

NAME OF THE COURSE		Special Interest Tourism					
Code	EUTD02	Year of study		2 nd			
Course teacher	Ljudevit Pranić, Ph.D. Smiljana Pivčević, Ph.D.	Credits (ECTS)		5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			26		26		
Status of the course	Elective	Percentage of application of e-learning		40			
COURSE DESCRIPTION							
Course objectives	To offer a theoretical framework supplemented with contemporary topics and cases, with an emphasis on connecting theory and practice of special forms of tourism; prepare students to be able to explain the characteristics and peculiarities of various forms of tourism, and practically resolve business issues.						
Course enrolment requirements and entry competences required for the course	Course prerequisites are prescribed in bylaws of the Faculty of Economics, Business and Tourism, and the rulebook on study programs and studying.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<div>1. Describe and distinguish the fundamental characteristics of various customer segments in special forms of tourism;</div> <div>2. Recognize and examine top operational issues in the organization and delivery of special forms of leisure;</div> <div>3. Recognize why are certain destinations and resources better positioned for the development and marketing of certain forms of tourism;</div> <div>4. Identify and critically assess the relationship between various user segments of special interest tourism and local stakeholders;</div> <div>5. Assess and critically evaluate the advantages and disadvantages of using special forms of tourism as a business strategy by small firms.</div>						
Course content broken down in detail by weekly class schedule (syllabus)	Conceptual foundations for Special Interest Tourism; Special Interest Tourism – starting with the individual	2	Course introduction and elaboration of the students' individual and group responsibilities. Monitoring student engagement (MSE). Copywriting assignment – part 1.				2
	Challenges, implications, and characteristics of supply and demand in the areas of regional and rural tourism	2	MSE. 1 st group project.				2
	Challenges, implications, and characteristics of supply and demand in the areas of indigenous, tribal, and educational tourism	2	Student-led topical discussions. MSE. Copywriting assignment – part 2.				2
	Challenges, implications, and characteristics of supply and demand in the areas of cultural, heritage, and geneological tourism	2	Student-led topical discussions. MSE. Written bi-weekly report on the progress of group projects.				2
	Challenges, implications, and characteristics of supply and demand in the areas of health, sports, and bicycle tourism	2	Student-led topical discussions. MSE. Copywriting assignment – part 3. 2 nd group project.				2

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

work in class and at the final exam	participation / contribution (20%). Students who did not accumulate at least 60% of total points through their seminar/topical discussion, individual copywriting assignment, group projects, and class/online engagement, must take the final written exam. Points scale for the final grade: <60% Fail (1), 60-69% Poor (2), 70-79% Fair (3), 80-89% Good (4), 90-100% Excellent (5).		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Douglas, N., Douglas, N. i Derrett, R. (2001). Special Interest Tourism: Context and cases. Wiley.		Moodle
	Novelli, M. (2005). Niche Tourism: Contemporary issues, trends and cases. Elsevier.		Moodle
	Scholarly, professional, and popular articles found by students and approved by course instructor.		Moodle
Optional literature (at the time of submission of study program proposal)	Articles: 1. Pranić, Lj., Marušić, Z. & Sever, I. (2013). Cruise passengers' experiences in coastal destinations – Floating 'B&Bs' vs. floating 'resorts': A case of Croatia. <i>Ocean & Coastal Management</i> , 84, 1-12. 2. Pranić, Lj., Petrić, L. & Cetinić, L. (2012). Host population perceptions of the social impacts of sport tourism events in transition countries: Evidence from Croatia. <i>International Journal of Event and Festival Management</i> , 3(3), 236-256. 3. Pranić, Lj. and Šerić, N. (2011). Professional Development Needs in Croatias Marine Tourism Industry Harbormasters Identify the Management Skills That Require Improvements, <i>Tourism in Marine Environments</i> , 7 (1), 29-38. 4. Petrić, L. and Pranić, Lj. (2010). The attitudes of the island local community towards sustainable tourism development, the case of Stari Grad, island Hvar, Island Sustainability, WIT PRESS.		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - Monitoring attendance and performance of other obligations of students (teacher) - Supervision of teaching activities (Vice Dean) - Analysis of student achievements across all courses of study (Vice Dean) - Student teaching evaluation survey for each course of study (Center for Quality Improvement at University of Split) - Test and/or exams administered by course teachers assess the successful adoption of all teaching outcomes pertaining to a particular course. The contents of these tests/exams are periodically reviewed for their adequacy in relation to the stated learning outcomes (Vice Dean) 		
Other (optional)	The course instructor can host up to three guest speakers (industry practitioners), and students may take a course-related field trip or visit a company/organization.		