

FACULTY OF SOCIETY AND SCIENCE STUDY COURSE DESCRIPTION

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| Course Title: | Field school (in the Nordic – Baltic region) | | | |
| Course code (LAIS): | The course will be registered after receiving the license | | | |
| Study programme: | Tourism Competitiveness Management | | | |
| Level of Study programme: | <input type="checkbox"/> | 1st level professional higher education | | |
| | <input type="checkbox"/> | Professional Bachelor | | |
| | <input type="checkbox"/> | Professional Master | | |
| | <input checked="" type="checkbox"/> | Academic Master | | |
| | <input type="checkbox"/> | PhD level | | |
| Type of Study programme: | <input type="checkbox"/> | Compulsory course (Part A) | | |
| | <input checked="" type="checkbox"/> | Professional specialization courses (Part B, compulsory) | | |
| | <input type="checkbox"/> | Professional specialization optional courses (Part B, optional) | | |
| | <input type="checkbox"/> | Elective courses (Part C) | | |
| Course Workload: | ECTS | Academic hours | Contact hours | Independent work hours |
| | 3 | 75 | 24 | 51 |
| Course Author/ Tutor: | Aija van der Steina | | Sanna-Mari Renfors | |
| | Associate professor, Dr. oec. | | Visiting Associate professor, PhD | |
| | e-mail: aija.vandersteina@va.lv | | sanna-mari.renfors@samk.fi | |
| | Consultation: according to the schedule for each semester and on-demand by appointment | | | |
| Study Form: | Full time studies | | | |
| Study year, semester: | Year 2, Semester 1 | | | |
| Language: | English or Latvian | | | |
| Prerequisites for the Course: | All compulsory study courses of the study programme. | | | |
| Course Summary: | The purpose of the field school is to provide the opportunity for students to apply in practice the knowledge and skills gained through the study courses and strengthen their competencies via experiential learning, practical insights and networking; urging students to focus critically on key trends and issues related to the contemporary tourism development, management and competitiveness at the micro and macro levels in the – Nordic countries. | | | |
| Course methods: | Blended learning approach: field study, discussions, lectures, workshops, individual and group works. | | | |
| Assessment: | Assessment of the student performance during field school will include formative feedback and summative grading. The assessment of the course is done by teacher, industry partners and by student’s self- and peer- assessment. The final assessment includes assessments of three assignments and assessment of activity during the field school. Assignment 1 (group work) 30% : Pre study trip report / learning diary (presentation) on the tourism development of the destination X. Assignment 2 (individual) 30% : Video report on destination image, branding and marketing communication strategies of the destination X. Assignment 3 (group work) 40% : Post study trip written report on tourism business competitiveness of the destination X: challenges, opportunities and future strategies. The course will be evaluated on scale 1-10. | | | |
| | - Participation in the course will be evaluated in a 10-point system, taking into account the following criteria: with distinction (10) – knowledge, skills and competence exceed the requirements of the course, during the course the student demonstrates initiative, cooperation and networking skills and active involvement in field work and its planning, leadership and excellent analytical and critical thinking abilities in the analysis of destination management and in development planning. | | | |
| | excellent (9) – knowledge, skills and competence fully meet the requirements of the | | | |

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| | <p>course, during the course the student has demonstrated initiative, cooperation and networking skills, and active involvement in field work and its planning, as well as demonstrated strong analytical and critical thinking abilities in destination management analysis and development planning .</p> <p>very good (8) – fully fulfilled the course requirements, the student has demonstrated initiative, ability to cooperate and active involvement in field work and its planning, however, in certain issues, there is not enough analytical and critical understanding to independently apply the knowledge to a more complex problem related to the management and development of destinations solving;</p> <p>good (7) – in general, the course requirements are met, the student has demonstrated involvement in field work and its planning, however, sometimes there is the restricted ability to use the acquired knowledge independently in matters related to the management and development of destinations;</p> <p>almost good (6) – the course requirements are fulfilled, but at the same time insufficiently deep and critical understanding of problem issues and inability to use the acquired knowledge practically in field work, in promoting the development of the destination, limited initiative and involvement, ability to cooperate;</p> <p>sufficient (5) – in general, the basic requirements of the course have been met, however, insufficient familiarity with problem issues and the inability to use the acquired knowledge practically in field work, in promoting the development of the destination, low level of initiative and involvement;</p> <p>almost sufficient (4) – in general, the basic requirements of the course have been met, however, insufficient knowledge of some crucial concepts and significant limitations to use the acquired knowledge practically in field work, low level of initiative and involvement;</p> <p>poor (3) – knowledge of course topics is superficial and incomplete, the student is unable to use them in specific situations;</p> <p>very poor (2) – there is superficial knowledge, very limited understanding of the basic issues of the course, most of the requirements are not met;</p> <p>extremely poor (1) – there is no understanding of the basic problems of the course and related issues, there is almost no knowledge of the topics covered in the course.</p> | |
| Requirements for Credits: | <p>Due dates are to be followed strictly. All study works must receive positive assessment. If the student does not fulfill the conditions set for obtaining a positive evaluation, the course must be retaken in its entirety the next time;</p> | |
| Abiding by the Academic Ethics | <p>Students must abide by the academic and research ethics, Vidzeme University of Applied Sciences Ethics Regulations, incl.:</p> <ul style="list-style-type: none"> – study papers must be independently developed; – the study work should reference all statements, ideas and data used that have been authored by someone else; – appropriate data acquisition methods should be used in the acquisition of data, the research ethics must be respected, empirical data must be collected independently and cannot be distorted or falsified; – the examination must be carried out by the student independently, without the use of supporting materials and/or consultations with other students, unless the lecturer states otherwise. <p>In the event of non-compliance with the academic and research ethics, punishment is imposed in accordance with the ViA Ethics Regulations and the study course must be retaken, unless the punishment is extramarital.</p> | |
| Learning Outcomes; the evaluation methods and criteria | Learning Outcomes | The evaluation methods and criteria |
| | Skills | |
| | Student: Critically evaluates the trends and factors influencing the tourism industry development in Nordic-Baltic region and individual countries of the region. | Assignment 1. Self- and peer-assessment (based on evaluation form) and teachers` assessment. |
| | Illustrates how destination brand and image are built through communication, interaction and relationships in various marketing and communication channels. | Assignment 2. Peer assessment, teachers` assessment. |

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| | Identify critical tourism resources for holistic tourism offer development based on contemporary tourism demand in Nordic-Baltic region and the principles of competitive and sustainable tourism development. | Industry seminar. Assignment 3. Self- and peer-assessment (based on evaluation form) and teacher's and industry representative's assessment. |
| | Examines the development and marketing strategies of tourism destinations and companies in the context of achieving destinations' tourism development goals. | Assignment 3. Self- and peer-assessment (based on evaluation form) and teacher's and industry representative's assessment. |
| | Analyses the crisis management systems of destinations, different tourism industry sectors and companies. | Industry seminar and group discussion. Peer and teachers' assessment. |
| | Competency | |
| | Student: Measures and monitors destination performance in identifying future opportunities and challenges for sustainable tourism and competitive destination development and plan strategies to improve on performance over time. | Assignment 3. Self- and peer-assessment (based on evaluation form) and teacher's and industry representative's assessment. |
| Course Compulsory literature: | <p>The list of literature is the subject of changes. The list of literature - scientific articles, industry and market reports, tourism related organisations' websites and social media platforms - will be provided on the e-study platform (according the chosen destination of the field school).</p> <p>Scientific articles/publications (about the issues related to tourism development in particular destination), e.g. Riga, Latvia</p> <ol style="list-style-type: none"> 1) Upchurch, R. S., & Teivane, U. (2000). Resident perceptions of tourism development in Riga, Latvia. <i>Tourism Management</i>, 21(5), 499-507. 2) van der Steina, A., & Rozite, M. (2018). Tourism development in Riga: Resident attitudes toward tourism. In <i>Tourism in Transitions</i> (pp. 137-155). Springer, Cham. 3) Serdane, Z. (2020). Slow philosophy in tourism development in Latvia: the supply side perspective. <i>Tourism Planning & Development</i>, 17(3), 295-312. <p>Statistical data resources:</p> <ul style="list-style-type: none"> - National statistic offices of Baltic and Nordic countries, e.g. CSB Latvia https://www.csb.gov.lv/en/statistics/statistics-by-theme/transport-tourism/tourism - Eurostat https://ec.europa.eu/eurostat/web/tourism/data/database <p>International reports</p> <ul style="list-style-type: none"> - WEF. The Travel & Tourism Competitiveness Report 2019. http://www3.weforum.org/docs/WEF_TTCR_2019.pdf | |
| Additional literature | <p>Articles published in scientific journals of travel and tourism management</p> <ul style="list-style-type: none"> • Journal of Travel and Tourism Marketing • Journal of Destination Marketing and Management • Tourism Management • Journal of Travel Research • Current Issues in Tourism, etc. | |
| Course confirmation date: | 12.05.2021. | |
| Date of course description update: | - | |

Study Course Plan:

| Date | Theme | Academic hours | | Study Form/ Organization of independent work of students and task description |
|------|-------|----------------|------------------|---|
| | | Contact hours | Independent work | |

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| <i>The date is specified before the implementation of the course</i> | <i>Pre field trip activities.</i> Introduction about field trip course. Sustainable tourism development and competitiveness of the (Baltic-Nordic) destination X: situational analysis and performance measurements. Content development (important stakeholders, attractions, etc.) for the field trip. | 4 | 20 | Lecture, group work, secondary data collection and analysis, problem-based group work, online seminar with the representative of the destination X, discussions, presentation. |
| | <i>Field trip activities</i> Industry seminars with main stakeholders of different tourism and tourism related sectors in the destination X. Topics: tourism development strategies; competitive strategies; destination planning and management; destination image and branding; management and marketing tourism products and destinations; analysis of strengths and weaknesses; strategic decisions; crisis management. | 16 | 11 | Lectures by industry professionals, seminars, site visits and single case studies, interviews, discussions, observations, primary data collection, video material collection. |
| | <i>Post field trip activities</i> Future opportunities and challenges for sustainable tourism and competitive destination X development. | 4 | 20 | Seminar, group work, online or video presentation to industry, written report. |
| Hours total: | | 24 | 51 | |