

1. BASIC INFORMATION

Course	New Touristic Trends
Degree program	Tourism and Leisure Management
School	Social Sciences
Year	3rd
ECTS	6
Credit type	Compulsory
Language(s)	English
Delivery mode	Campus based
Semester	Second
Academic year	2024/2025
Coordinating professor	María Sánchez de Mora

2. PRESENTATION

New Touristic Trends is a subject course of the Tourism and Leisure Management Degree Program. This course is developed from a vertical integration throughout the four years of training that occupies this degree. In this case, New Touristic Trends is composed by a total of 6 ECTS credits, in which students will acquire theoretical fundamentals, but more practical skills due to this course nature. The core of New Touristic Trends lies on the Tourism sector evolving, shifting, enhancing, and widening worldwide. From the most traditional ones to the rarest and innovative, our studentship will discover different scenarios to “think outside the box” and to adapt to the new circumstances. Although, it is mandatory to work on groups and to practice some oratory skills following the professor’s supervision.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

CB3: That students should have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.
 CB4: That student can transmit information, ideas, problems and solutions to a specialized and nonspecialized public.
 CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy

Cross-curricular competencies:

CT02: Individual learning: Set of abilities to select strategical search analysis, assessment and management of data from multiple databaseslikewise working effectively in ambiguity situations

CT5: Analysis and Problem Solving: Being able to critically evaluate information, break down complex situations into their constituent parts, recognize patterns, and consider other alternatives, approaches, and perspectives to find optimal solutions and efficient negotiations..

CT6: Oral communication / written communication: ability to transmit and receive data, ideas, opinions and attitudes to achieve comprehension and action, oral being done through words and gestures and, written, through writing and / or graphic supports.

CT7 Leadership: Being able to guide and motivate others by recognizing their capacities and skills to manage effectively their development and common interests.

CT8. Entrepreneurial spirit: Ability to assume and carry out activities that generate new opportunities, anticipate problems or imply improvements.

CT9. Global Mindset: Being able to show interest in and understand other standards and cultures, recognize one's own biases, and work effectively in a global community.

Specific competencies:

CE4: Capacity to make a qualitative analysis of the positive and negative impacts on the tourism and leisure activities in the territory.

CE7. Ability to use information and communication technologies (ICT) in the different areas of the tourism and leisure sector.

CE9 Ability to handle basic customer orientation tools, knowing the particularities of the tourist and leisure service, the different types of customers, their needs and demands.

CE29: Students should be capable to use certification quality standards in tourism planning.

CE27 Entrepreneurial skills and ability and be creative in the tourism field

Learning outcomes:

RA1: Be aware of the current society characteristics, specifications an demands regarding Tourism.

RA2: Identify the new trends and Tourism models.

RA3: Innovate by demonstrating creativity and entrepreneurship.

RA4: Use and analyze information and communication technology (ICT) in Tourism.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CB3, CB4, CB5, CT5,CT6, CT8, CT9, CE7, CE9, CE26, CE27	RA1: Be aware of the current society characteristics, specifications and demands regarding Tourism. RA2: Identify the new trends and Tourism models. RA3: Innovate by demonstrating creativity and entrepreneurship. RA4: Use and analyze information and communication technology (ICT) in Tourism.

CB3, CB4, CB5, CT5, CT6, CT8, CT9, CE7, CE9, CE26, CE27, CT2	<p>RA1: Be aware of the current society characteristics, specifications and demands regarding Tourism.</p> <p>RA2: Identify the new trends and Tourism models.</p> <p>RA3: Innovate by demonstrating creativity and entrepreneurship.</p> <p>RA4: Use and analyze information and communication technology (ICT) in Tourism.</p>

4. CONTENT

These are the contents of the course:

Topic 1: Concepts and Society

- Concepts
- Conceptualizing the present trends
- Current society characteristics

Topic 2: Global Megatrends

- Important considerations
- Global megatrends
- Experiential Tourism
- Transmedia storytelling
- Storytelling Tourism

Topic 3: New Trends: Touristic Activity (I)

- Current trends in the touristic activity (I)
- Classic Tourism disruptors
- Understanding the new perspectives

Topic 4: New Trends: Touristic Activity (II)

- Current trends in the touristic activity (II)
- Tourism and Gamification

Topic 5: New Trends: Types of Tourism

- Current trends in the touristic modalities
- Nature Tourism
- Health Tourism, Genealogy Tourism, Slow Tourism and Voluntourism
- Excellence Tourism and Space Tourism
- Dark Tourism, Sexual Tourism and War Tourism
- Food Tourism
- Literary Tourism, Film-induced Tourism, Creative Tourism and Language Tourism
- Family Tourism
- LGBTQ+ Tourism

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Master Clases
- Learning by Doing (Autonomous work, Oral presentations and Group Work)
- Case Method (Case Analysis and Problem Solving)
- Colaborative work
- Project- based learning

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Lectures	30
Autonomous study	30
Oral presentations	10
Case Analysis and Problem Solving	20
Advisory sessions	20
Projects	15
Knowledge tests	10
Teamwork	15
TOTAL	150

7-ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
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Knowledge Test	35%
Case analysis	15%
Projects	35%
Oral presentation	15%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8- SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Case studies Case analysis: Each student must research companies/ideas/news that are relevant to the course content (trends, types of tourism, gamification, etc.). A maximum of 3 cases can be presented in class, with a maximum of 10 minutes per case.	All weeks

<p>Project 1: Gentrification</p> <p>The task is to create a small project analyzing gentrification, including how to measure it and apply it in real life.</p>	Week 8-9
<p>Project 2: Module IA.</p> <p>This project is based on completing the online course on Artificial Intelligence and its ethical implications. The student will be able to take the course independently and must complete the relevant assessments</p> <p>https://campus.europaeducationgroup.es/enroll/PY3FED</p>	Week 1-16
<p>Project 3. Types of tourism.</p> <p>This project involves selecting and thoroughly researching a type of tourism and developing a video with a series of informative content, but with a scientific approach</p>	Week 11-12
<p>Project 4 : Abandoned destination, gorup task.</p> <p>This final project encompasses all the knowledge from the course and involves developing a revitalization project for a destination.</p>	Week 15-16

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9- BIBLIOGRAPHY

The main reference work for this subject is:

- Doorly, B. V. (2021). Megatrends Defining the Future of Tourism: A Journey Within the Journey in 12 Universal Truths: 6 (2020 ed.). Springer.

The recommended Bibliography is:

- World Tourism Organization (UNWTO). (2018). European Union Tourism Trends. <https://www.e-unwto.org/doi/epdf/10.18111/9789284419470> - ISBN: 978-92-844- 1946-3
- Farmaki, A., & Pappas, N. (2021). Emerging Transformations in Tourism and Hospitality. Routledge.
- Conrady, R., Ruetz, D., & Aeberhard, M. (2020). Luxury Tourism: Market Trends, Changing Paradigms, and Best Practices (2020 ed.). Springer.
- Huddart, D., & Stott, T. (2019). Adventure Tourism: Environmental Impacts and Management (2020 ed.). Palgrave MacMillan.

- Rainoldi, M., & Jooss, M. (2020). Eye Tracking in Tourism (Tourism on the Verge) (English Edition) (1st ed. 2020 ed.). Springer.
- Milano, C., Cheer, J. M., & Novelli, M. (2019). Overtourism: Excesses, Discontents and Measures in Travel and Tourism. Cabi.

10- EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

unidad.diversidaduev@universidadeuropea.es

11-ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

