE

### Alternative ways of examining a course in emergency situations

<b>Teacher (full name):</b>	George Kosta
<b>Contact details:</b>	<a href="mailto:gkosta@phyed.duth.gr">gkosta@phyed.duth.gr</a> Office 25310 39701 Mobile 6975026875 Office hours Monday 18:00 – 21:00 After communication in platform TEAMS
<b>Supervisors: (1)</b>	Yes
<b>Evaluation methods: (2)</b>	Written exams though distance learning methods
<b>Implementation Instructions: (3)</b>	<p>The course's exams will be held for all its students, on the exam day that will be set, at 21:00 and for just two hours.</p> <p>The examination will be conducted through M.S. Teams. The link will be sent to students via e-class exclusively to the institutional accounts of those who have registered for the course and have taken note of the distance learning terms.</p> <p>Students must log in to the exam room through their institutional account, otherwise they will not be able to participate. They will also participate in the examination with a camera which they will have open during the examination. Before the start of the exam, students will show their ID to the camera so that they can be identified.</p> <p>Each student will have to answer</p> <p>A) Three questions that combine theory with practice. Case Studies.            B) Multiple Choices.            C) True and False.            D) Matching.</p>

(1) Please write YES or NO

(2) Note down the evaluation methods used by the teacher, e.g.

- *written assignment* and/or *exercises*
- *written or oral examination with distance learning methods*, provided that the integrity and reliability of the examination are ensured.

(3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:

a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and **any other necessary information**.

b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.

c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and

any other necessary information.

There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.