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EQAC “ESTABLISHMENT AND DEVELOPMENT OF QUALITY ASSURANCE CENTERS IN AZERBAIJAN UNIVERSITIES”

586351-EPP-1-2017-1-AZ-EPPKA2-CBHE-JP

REPORT ON PILOT PROGRAMME

THE AZERBAIJAN TOURISM AND MANAGEMENT UNIVERSITY

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EXECUTIVE SUMMARY

Within the frames of EQAC Project, the Azerbaijan Tourism and Management University has initiated a pilot programme with the aim to communicate the project work and development of quality at the university, inter alia, review of existing education model, influence teaching methodology, support new curriculum development.

The pilot programme has been implemented in the specialty of “Tourism Management”. In the academic year 2019-2020, the total number of Bachelor students majoring in this programme is 588 persons. 10 subjects have been included in the pilot programme. Professors of the university have also been encouraged to participate in the programme. For the purpose to apply new teaching standards, 10 teachers have been recruited by the pilot commission to participate in the programme. Official documents on the selection of pilot program, subjects, and teachers are provided in Annex 1.

The pilot programme commission approved by the rector was established on November 15, 2019. The commission of 10 persons, including 3 permanent members of EQAC project was responsible for setting up the pilot programme, inter alia, determination of subjects to be included in the pilot programme, and selection of pilot group of teachers. The programme commission defined the following tasks, pursued throughout the programme:

- Monitoring of pilot teachers’ teaching methods based upon open classes;
- Organization of teachers survey and course evaluation surveys;
- Development of a new syllabus form;
- Supervision of application of new syllabus forms;
- Approval of teaching methods and assignments.

Official documents verifying the approval of the program commission, subjects, and teachers are given in Annex 2.

MONITORING OF PILOT TEACHERS’ TEACHING METHODS

Monitoring has been conducted with the purpose to identify the teaching methods employed by the instructors during their classes, the extent of their adoption, as well as the mastery of the instructor in proper application of these techniques. In the context of monitoring plan the members of the pilot programme commission participated in open classes including lectures and seminars, which allowed the assessment of both the quality of teaching and learning. 3 lessons, which constitutes 6 academic hours have been monitored. Information on the classes and observers is given in the following table:

No	SUBJECT & INSTRUCTOR	OBSERVER	POSITION
1.	Marketing in Tourism (Samira Amirova)	Faina Gachabayova	Head of the Scientific Innovations Unit
		Elmira Gojayeva	Head of the Marketing Department
		Anar Eminov	Head of the Career and Communication Department
		Ali Alirzayev	Teacher
		Leyla Atakishiyeva	Teacher

2.	Introduction to Tourism (Rafiga Aghasiyeva)	Bahadur Bilalov	Dean at the Faculty of Tourism and Hospitality
		Hafiz Huseynov	Head of the Tourism Business Department
		Simnar Mamedov	Head of the Education Department
		Aynur Huseynzada	Teacher
		Tarlan Novrasli	Teacher
		Shamsiyya Tahirbayova	Teacher
		Narkhanim Kamilova	Teacher
3.	Destination Management (Naila Musayeva)	Elvin Yusifli	Rector's advisor
		Arzu Huseyn	Head of Management Department
		Raisa Valiyeva	Teacher
		Elnur Zeynalov	Teacher
		Aygun Tahmazli	Teacher

Observation during open classes showed that the instructors of ATMU are aware of new teaching methods, which are utilized during the classes. However, there is an importance to advance the accurate application of these techniques based on a conscious knowledge of their importance in student-centred learning. Further information on the feedback provided by evaluators during 3 open classes organized at ATMU is provided in Annex 3.

TRAINING OF PILOT TEACHERS

ATMU representatives conducted 3 training sessions for pilot programme teachers on November 16, 2019. As a result of the training sessions, which have been conducted at ATMU, 7 teachers benefited from the opportunity to develop a revised version of syllabus responsive to student-centred learning. The training sessions were aimed at advancing the methodological capacity and reinforcement of teaching skills.

As it is specified in the agenda of sessions (Annex 4), the attendees of the training acquired valuable information on the mission of EQAC project, inter alia, obtained information on active learning, student participation and inclusion, ESG standards, curriculum design, student focused education, learning outcomes, three domains of learning, and education for sustainable development. Two trainers have delivered this training.

The topics covered during the training workshops included:

- The survey of expertise gained in the EQAC Project – best practices from across Europe: ATMU selected staff members participated in methodological workshops organized in Middlesex University, University of Alicante, KTH Royal Institute of Technology and SMK University of Applied Social Sciences. These workshops introduced participants to a wide range of educational practices used in European universities to enhance student experience. Participating ATMU staff members analyzed these universities' experiences and offered a quick recap of their insights to the selected teachers. The teachers were also directed to relevant resources for further exploration of the subjects in question.

- The introduction to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) – The teachers were briefed on the ESG, its significance as the key policy document regulating internal and external quality assurance. Each standard of Part 1 was discussed in detail to provide a general understanding of the quality framework before participants delved into more specific subjects as student-centered teaching, learning outcomes and Bloom’s (revised) taxonomy.
- Student-centered teaching – Participants were introduced into the evolution of teaching in Western higher education institutions and the underlying reasons behind this change of approach. The trainers provided a full account of what student-centered teaching is and discussed the full array of changes it introduces into the teacher-student interaction.
- Competency-based education, learning outcomes and Bloom’s taxonomy – The training course was devoted primarily to fleshing out the essence of the competency-based education and the ways for designing and integrating learning outcomes into the course syllabi. The trainers explained the key aspects of cognitive and affective domains of learning, their role in students’ developing the right attitudinal and intellectual skills in relations to the course content. This was a hands-on session with participating teachers designing learning outcomes for their courses in line with Bloom’s taxonomy.

SURVEY CONDUCTED AMONG TEACHING STAFF

ATMU designed a survey among teaching staff of the university around two primary objectives. The first was to get reliable information on the teaching practices. The second objective was dealing with teachers’ vision on the quality processes at the university. The research spanned three core areas:

- Teacher expertise;
- Learning environment including coordination of quality and availability of resources;
- Professional development.

52 teachers participated in the survey with the purpose to provide input into education analysis and quality development. The analyses of the report helped to identify main trends and challenges. Respondents’ advice on the improvements will be taken into account in forthcoming semesters. The main findings of the survey is provided in Annex 5.

TRAINING OF STUDENTS

The Azerbaijan Tourism and Management University considers students participation in quality assurance process as a significant issue. Students and alumni of the university have always been among the contributors to the development of university. For instance, students are involved in a new curriculum development work group and audit for UNWTO.TedQual Certification.

More than 30 students of ATMU participated in 2 training sessions, which have been organized during the implementation of pilot programme. The training on “Students’ role in quality assurance at Higher Education Institutions” was held with an objective to provide students with fundamental concepts related to the development of student-centred modern curriculum.

The following topics have been covered during information sessions:

- General Information about the EQAC Project;
- The role of students in quality assurance;
- Introduction of new teaching methods;
- The importance of participation in surveys;
- Acquisition with new syllabus template.

A further session on “Students’ ethics” has been given by a representative of ATMU’s Career and Communication Office.

As an outcome of the training, in addition to the acquisition with information about EQAC project, attendees of the workshop learnt to determine students’ role in quality assurance, obtained information on the importance of participating in surveys, acknowledged themselves with new teaching methodologies and became aware of the quality assurance activities performed at ATMU.

With the purpose to evaluate whether the training programme has achieved its objectives, attendees have been provided with evaluation forms. The filled forms and active discussion during the training allowed to come up with the following findings of training sessions:

- Students, participated in the training, are aware how quality assurance procedure at ATMU is going on;
- Students were equipped with the necessary knowledge on the importance of participating in surveys;
- Students can clearly express their expectations and concerns;
- Students have been acknowledged with modern and encouraging teaching methodologies;
- Students clearly understands what the advantages of active teaching are;
- Participants of the training expressed their support for the implementation of student-focused education and changes of instructional practices applied by teachers;
- At the end of the session, students were able to clearly distinguish differences between teacher-centred and student-focused teaching.

The following didactics and methods have been used on the sessions:

- Power Point Presentation;
- Role playing;
- Active discussion;
- Reflective self-evaluation survey.

Training have been organized in a form of a lesson with specific learning outcomes to be achieved at the end of the sessions.

The results show that students are interested in contributing to the procedures undertaken at the university for the purpose to advance quality in teaching and other services provided to students. During the training the point of students’ status as partners in higher education has been raised. In the questionnaire provided at the end of the training sessions students shared their ideas in the matter of quality improvement. In general, participants of the sessions were very much satisfied with the positive atmosphere during the training, appreciated the knowledge of trainers, and expressed

contentment in the sense of practical activities undertaken by them. Here was one major critique by the students, expressed in the importance to establish a special Student Affairs Office at the university, where students can apply with all creative ideas as well as can voice their concerns and suggestions of improvements. As a final point, it was mentioned that similar trainings need to be pursued. It carries the need to organize a series of training to raise the awareness of a wider student population. The results of the questionnaire will be used to improve further trainings on the same topic. Training agenda is available in Annex 6.

SURVEY AMONG STUDENT POPULATION (COURSE EVALUATION SURVEY)

On a complete and objective representation and assessment of the quality of subjects, at the end of each academic semester, with a view to improve the quality of teaching ATMU conducts “Course Evaluation Survey”. This report comprises information on the results of the survey carried out at the end of the fall semester of the academic year 2019-2020 among the students studying at the Faculty of Tourism and Hospitality. Students have completed 892 questionnaires for subjects covered in the fall semester. Participants of the survey were provided the anonymity to answer the questions. Thus, they had an opportunity to evaluate courses separately. The summary and key findings of the “Course Evaluation Survey” are reported in Annex 7.

UPDATED SYLLABI

One of the main outcomes of the pilot programme is updated syllabi. For this purpose the representatives of the programme commission developed a new syllabus template in Adobe Acrobat Pro. This allowed to fix some specific points in order to avoid random indication of the names of programme, courses, departments, and number of credits. In the course of pilot programme, 6 syllabi have been updated. Modernized syllabi comprised of the following integral components:

- *General section* including course name, credits, semester, programme, department, professor’s name, surname, and email);
- *Main section* including Course description, Learning objectives, Learning outcomes, Teaching concept, Assessment methodology, Literature, Course schedule;
- *Approval section* including name and surname of the head of a particular department, position, signature, and date.

Approved syllabi and assignments are given in Annex 8. Pilot programme’s continuous progress has been disseminated by the means of ATMU’s social media pages, EQAC platform, and local news agencies.

LIMITATIONS OF THE PILOT PROGRAMME

- The survey among teachers gave a general outline of the teaching at ATMU. The survey covers only a small portion of teachers involved in teaching at the Faculty of Tourism and Hospitality. Thus, it may lead to the results, which goes beyond the actual data. The other limitation, which needs to be considered is unanswered questions left empty by the respondents. Due to incomplete profile of respondents (missing questions on subjects they teach, departments to which they are affiliated, etc.) only general recommendations can be provided.

- Teachers' workload doesn't fully allow to accommodate time for research on new teaching practices and preparation of respective teaching materials.
- A lack of supporting materials as tutorials and guidelines in Azerbaijani for better understanding and further introduction of new teaching and learning methodologies is another concern.
- Resistance of some teachers to accept new methods of teaching and arrangement of syllabus can create certain obstacles in adopting new regulations.
- Old curriculum standards don't fully correspond to the requirements of education for sustainable development.
- Lack of involvement of teachers in workshops and superficial role in corresponding activities (e.g., development of accurate learning outcomes) doesn't sufficiently respond to the efforts mobilized.

RECOMMENDATIONS FOR FUTURE ACTIONS

- The pilot programme shows that joint effort of the university leadership, faculty, and respective departments, as well as openness of teaching staff, and students' support are essential prerequisites for successful analysis of the current state of the programme and further implementation of changes. The programme results suggest that there is a necessity for holistic approach in implementing ESG standards at the university.
- Syllabi need to be accurately revised and adjusted to the requirements of student-focused teaching.
- Heads of academic departments along with teachers are recommended to actively participate in workshops devoted to the development of core areas of syllabi (e.g., learning outcomes, teaching methodology, etc.).
- Coordination of implementation of new requirements should be consistent.
- There is an importance to develop adequate training materials and learning manuals to be used during workshops for teachers.
- Training seminars for teachers should include more group and individual activities for accelerated learning.
- Discussions with students during the training showed that traditional teaching is still predominant in main subjects. Thus, there is an importance to further delegate student-focused teaching.
- The number of teachers participated in the pilot programme training is insufficient to have a clear picture. Thus, it is important to consider further involvement of teaching staff. The experience should be extended to other faculties, specialties, and all degree levels.
- There is an importance for improving the existing curriculum in a way that it will allow alumni to better address labour market's expectations. This process should be arranged in a participatory manner, with wider involvement of internal (e.g., faculty, students) and external (e.g., industry representatives) stakeholders.
- A key priority for the future should be to increase the participation of students from various education levels in trainings dedicated to quality assurance and promote students' self-evaluation.

- It is important to advance survey forms with the purpose to remove the limitations appeared while carrying out the survey. For instance, in teacher survey it is necessary to separate questions in logical order and create 3 clear categories as: teachers' expertise, learning environment, professional development and add questions for better understanding of teachers' profile.
- It is recommended to increase teachers involvement in the decisions regarding assessment methodologies, professional development opportunities, and other related activities.

"Təsdiq edirəm"
Azərbaycan Turizm və
Menecment Universitetinin rektoru
Nham Mədətov
15 noyabr 2019-cu il

PILOT İXTİSAS FƏNLƏRİ VƏ MÜƏLLİMLƏR

"Azərbaycan universitetlərində keyfiyyətə nəzarət mərkəzlərinin yaradılması və inkişafı" adlı
Erasmus + CBHE layihəsi çərçivəsində təlim

Pilot ixtisas: Turizm işinin təşkili

No	Fənlər	Müəllimlər
1.	Turizmin əsasları	Rəfiqə Ağasıyeva
2.	Turizm məhsulunun formalaşdırılması	Bahadur Bilalov
3.	Turist davranışı	Elnarə İsmayılova
4.	Turizmdə xidmət standartları	Samir Babazadə
5.	Destinasiya menecmenti	Elmira Hacıyeva
6.	Tədqiqat metodları	Fərid Cabbarlı
7.	Turizmdə marketing	Samirə Əmirova
8.	Turizmdə sahibkarlıq	Cabir Feyzullayev
9.	Layihə menecmenti	Fuad Cabbarov
10.	Mədəniyyətlərarası sərəştə	Elşən Bayramzadə

Hazırladı:

Layihə meneceri



F. Qaçabəyova

"Təsdiq edirəm"
Azərbaycan Turizm və
Menecment Universitetinin rektoru
İlham Mədətov
15 noyabr 2019-cu il

PİLOT PROQRAM KOMİSSİYASI

*"Azərbaycan universitetlərində keyfiyyətə nəzarət mərkəzlərinin yaradılması və inkişafı" adlı
Erasmus + CBHE layihəsi çərçivəsində*

№	ASA	Vəzifəsi
1.	Elvin Yusifli	Rektor müşaviri
2.	Nəsirulla Nəsirli	Elm və innovasiya şöbəsinin müdiri
3.	Bahadur Bilalov	Turizm və qonaqpərvərlik fakültəsinin dekanı
4.	Hafiz Hüseynov	Turizm işi kafedrasının müdiri
5.	Novruz Quliyev	Mehmanxana və restoran biznesi kafedrasının müdiri
6.	Simnar Mamedov	Tədris-metodiki şöbənin müdiri
7.	Muxtar Hüseynov	Keyfiyyətin təminatı bölməsinin rəhbəri
8.	Faina Qaçabəyova	Beynəlxalq əlaqələr şöbəsinin mütəxəssisi
9.	Ruslan Quliyev	Sənaye nümayəndəsi: Azərbaycan Sağlamlıq və Termal Turizmə Dəstək Assosiasiyasının sədri (ASTTDA)
10.	Həşim Hacıyev	TO 1802 qrupun tələbəsi

Hazırladı:

Layihə meneceri

[Signature]

F.Qaçabəyova

ANNEX 3: REPORT ON MONITORING

I. ASSESSMENT OF THE OPEN CLASS

Instructor: Naila Musayeva

Place of work, present position, scientific degree and scientific title: ATMU, senior teacher at the Department of Management, Ph.D. in Economics.

The topic of the open class: "Product development in destinations"

Group(s): TO1601, TO1602, and TO1603

Evaluator: Elvin Yusifli

Date of the open class: 10.12.2019

№	Criteria	Assessment grade					Notes
		1	2	3	4	5	
1	Motivating the listener						The teacher organized the lecture in an interactive form and encouraged the active participation of students. He often asked questions about the basic concepts that he explained encouraged students to retell the marked information. Students were not always able to give full answers, but despite this, they actively participated in the discussion and freely expressed their thoughts. The high motivation of the teacher was observed throughout the lesson. The teacher tried to answer each student's question(s), regardless of its complexity and shared her opinion on the given question(s).
2	Compliance with the lesson plan (introduction, sections, summation)						The teacher made an effort to explain the topic within the allotted time for the lesson in the order set by the plan. There was a certain pattern in asserting opinions. Although the class was quite lively, even noisy, the teacher managed to organize effective control over the students.

3	Precise structure and logical presentation of the lecture					The lecture began with an explanation of the main concepts and terms relevant to the lesson and then continued with a detailed discussion of models. Used concepts exist in the international management literature. The structure of the lecture was built on a certain logical chain.
4	Clarity of explanations of new terms and concepts					The word that the teacher used when explaining the subject was quite simple and corresponded to the level of students' knowledge. Given that the audience included students with different intellectual abilities and levels of training, the method of instruction chosen by the teacher was quite encouraging and inclusive. It is no accident that a significant number of students tried to contribute to the question and answer process later on.
5	Highlighting key points to enhance the process of memorizing and answering to the questions					The teacher refers to previous lessons that students have taken, explaining the topic, encouraging them to recall past concepts and models. She attempted to help the visual perception of the ideas that were described through diagrams drawn on the board. The use of these schemes can be further improved.
6	Visual representation of perception (writing on board, presentations of illustrative material, use of IT)					As noted above, the teacher tried to demonstrate her statements on the board during the lecture. The demonstration took place in the form of a PPT presentation. However, visual tools could be used more effectively, in particular, it was needed to use Internet resources.
7	Scientific character, breadth of information and argumentation					Although the value of the lecture content was satisfactory, the scientific content could have been demonstrated more professionally. However, it is difficult to say how developed students' ideas about scientific argumentation are. However, when explaining their views, the teacher could better emphasize the importance of scientific and methodological aspects.

Concluding feedback (suggestions and recommendations):

- The teacher should think about the methods that encourage students to take notes. Naturally, this is not the unconscious copying of the presented facts. The goal is for students to interpret the main ideas and connections between lecture ideas through abstraction.
- The further use of internet resources in the presentation (e.g., useful sites, and multimedia resources) can be useful in terms of a better explanation of the content of the lecture. The main limitation here is that the students are Azerbaijani-speaking, and there is a language barrier that limits the use of English resources. However, taking into account that the topic is related to destination management, the teacher could use the websites of the State Tourism Agency, Azerbaijan Tourism Board, and those of other relevant organizations.
- While explaining the approach on the subject, more attention was paid to theoretical models. The policy of Azerbaijan or other states on this subject could be given as an example. The strengths and weaknesses of the policies could be analysed.
- The teacher misspelled the name of one of the main authors during the lecture and repeated the same mistake several times. Most likely it was a technical error, but it is better to be as careful as possible when sounding the names of the authors.

II. ASSESSMENT OF THE OPEN CLASS

Instructor: Samira Amirova

Place of work, present position, scientific degree and scientific title: ATMU, Teacher at the Department of Marketing

The topic of the open class: "Data collection methods. Observation"

Group(s): TOI 1601

Evaluator: Faina Gachabayova

Date of the open class: 10.12.2019

№	Criteria	Assessment grade					Notes
		1	2	3	4	5	
1	Motivating the listener						The teacher acknowledged the students for their correct answers during the course of the lesson and keep them to stay more active throughout the lesson by using different motivational expressions. Approaching the students who are more passive than the others, she encouraged them to share their experiences by asking questions, thus, achieving the involvement of all students. During the lesson, the teacher used a wide range of student-oriented teaching methods (e.g., role-playing method).
2	Compliance with the lesson plan (introduction, sections, summation)						A structural order was demanded during the lecture. The teacher conducted a short survey on the lectures covered previously, and before beginning the current lesson, he informed about new knowledge that students will master by the end of it. Then he switched to the new lecture, and checked the level of knowledge among the students in this lecture, enriched it with new information.
3	Precise structure and logical presentation of the lecture						There was a clear structure of the lesson. The first 15 minutes were set aside for repetition and inquest. Then the new topic was explained, and at the end of the lesson a conclusion was made.

4	Clarity of explanations of new terms and concepts						To ensure easy understanding of the new information, the teacher used real-life examples and linked them to new terms.
5	Highlighting key points to enhance the process of memorizing and answering to the questions						The teacher was able to create a link to previous lessons by giving examples that he had already used in earlier lessons. To make sure that the students mastered the lesson after the explanation he asked the students few questions to find out whether they understood the given examples. At the end of the lesson, the teacher asked students What did they have learned from this lesson in order to check the level of mastering the lesson and wrote the answers on the board.
6	Visual representation of material perception (writing on board, presentations of illustrative material, use of IT)						The teacher writes and summarizes the notes of the students on the board. During the explanation of the new lesson PPT presentation was used, video clips were shown.
7	Scientific character, breadth of information and argumentation						During the lesson, the teacher informed students about non-verbal communication methods, showing photos through a presentation, explaining and ensuring that the understanding of the new terms (Eye Tracking Monitors, Psychogalvanometr, Pupilometer, Voice Pitch Analysis and so on) was brought to the audience.

Concluding feedback (suggestions and recommendations):

In general, the following suggestions can be given:

- For better memorization it is important at the end of the lesson to link the material covered during the class with the learning outcomes explained at the beginning of the lesson;
- References to scientific literature used in the preparation of the course should be clearly indicated;
- It would be useful to explain to the students the importance of making notes on the new topic explained during the lesson.

III. ASSESSMENT OF THE OPEN CLASS

Instructor: Agasiyeva Rafiga

Place of work, present position, scientific degree and scientific title: ATMU, Senior teacher at the Department of Tourism Business

The topic of the open class: "Legal provision of tourism activity"

Evaluator: Simnar Mamedov

Date of the open class: 10.12.2019

№	Criteria	Assessment grade					Notes
		1	2	3	4	5	
1	Motivating the listener						Although, structure and space limitations in the classroom the teacher succeeded to maintain the attention of listeners while using different techniques.
2	Compliance with the lesson plan (introduction, sections, summation)						The teacher managed to follow the plan of the lecture (Introduction, sections and summation) within the time frame.
3	Precise structure and logical presentation of the lecture						Overall, the teacher successfully kept the logical transfer of knowledge and coherence between speech and visual presentation used.
4	Clarity of explanations of new terms and concepts						The teacher gave a clear explanation of each new term by providing real-life examples related to the concept she introduced.
5	Highlighting key points to enhance the process of memorizing and answering to the questions						It was necessary to use a fit for purpose methodology to enhance the possible memorization of material by learners and the teacher did it as much as possible.
6	Visual representation of material perception (writing on board, presentations of illustrative material, use of IT)						The visual presentation was topic related. The teacher is enough skilful to use IT as a mean to better of the students' learning.

7	Scientific character, breadth of information and argumentation						The teacher was familiar with the course and well-prepared. With regard to scientific argumentation, the teacher was capable enough to scientifically support her explanations and viewpoints in a professional manner.
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Concluding feedback (suggestions and recommendations):

- Communication with students: during the course of the lesson, the teacher communicated with the students and listened to their answers in order to attract the students' attention to the lecture and to help them to understand the material on the subject better.
- Using methods that promote student activity and mastering: the teacher made the subjects taught in the course of the lesson more understandable through explanation by practical examples. This method can be made even more effective by encouraging students to relate their experiences to what they learned during the lesson.
- Organization and presentation: the teacher made use of the available space and equipment suitably within the framework of opportunities by clearly explaining the lesson material. At the beginning and the end of the lesson, I would recommend emphasizing the learning outcomes to further improve the quality and effectiveness of the lesson. I would also like to commend the provision of materials as an example to the students during the course and would recommend to give feedback after familiarization with the materials provided to make this method even more complete and effective.
- Content: during the course of the lesson, the teacher relied on the material covered in the previous lessons and provided coherence in teaching.

ANNEX 4: AGENDA OF TRAINING SESSIONS FOR TEACHING STAFF

Session I: New teaching methods

Trainer: Samir Maharramov

Rectors' assistant

Topic
Self-presentation of teachers
A teacher's goals before entering the classroom
Active learning
Structure of the lesson
Student participation and inclusion
Factors influencing the development of students' competences
Forms of learning

Session II: Adapting the curriculum to modern educational standards: What should a teacher know?

Trainer: Elvin Yusifli

Rectors' advisor

Topic
General information about EQAC project
What lessons have been learned from the EQAC project?
What are the ESG standards?
Standards and Guidelines for Internal Quality Assurance
How to design a curriculum for the subject? Brief description of the stages of the process
What is a teacher-centred teaching?
Basic concepts of student focused education: learning outcomes
General & specific goals, learning outcomes
Three domains of learning
Education for Sustainable Development: Learning Outcomes

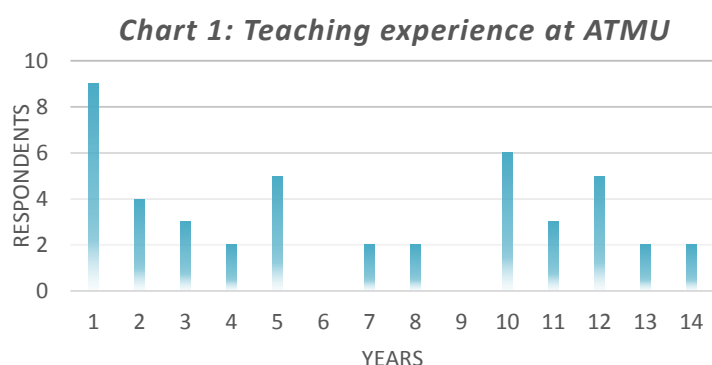
Faina Gachabayova

Date: 13.12.2019

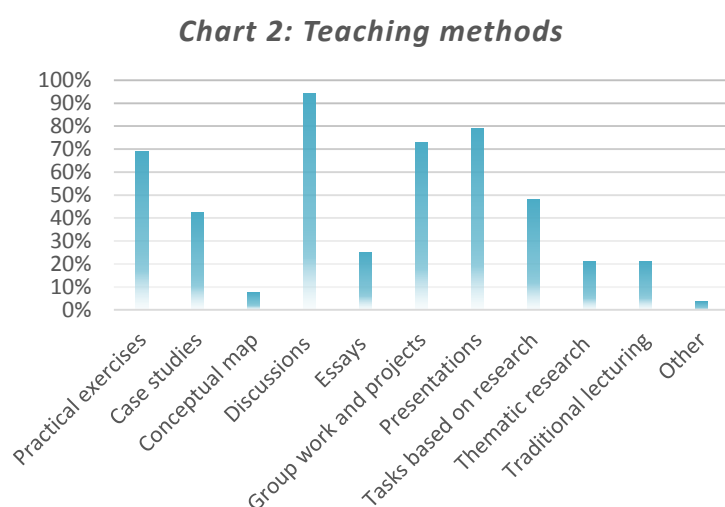
EQAC Project manager

ANNEX 5: REPORT ON SURVEY OF TEACHING STAFF

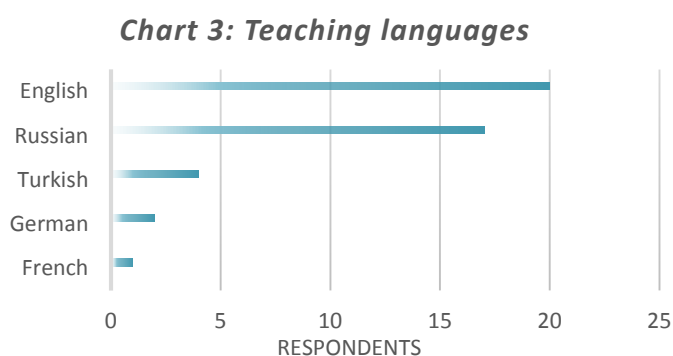
With an objective to conduct teacher survey, the pilot commission provided 6 departments of ATMU with print out questionnaires. This section provides an overview and summary of key analytical points of the survey. The survey was designed to be completed in maximum 30 minutes. Each questionnaire was consisting in total of 13 open and closed questions.



Majority of respondents (18 persons) teach at ATMU more than 10 years. 14 out of 52 respondents teach at ATMU more than 1 and less than 5 years. The average year of respondents' experience was equal to 3 years (Chart 1).



According to the survey, great majority of teachers (appr. 90%) apply multiple teaching methods in their classes. The majority of respondents use group works and projects. Discussions (20%) and presentations (16%) are among the most widely used methods. Very few apply traditional lecturing, essay writings, and conceptual mapping. Moreover, some teachers indicated thematic researches, problem solving cases, and tasks based on research as the methods they apply in teaching. The respondents, also added two other options, which were not indicated in the questionnaire. These were conducting competitions among the students and evaluation of students' comprehension based on tests and quizzes (Chart 2).

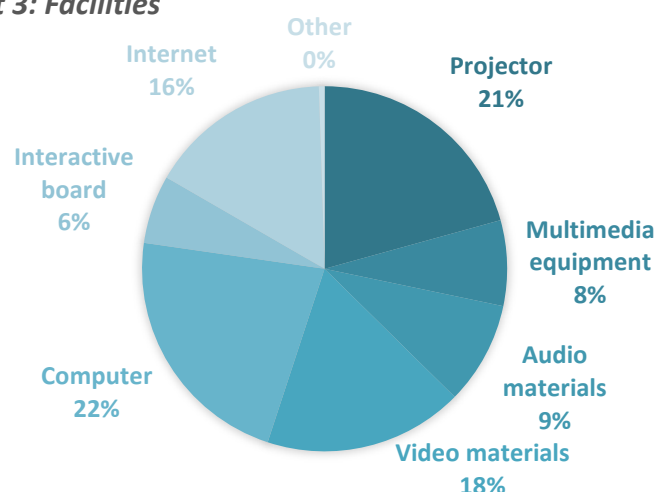


62% of ATMU teachers that participated in the survey can teach at least in two languages. Table 2 gives a clear picture of the teaching languages. This information does not necessarily show that the participants of the survey teach in all languages they identified.

However, it gives an understanding of the languages teachers may use when they teach, as well as the language of literature they can use while preparing to classes. In descending order the five languages appeared in the questionnaire were French, German, Turkish, Russian, and English.

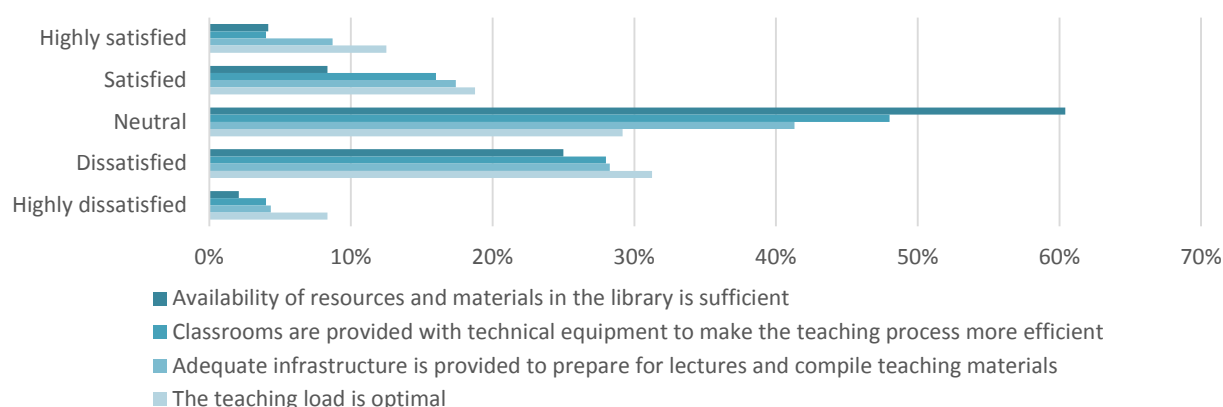
Teachers that participated in the survey use multiple knowledge delivery facilities. Internet, computer and projector were the most frequent answers, whereas, video and audio materials, multimedia and interactive board is the less popular ways of teaching at ATMU (Chart 3). Some teachers utilize traditional white board as well.

Chart 3: Facilities



Participants of the survey were asked to evaluate 4 quality indicators, which support teaching at ATMU. Based on the Likert scale it has been identified that satisfaction with the availability of resources and materials in the library prevails all three other indicators. Almost 20% of respondent rated the availability of resources and materials at the university's library as satisfactory, 60% expressed their opinion as neutral. However, the level of dissatisfied respondents is not promising too. 25% of respondents are dissatisfied with the library resources. In order to improve this indicator, respondents suggested to improve e-library, provide the library with recent publications related to the field of study, increase the number of books that are frequent to use, increase number of books and educational materials in Azerbaijani by translating them from English, and get an access to international library sources, etc.

Chart 4: Level of satisfaction with main quality indicators

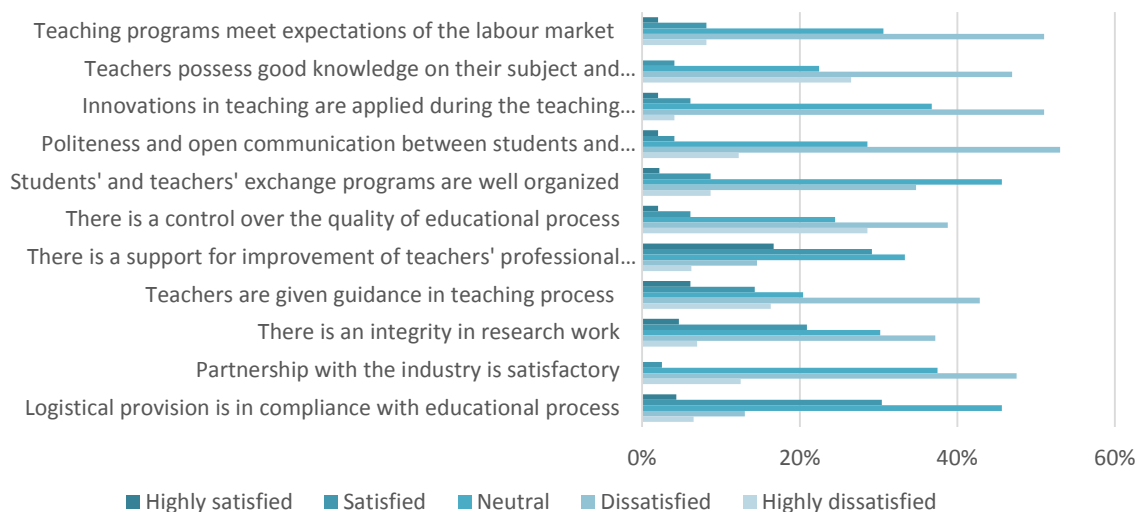


More than a half of the respondents are neutral with the technical equipment which used as a means to support the quality of teaching process. One of the critical indicators of dissatisfaction is teaching load, the level of high dissatisfaction reached 10% of responses correspondingly. The respondents are neither satisfied nor dissatisfied with the infrastructure provided to facilitate teaching. As the

chart shows, a little more than 40% of respondents expressed their satisfaction as neutral. At the same time, this is the second alarming indicator, which requires improvement.

When asked to rate the teaching environment including teachers' knowledge and willingness to professional development (Chart 5), respondents evaluated 11 criteria listed in Chart 5. Half of the respondents think that current teaching programs correspond labour market expectations. Almost the same number of respondents support the statement that "teachers possess good knowledge on the subject and show willingness to professional development". The average number of 51% respondents satisfied with the innovations in teaching, which are applied during the teaching process. A slightly higher trend of satisfied respondents (53%) support the remark on politeness and open communication between students and teachers.

Chart 5: Overall evaluation of teaching environment



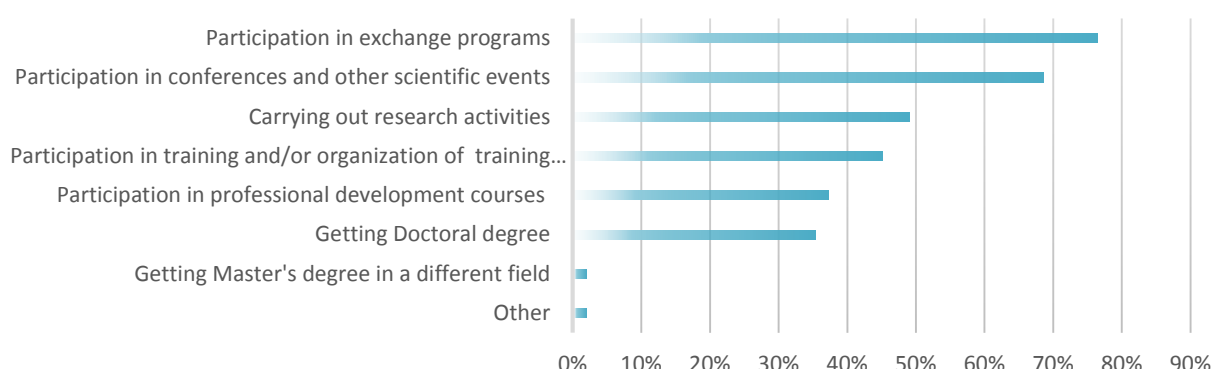
In contrary to 9% of highly dissatisfied respondents, 46% of teachers expressed that exchange programs for students and teachers are well organized. In general, the participants of the survey expressed their opinion about control over the quality of educational process mainly as neutral. Evaluation over the support for improvement of teachers' professional skills is the main critical points. Only 32% evaluates it as neutral or above neutral, in contrast 68% non-satisfied respondents.

The chart suggests that the most important area of development is support for improvement of teachers' professional development. Except 20% of respondents, the others are either neutral, satisfied, or highly satisfied with the guidance given by university in teaching process. 42% of respondents are either satisfied or highly satisfied with the integrity of research work. 30% against 26% of dissatisfied and highly dissatisfied respondents are neutral in expressing their relation towards the research activities. The average numbers show that university-industry partnership is evaluated as neither satisfied, nor very dissatisfied. The responses over the compliance of logistical provision with educational process are mainly neutral (46%). Numbers show that some respondents (13%) find this as dissatisfactory and thus, it also requires improvement.

As a reply to open question “Which skills of ATMU teachers needs to be improved” teachers suggested the following recommendations:

- Improvements of language skills
- Personal development of teachers
- Upgrading of pedagogical skills
- Raising the knowledge in ICT
- Development of communication skills
- Advancement of the ability to organize educational process
- Extending the use of innovative methods in teaching
- Drawing on international experience
- Increased use of practical materials and adapting them in accordance to the industrial demand
- Development of research skills
- Active participation in conferences, exchange programmes and involvement in training.
- The assessment methods needs to be advanced.

Chart 6: Means of teachers' development



As a follow-up question the survey was requesting to rate 8 means of teachers' development in terms of their importance and/or suggest a different one. Chart 6 illustrates that the majority of respondents (76%) consider that exchange programs contributes to teachers' development greater than any other point. Participation in conferences and other scientific events was highlighted as the second option. By a close margin, the

respondents consider involvement in research activities to support professional development. With 37% of rating, participation in training and/or organization of training occupies middle position. Participation in professional development courses and getting Doctoral degree both are considered important almost on the same level, with 37% and 35% respectfully. Getting Masters' degree in a different field is graded as less important motivator leading to teachers' development.

Chart 7: Satisfaction with the grading methods at ATMU

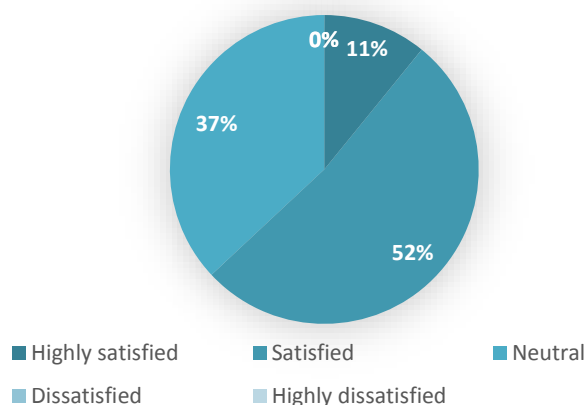


Chart 7 illustrates teachers' perceptions of existing grading methods at ATMU. Overall, a half of the respondents satisfied with the standards, while 11% expressed that the standards are highly satisfactory, while one third of participants graded their perception as neutral. In general, most of respondents highly evaluate objectivity of grading methods at ATMU, but they are not satisfied with limited role of teachers in grading process. Those who remained concerned commented that there is a need to advance assessment methods.

The concerns are manifested in the constraints to grade students for their research work or check how students apply their knowledge in practise. Teachers consider the current grading methods to direct students toward learning by heart. Due to current grading methods students are satisfied with given materials and are not interested in research. Teachers' recommendations can be summed up as follows:

- Assessment method should be standardized/unified;
- Grading methods need to be discussed with teachers;
- Replacing three colloquiums with one mid-term exam;
- Different subjects require different grading methods and teachers should be the ones, who decide on the method of assessment.

Teachers were requested to share their general opinion about ATMU students. Almost all teacher reported that with the decline of the entrance score overall performance of students is falling. Some teachers mentioned that, in general the students are highly motivated, hard-working and knowledgeable, but there are students who show total lack of interest in classes. Teachers rationalize it with the size of groups, inadequate infrastructure to carry out merged classes.

At the end of the survey, respondents provided their feedback on the improvement of educational process. The following suggestions have been listed:

- Improvement of infrastructure, particularly, provision of sufficient support on ICT, class-rooms;
- Limiting the number of students for classes;
- Digitalization of class journals;
- Decreasing active teaching loads;
- Increasing seminar and practical classes and adding research hours for students;
- Extend participation of industry experts in classes;
- Adapting teaching program to labour market demand.

The analysis of the survey justifies that the advancement of teaching and learning environment is the vital factor of educating qualified experts. The main findings of the survey include:

- Steps must be taken to ensure high performance of teachers. In particular, to adapt teaching load in a way in order to balance active and passive teaching.
- To reconsider teachers' role in identifying the assessment methodology per subject. The overall assessment policy requires reconsideration in terms of adapting it to the set of learning outcomes identified specifically per each subject.

- A good deal of attention should be given to the adequate provision of infrastructure to support teaching and learning.
- Labour market needs to examine carefully, if necessary, to conduct a survey to take a close look on the expectations of recruiters.
- Explore possible opportunities for continuous professional development of teachers and ensure coherent, adequate, and coordinated provision of these opportunities.

ANNEX 6: AGENDA OF TRAINING FOR STUDENTS

Session I: Students involvement in quality assurance

Trainer: Faina Gachabayova
Head of the Scientific Innovations Unit

Topic
General Information about EQAC Project
The role of students in quality assurance
Practical activities
Introduction of new teaching methods
The importance of participation in surveys
Acquisition with new syllabus template

Session II: Students' ethics

Trainer: Saida Mammadova
Deputy-head of the Career and Communications Department

Topic
Introduction to ethics
Ethical standards at higher education institutions
ATMU' Code of Ethics
Presentation of Guidelines for student
Evaluation of training

Faina Gachabayova

EQAC Project manager

Date: 01.12.2019

ANNEX 7: REPORT ON THE COURSE EVALUATION SURVEY

Semester: Fall

Academic year: 2019-2020

Faculty: Tourism and Hospitality

The student population participated in the survey comprises I-III year bachelor students studying at the Faculty of Tourism and Hospitality. In total, 892 completed responses of the students have been analysed. In general, the information on the response rate is displayed in Table 1:

Table 1: Response rate

Year	Number of students	Number of possible responses	Number of completed responses	Response rate
I	211	1206	398	33%
II	197	1153	271	24%
III	180	929	223	24%
Total	588	3288	892	28%

Students who participated in the survey filled out questionnaires on 39 subjects. Course names are shown in Table 2.

Table 2: Subjects per year of studies

Year I	Year II	Year III
German	German	Terminology
French	Azerbaijani language	Verbal translation of the written text
Reading and writing	Country studies	Written comprehension and written expression
Reading and writing	French	Service activities
Listening and speaking	Russian	Travel agency and tour operator
Listening and reading	English	Reading and writing
Listening and speaking	Philosophy	Information Technologies
Fundamentals of Tourism	Economics	Finance
Individual training for the specialty	Fundamentals of legal activity in tourism	Translation in the oil and gas sector
History	Multiculturalism	French
Mathematics	Listening and speaking	Accounting
Azerbaijani language	Reading and writing	Professional ethics
English		German
		Computer Translation Programs

The e-questionnaire generated in Microsoft Forms has been separated in 16 sections. 5 sections comprised of 21 questions have been evaluated by Likert scale ranging from “strongly agree” to “strongly disagree” 5 point responses. The questionnaire was consisting of 3 specific questions, 5 open questions, and 3 closed questions.

Table 3 comprises information on the analysis of the answers obtained from Likert scale questions.

Table 3: Analysis of Likert scale

Indicator	First Year	Second Year	Third year
Percentage of students who give a "strongly agree" answer to questions related to the discipline	27%	27%	20%
Percentage of students who are “totally satisfied” and positive about subjects and teaching	22%	24%	24%

Based on the results of the survey a detailed report has been produced with SPSS software. The results of analysis will be further exploited to ensure the quality of teaching and learning.

RESULTS OF THE SURVEY ON THE ASSESSMENT OF SUBJECTS TAUGHT TO ATMU’S 1st YEAR STUDENTS

Table 4: Teaching Methods

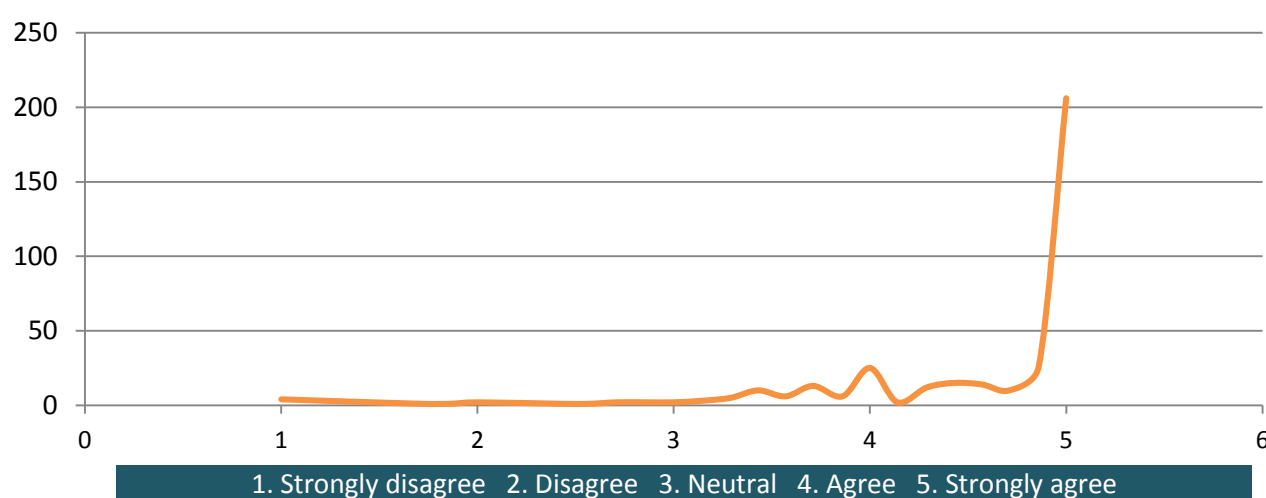
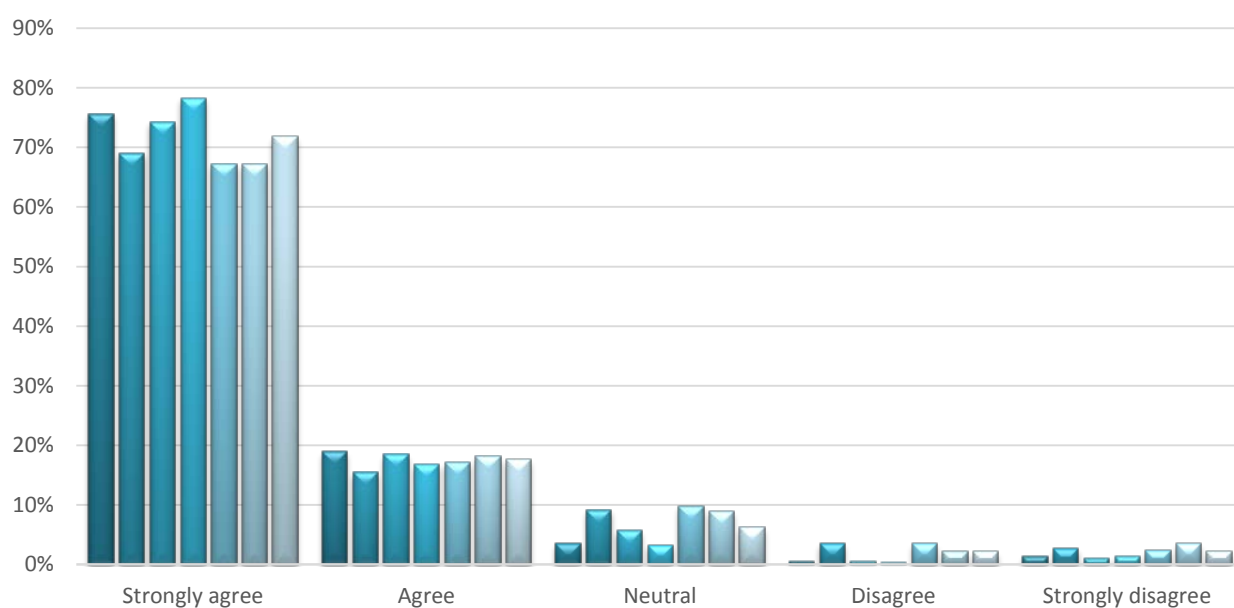


Table 5: Teacher's knowledge and skills

Indicators	N and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher effectively used the time allotted for the lesson	N	279	70	13	2	5
	%	75,6	19	3,5	0,5	1,4
The teacher encouraged students to participate in lectures and seminars	N	255	57	34	13	10
	%	69,1	15,4	9,2	3,5	2,7

The teacher was well prepared for every lesson	N	274	68	21	2	4
	%	74,3	18,4	5,7	0,5	1,1
The teacher has full knowledge about the content of the subject	N	289	62	12	1	5
	%	78,3	16,8	3,3	0,3	1,4
The teacher used various teaching methods to achieve the goals of the subject (for example, group discussions, student presentations, etc.)	N	248	63	36	13	9
	%	67,2	17,1	9,8	3,5	2,4
The teacher could manage the audience and was polite and sincere in communicating with students	N	248	67	33	8	13
	%	67,2	18,2	8,9	2,2	3,5
The teacher perfectly knew the language of the subject he/she taught and could explain his point to students in an understandable form	N	265	65	23	8	8
	%	71,8	17,6	6,2	2,2	2,2



- The teacher effectively used the time allotted for the lesson
- The teacher encouraged students to participate in lectures and seminars
- The teacher was well prepared for every lesson
- The teacher has full knowledge about the content of the subject
- The teacher used various teaching methods to achieve the goals of the subject (for example, group discussions, student presentations, etc.)
- The teacher could manage the audience and was polite and sincere in communicating with students
- The teacher perfectly knew the language of the subject he/she taught and could explain his point to students in an understandable form

Table 6: Assessment methods and approach used by the teacher

Indicators	No and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher clearly explained the assessment information to the students	N	259	82	14	7	7
	%	70,2	22,2	3,8	1,9	1,9
The teacher did not violate the principles of fairness during the assessment	N	250	63	28	17	11
	%	67,8	17,1	7,6	4,6	3
The teacher shared recommendations on given tasks in a timely manner	N	255	88	16	5	5
	%	69,1	23,8	4,3	1,4	1,4
The recommendation of the teacher (eg., task adjustments, comments) helped to prepare for the colloquium and seminars	N	254	76	27	6	6
	%	68,8	20,6	7,3	1,6	1,6

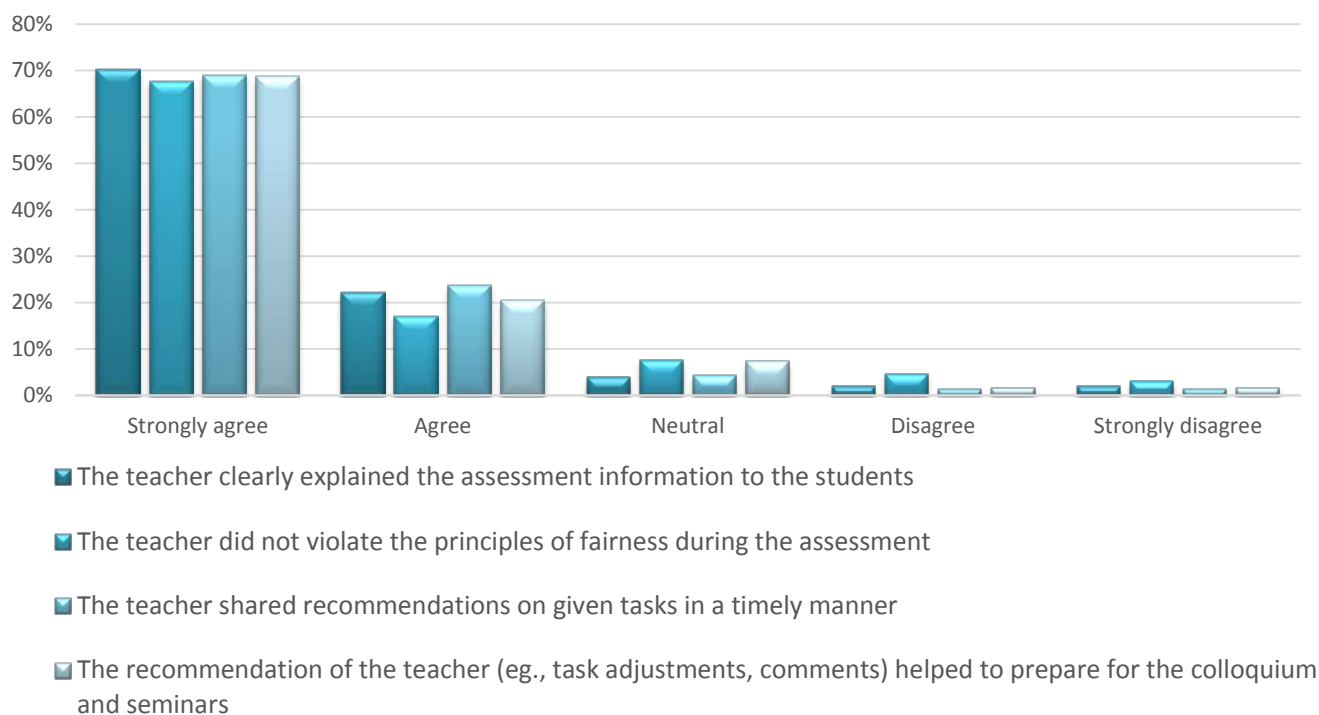


Table 7: Resources

Indicators	Nº and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The resources required for the studying of the subject are available in the university library	N	157	97	69	28	18
	%	42,5	26,3	18,7	7,6	4,9
The teacher helped in obtaining relevant literature on the subject	N	231	81	36	13	8
	%	62,6	22,0	9,8	3,5	2,2
The materials and literature provided by the teacher to the students have been updated and were relevant to the topics	N	238	101	21	4	5
	%	64,5	27,4	5,7	1,1	1,4

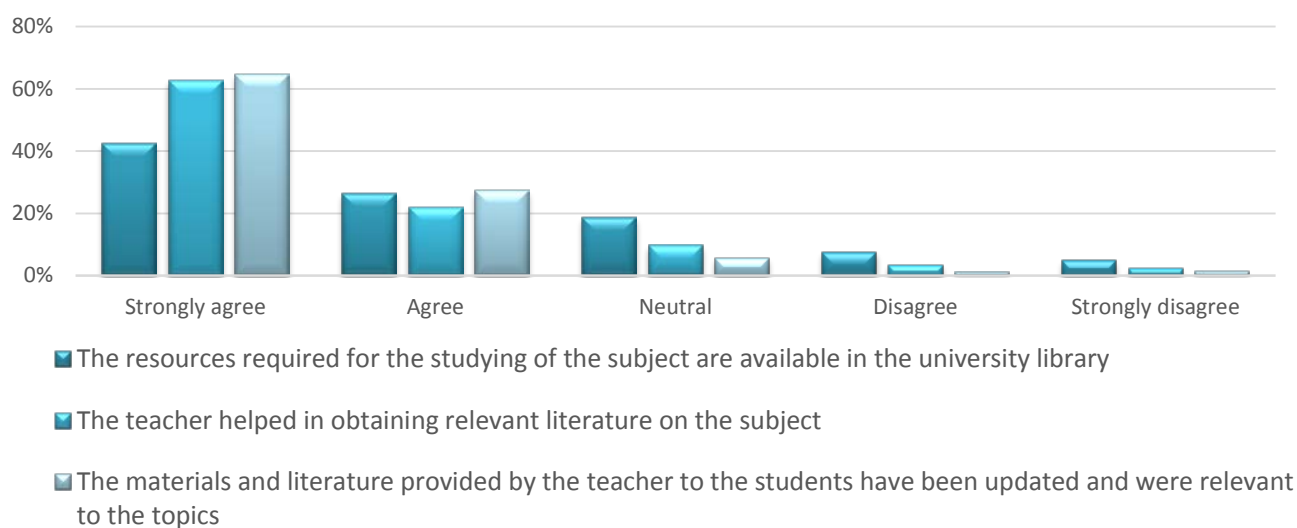
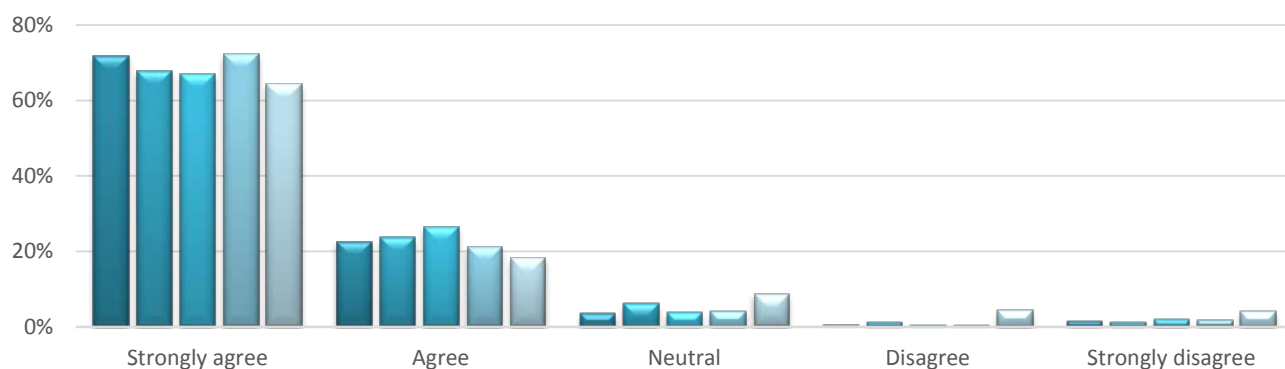


Table 8: Additional questions

Indicators	Nº and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Syllabus was explained to students at the beginning of the course	N	266	84	13	1	5
	%	72,1	22,8	3,5	0,3	1,4
The subject was taught as it is described in syllabus	N	251	87	23	4	4
	%	68,0	23,6	6,2	1,1	1,1
	N	248	98	14	2	7

Exam questions are related to the knowledge taught in the classroom	%	67,2	26,6	3,8	0,5	1,9
Assignments and independent work completed during the semester were consistent with the subject's goals	N	267	79	15	2	6
	%	72,4	21,4	4,1	0,5	1,6
The knowledge I acquired during the semester is suitable for practical use in my future career	N	238	68	32	16	15
	%	64,5	18,4	8,7	4,3	4,1



- Syllabus was explained to students at the beginning of the course
- The subject was taught as it is described in syllabus
- Exam questions are related to the knowledge taught in the classroom
- Assignments and independent work completed during the semester were consistent with the subject's goals
- The knowledge I acquired during the semester is suitable for practical use in my future career

GENERAL OUTLINE OF THE RESULTS OF THE FIRST YEAR STUDENTS' SURVEY

Table 9: Level of satisfaction



Table 10: The degree of formation of the final impression on the effectiveness of subject teaching

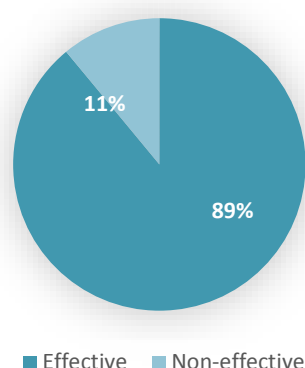


Table 11: Degree of final impressions of students on the subject (excellent, very good, good, sufficient, bad)

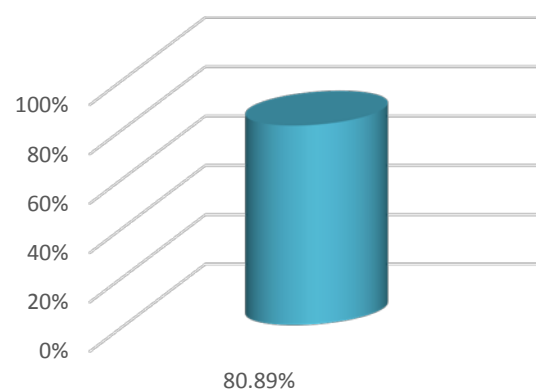
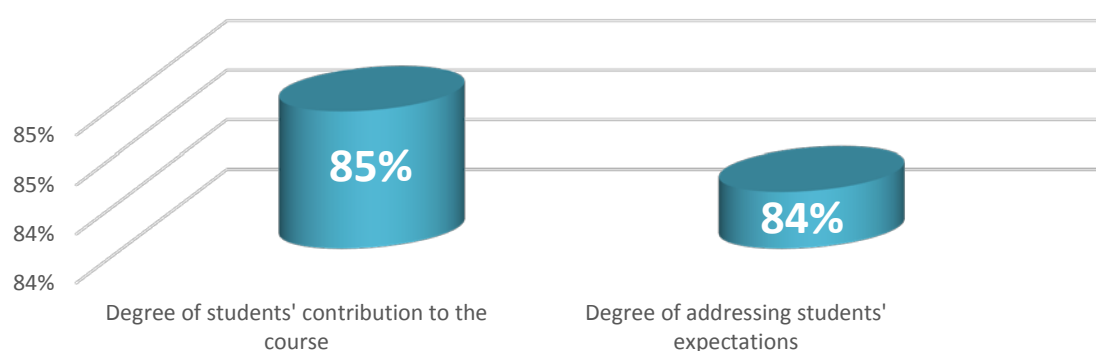


Table 12: Self-assessment of the students



RESULTS OF THE SURVEY ON THE ASSESSMENT OF SUBJECTS TAUGHT TO ATMU'S 2nd YEAR STUDENTS

Table 13: Teacher's knowledge and skills

Indicators	Ne and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher effectively used the time allotted for the lesson	N	195	59	14	1	2
	%	72	21,8	5,2	0,4	0,7
The teacher encouraged students to participate in lectures and seminars	N	175	64	18	10	4
	%	64,6	23,6	6,6	3,7	1,5
The teacher was well prepared for every lesson	N	200	53	14	2	2
	%	73,8	19,6	5,2	0,7	0,7
	N	202	54	13	1	1

The teacher has full knowledge about the content of the subject	%	74,5	19,9	4,8	0,4	0,4
The teacher used various teaching methods to achieve the goals of the subject (for example, group discussions, student presentations, etc.)	N	169	62	23	11	6
	%	62,4	22,9	8,5	4,1	2,2
The teacher could manage the audience and was polite and sincere in communicating with students	N	178	54	17	16	6
	%	65,7	19,9	6,3	5,9	2,2
The teacher perfectly knew the language of the subject he/she taught and could explain his point to students in an understandable form	N	186	60	16	7	2
	%	68,6	22,1	5,9	2,6	0,7

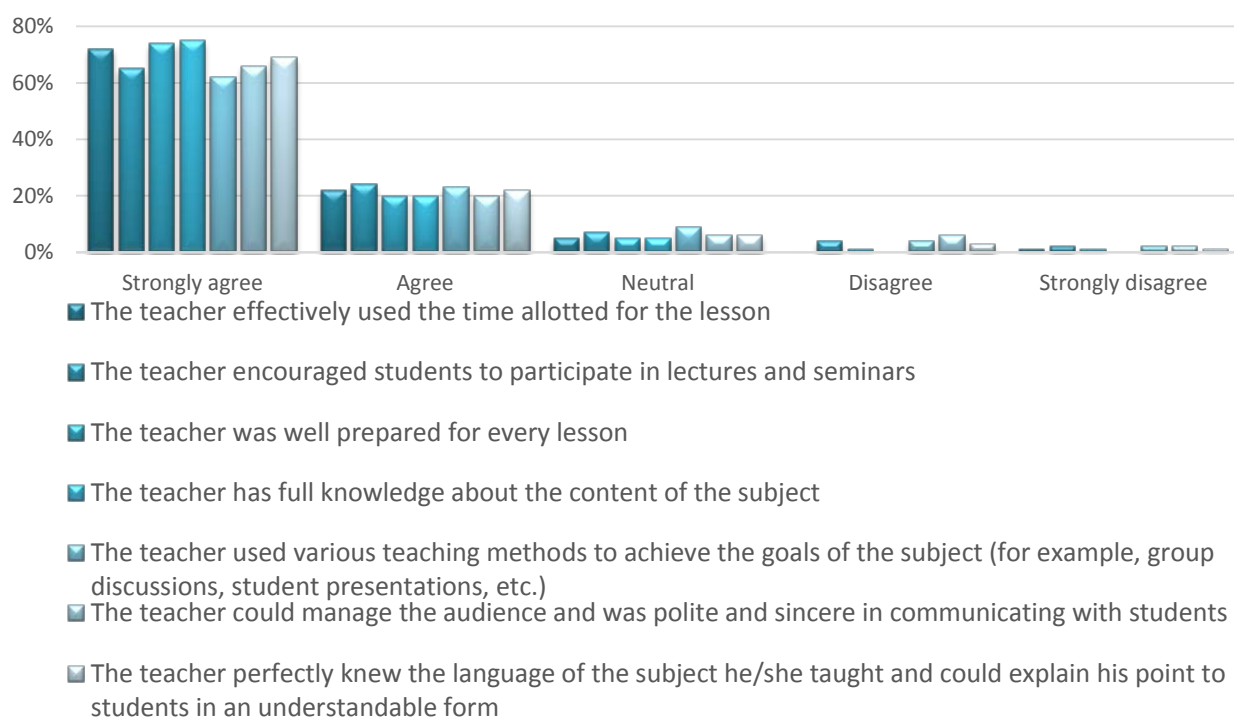


Table 14: Teaching methods

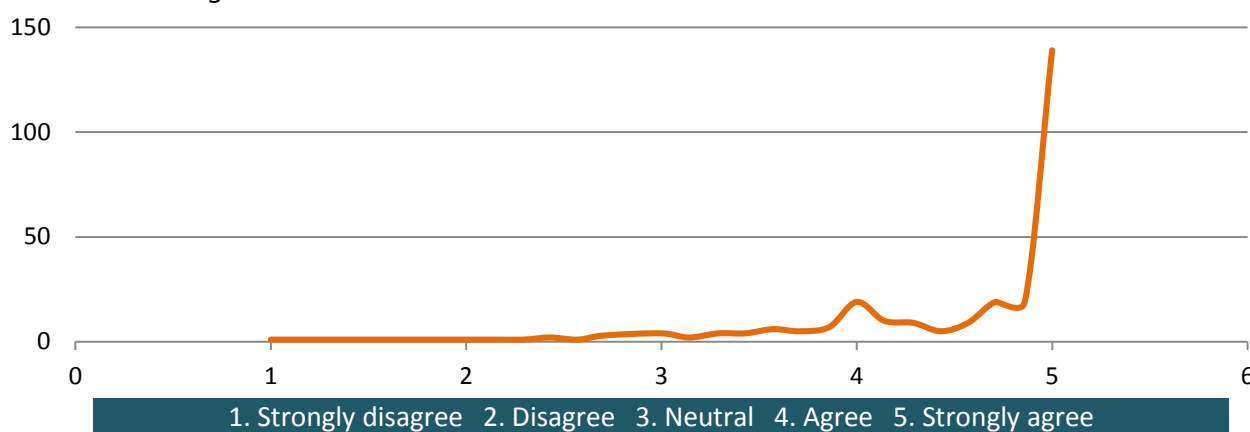
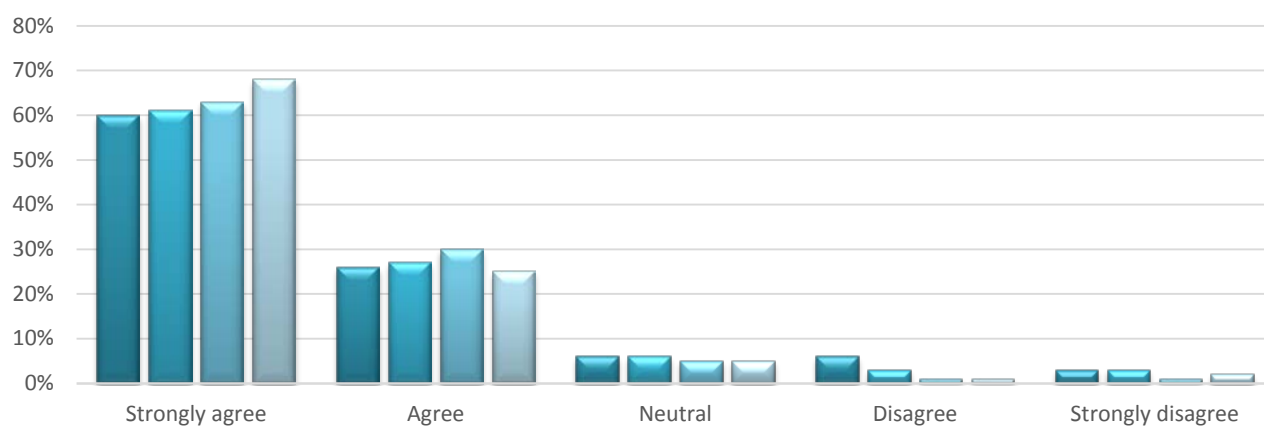


Table 15: Assessment methods and approach used by the teacher

Indicators	No and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher clearly explained the assessment information to the students	N	162	69	16	17	7
	%	59,8	25,5	5,9	6,3	2,6
The teacher did not violate the principles of fairness during the assessment	N	165	73	17	9	7
	%	60,9	26,9	6,3	3,3	2,6
The teacher shared recommendations on given tasks in a timely manner	N	171	81	14	2	3
	%	63,1	29,9	5,2	0,7	1,1
The recommendation of the teacher (eg., task adjustments, comments) helped to prepare for the colloquium and seminars	N	183	67	14	3	4
	%	67,5	24,7	5,2	1,1	1,5



■ The teacher clearly explained the assessment information to the students

■ The teacher did not violate the principles of fairness during the assessment

■ The teacher shared recommendations on given tasks in a timely manner

■ The recommendation of the teacher (eg., task adjustments, comments) helped to prepare for the colloquium and seminars

Table 16: Resources

Indicators	No and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The resources required for the studying of the subject are available in the university library	N	131	43	42	28	27
	%	48,3	15,9	15,5	10,3	10
The teacher helped in obtaining relevant literature on the subject	N	167	66	25	9	4
	%	61,6	24,4	9,2	3,3	1,5
The materials and literature provided by the teacher to the students have been updated and were relevant to the topics	N	172	78	15	3	3
	%	63,5	28,8	5,5	1,1	1,1

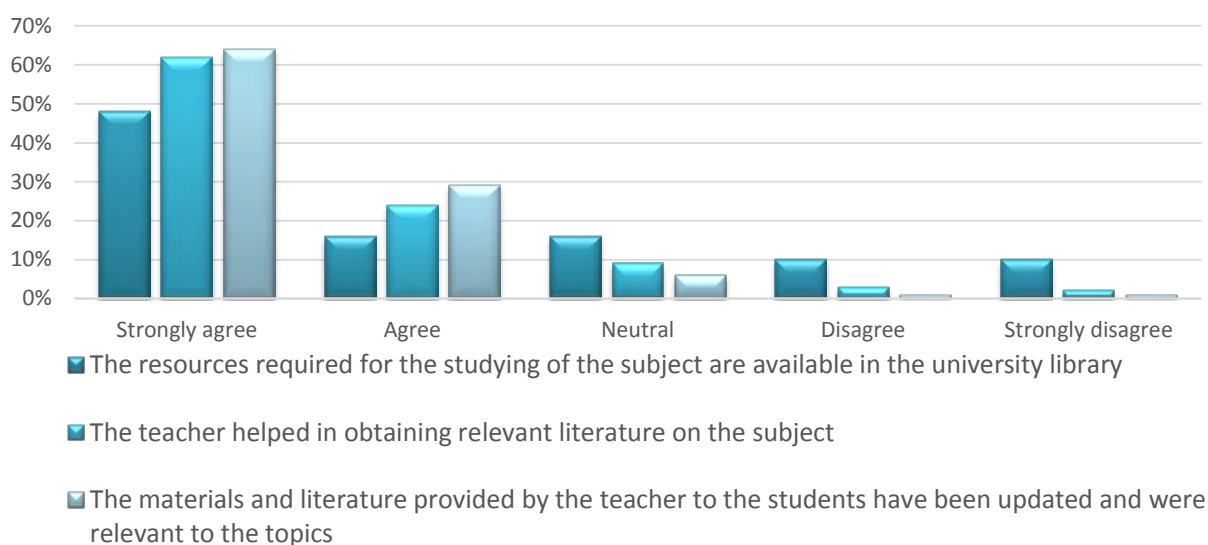
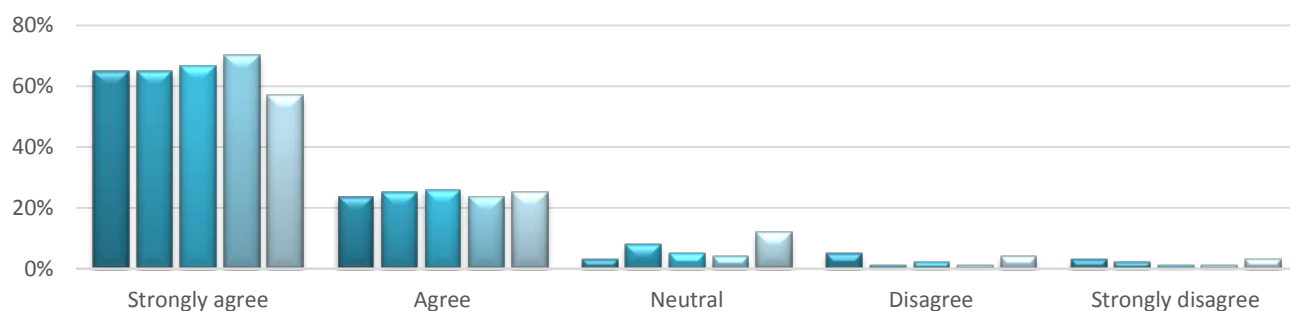


Table 16: Additional questions

Indicators	No and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Sillabus was explained to students at the beginning of the course	N	176	65	8	14	8
	%	64,9	24	3	5,2	3
	N	176	68	21	2	4

The subject was taught as it is described in sillabus	%	64,9	25,1	7,7	0,7	1,5
Exam questions are related to the knowledge taught in the classroom	N	182	70	13	4	2
	%	67,2	25,8	4,8	1,5	0,7
Assignments and independent work completed during the semester were consistent with the subject's goals	N	190	66	10	2	3
	%	70,1	24,4	3,7	0,7	1,1
The knowledge I acquired during the semester is suitable for practical use in my future career	N	153	67	32	11	8
	%	56,5	24,7	11,8	4,1	3



- Syllabus was explained to students at the beginning of the course
- The subject was taught as it is described in sillabus
- Exam questions are related to the knowledge taught in the classroom
- Assignments and independent work completed during the semester were consistent with the subject's goals
- The knowledge I acquired during the semester is suitable for practical use in my future career

GENERAL OUTLINE OF THE RESULTS OF THE SECOND YEAR STUDENTS' SURVEY

Table 17: Level of satisfaction

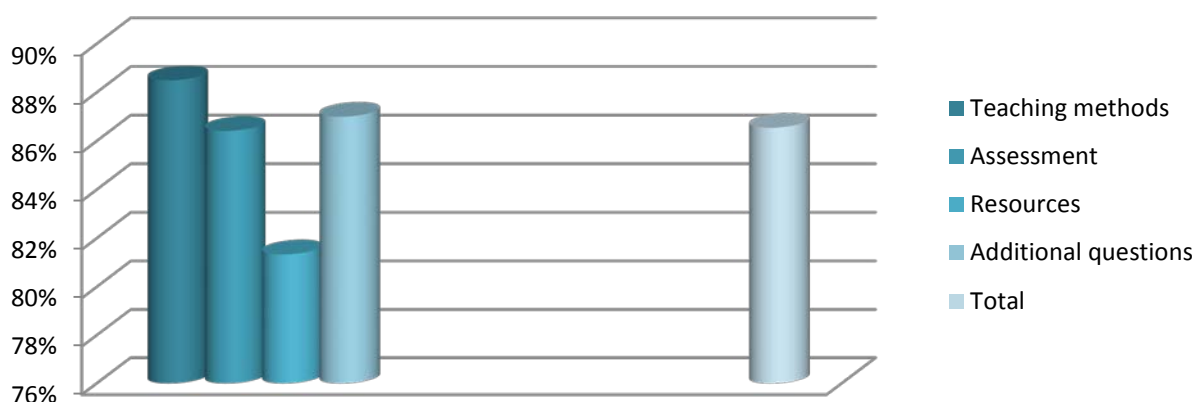


Table 18: The degree of formation of the final impression on the effectiveness of subject teaching

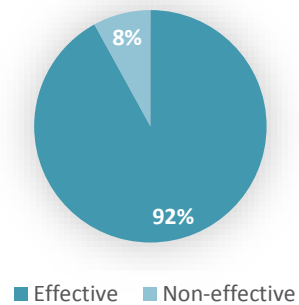


Table 19: Degree of final impressions of students on the subject (excellent, very good, good, sufficient, bad)

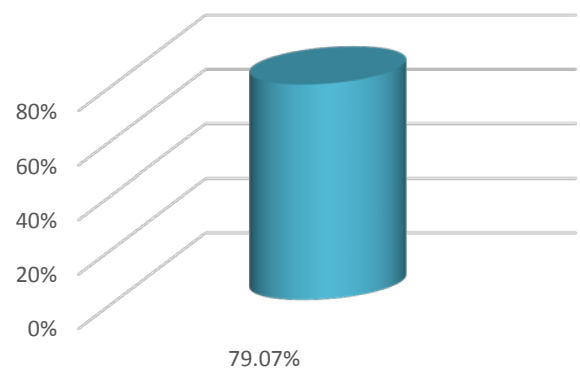
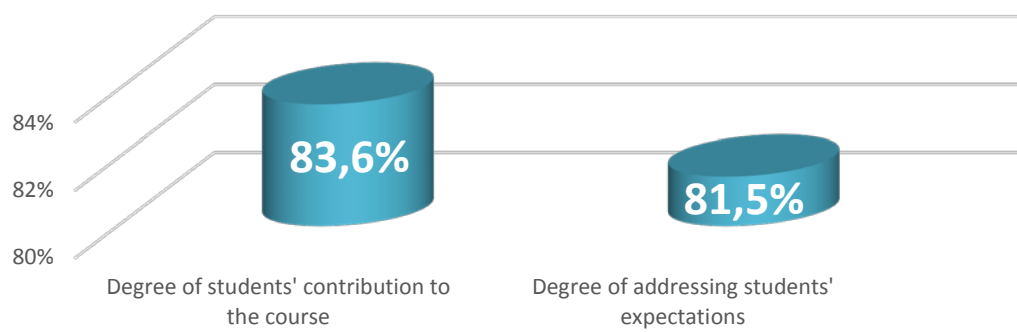


Table 20: Self-assessment of the students



RESULTS OF THE SURVEY ON THE ASSESSMENT OF SUBJECTS TAUGHT TO ATMU'S 3rd YEAR STUDENTS

Table 21: Teaching methods

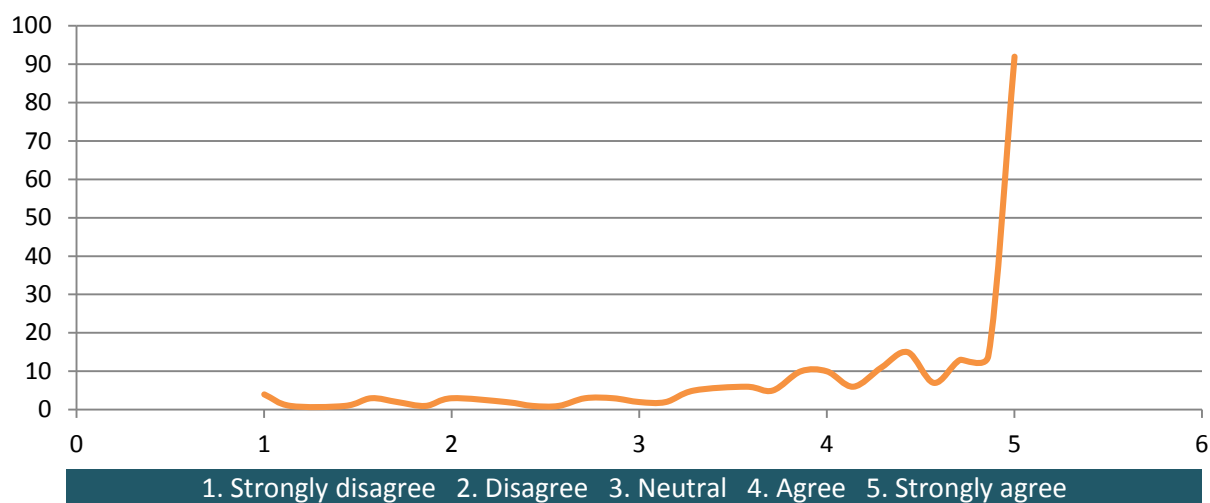


Table 22: Teacher's knowledge and skills

Indicators	No and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher effectively used the time allotted for the lesson	N	134	50	21	5	13
	%	60,1	22,4	9,4	2,2	5,8
The teacher encouraged students to participate in lectures and seminars	N	123	57	18	9	16
	%	55,2	25,6	8,1	4	7,2
The teacher was well prepared for every lesson	N	140	52	9	14	8
	%	62,8	23,3	4	6,3	3,6
The teacher has full knowledge about the content of the subject	N	154	37	19	5	8
	%	69,1	16,6	8,5	2,2	3,6
The teacher used various teaching methods to achieve the goals of the subject (for example, group discussions, student presentations, etc.)	N	115	55	27	11	15
	%	51,6	24,7	12,1	4,9	6,7
The teacher could manage the audience and was polite and sincere in communicating with students	N	136	48	16	11	12
	%	61	21,5	7,2	4,9	5,4
The teacher perfectly knew the language of the subject he/she taught and could explain his point to students in an understandable form	N	149	37	17	9	11
	%	66,8	16,6	7,6	4	4,9

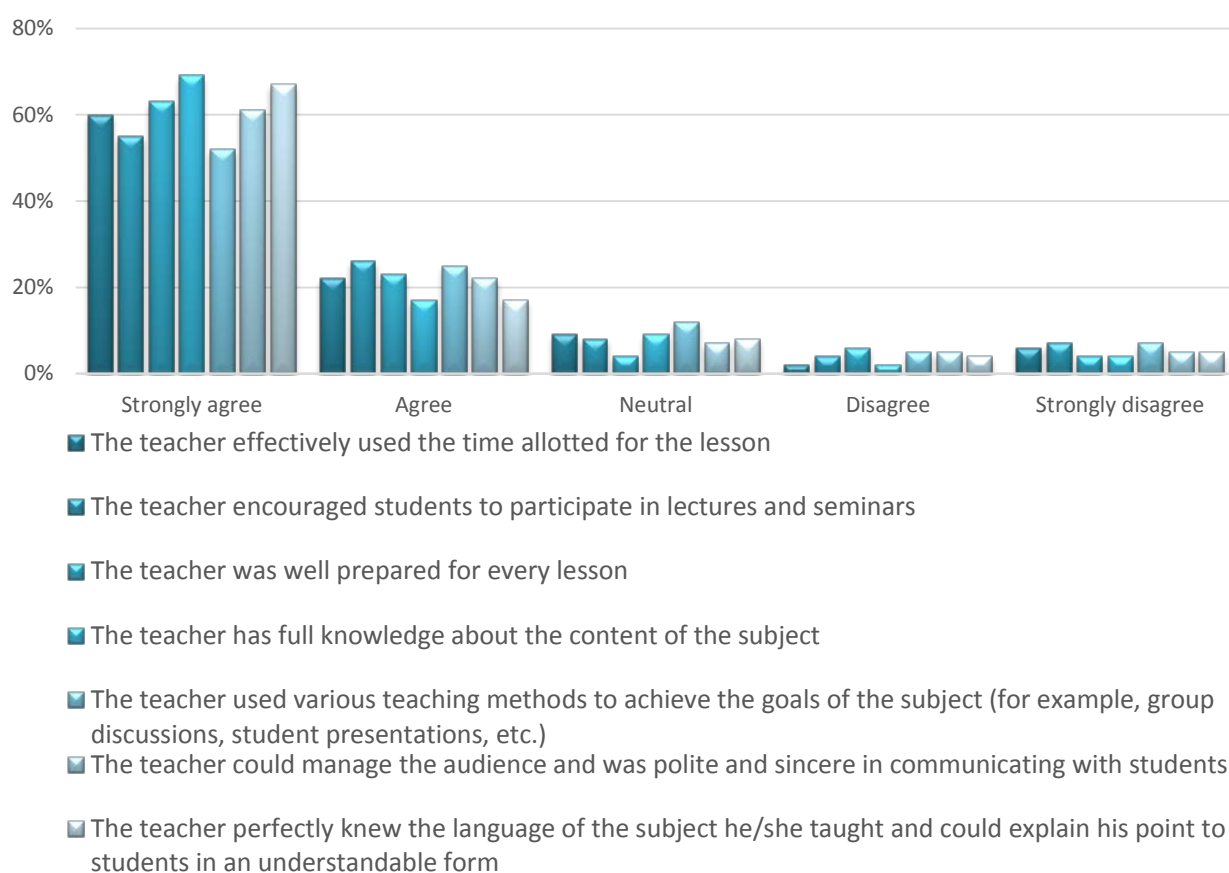


Table 23: Assessment methods and approach used by the teacher

Indicators	No and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The teacher clearly explained the assessment information to the students	N	130	57	19	5	12
	%	58,3	25,6	8,5	2,2	5,4
The teacher did not violate the principles of fairness during the assessment	N	130	55	16	9	13
	%	58,3	24,7	7,2	4	5,8
The teacher shared recommendations on given tasks in a timely manner	N	123	61	26	5	8
	%	55,2	27,4	11,7	2,2	3,6
The recommendation of the teacher (eg., task adjustments, comments) helped to prepare for the colloquium and seminars	N	128	52	24	9	10
	%	57,4	23,3	10,8	4	4,5

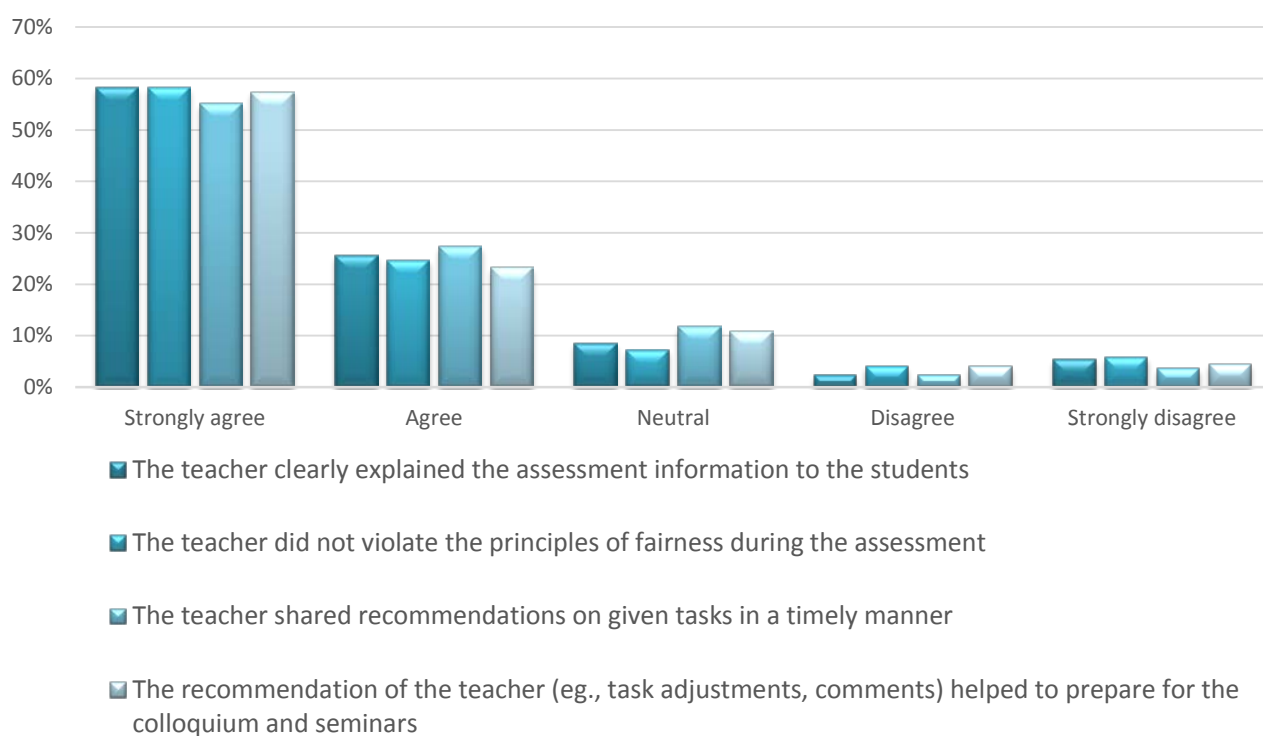
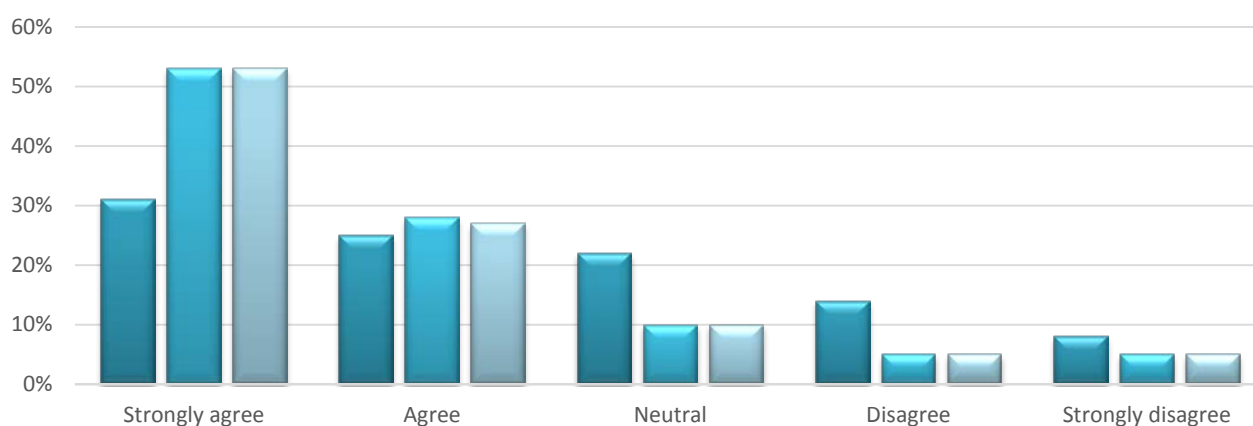


Table 24: Resources

Indicators	No and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The resources required for the studying of the subject are available in the university library	N	70	55	50	31	17
	%	31,4	24,7	22,4	13,9	7,6
The teacher helped in obtaining relevant literature on the subject	N	117	63	23	10	10
	%	52,5	28,3	10,3	4,5	4,5
The materials and literature provided by the teacher to the students have been updated and were relevant to the topics	N	117	59	23	12	12
	%	52,5	26,5	10,3	5,4	5,4



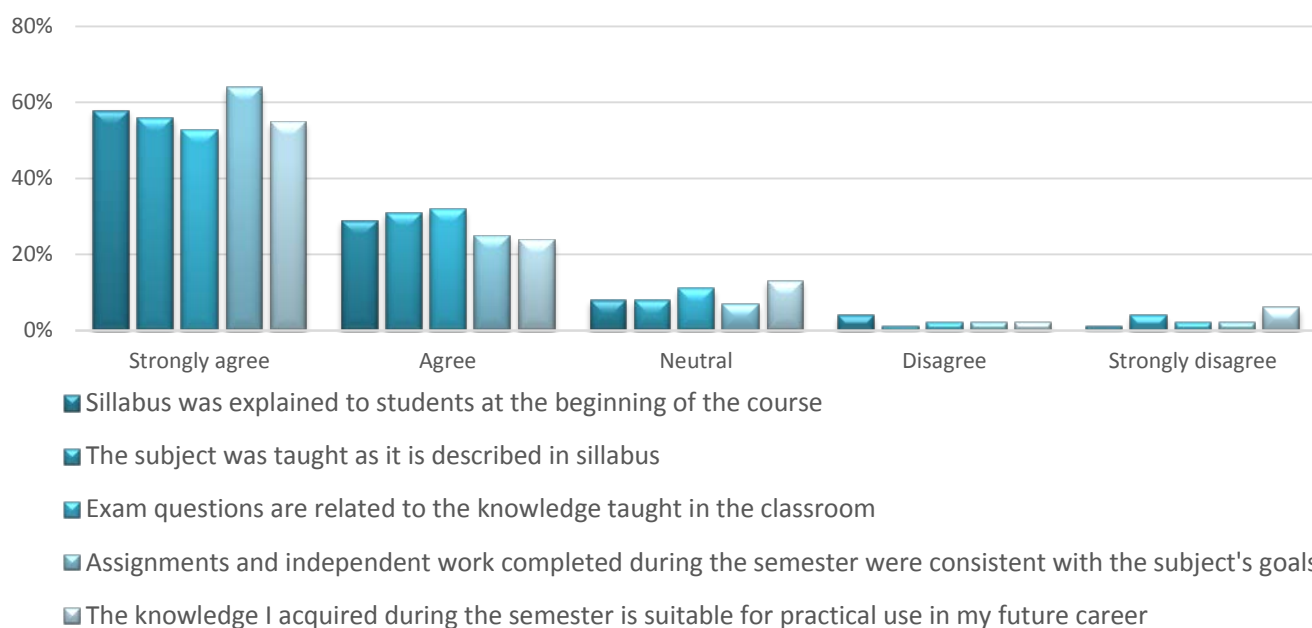
■ The resources required for the studying of the subject are available in the university library

■ The teacher helped in obtaining relevant literature on the subject

■ The materials and literature provided by the teacher to the students have been updated and were relevant to the topics

Table 25: Additional questions

Indicators	No and %	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Sillabus was explained to students at the beginning of the course	N	129	64	18	9	3
	%	57,8	28,7	8,1	4	1,3
The subject was taught as it is described in sillabus	N	125	69	18	3	8
	%	56,1	30,9	8,1	1,3	3,6
Exam questions are related to the knowledge taught in the classroom	N	119	71	24	5	4
	%	53,4	31,8	10,8	2,2	1,8
Assignments and independent work completed during the semester were consistent with the subject's goals	N	142	56	16	5	4
	%	63,7	25,1	7,2	2,2	1,8
The knowledge I acquired during the semester is suitable for practical use in my future career	N	122	53	29	5	14
	%	54,7	23,8	13	2,2	6,3



GENERAL OUTLINE OF THE RESULTS OF THE 3rd YEAR STUDENTS' SURVEY

Table 26: Level of satisfaction

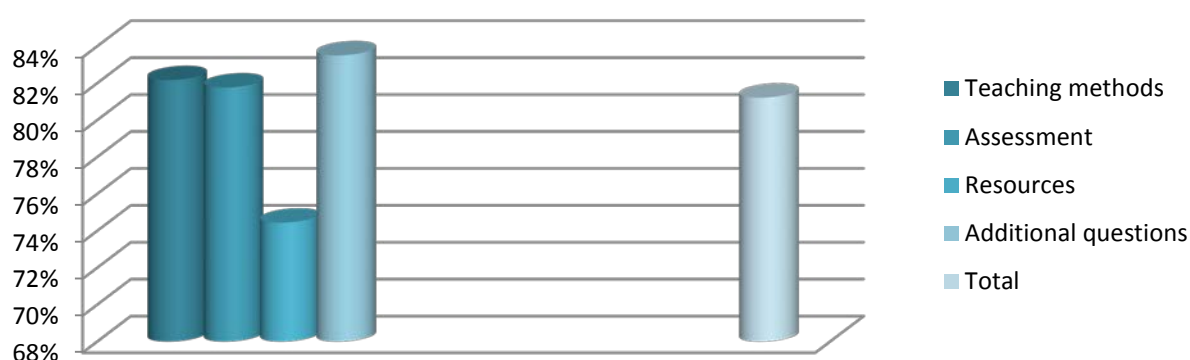


Table 27: The degree of formation of the final impression on the effectiveness of subject teaching

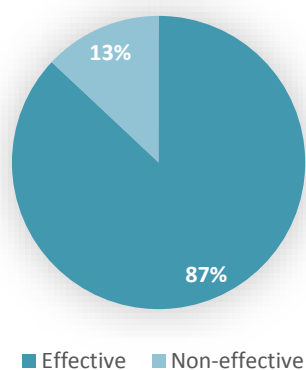


Table 28: Degree of final impressions of students on the subject (excellent, very good, good, sufficient, bad)

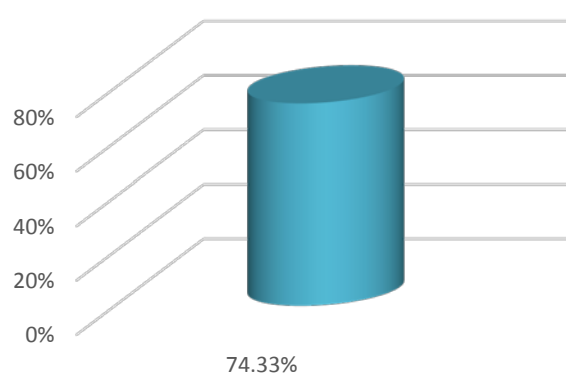
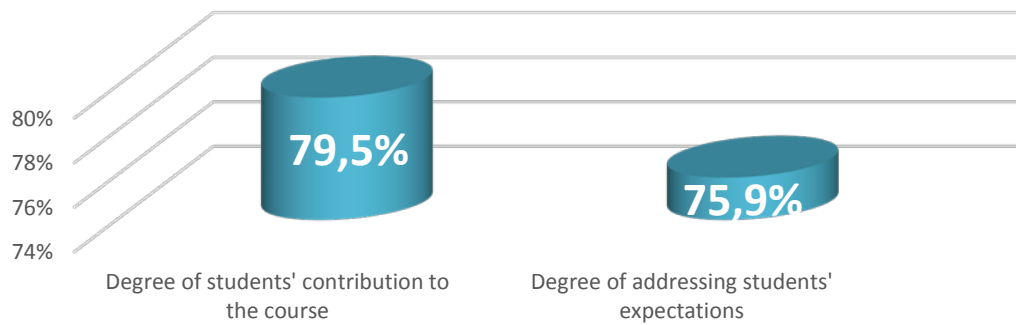


Table 29: Self-assessment of students



OVERALL RESULTS OF THE SURVEY ON THE ASSESSMENT OF SUBJECTS TAUGHT TO ATMU'S I-III YEAR STUDENTS

Table 30: Degree of satisfaction on teaching methods

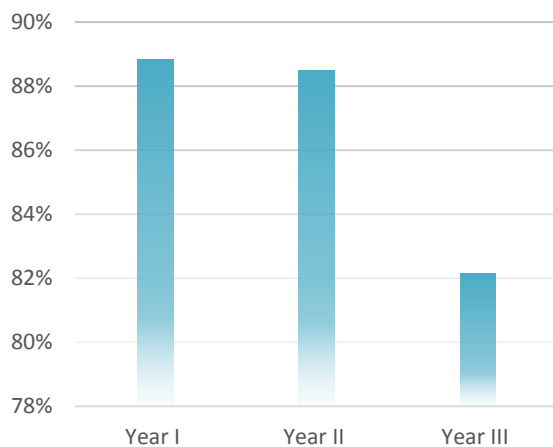


Table 31: Degree of satisfaction on assessment methods

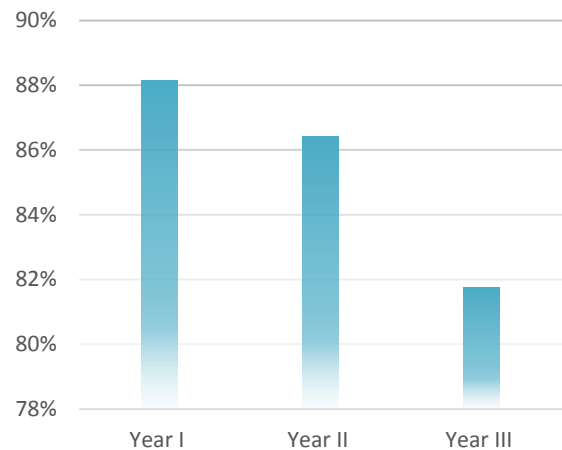


Table 32: Degree of satisfaction on resources

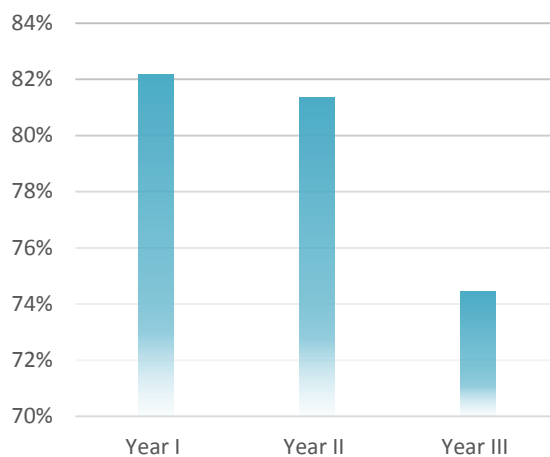


Table 33: Degree of satisfaction on additional questions

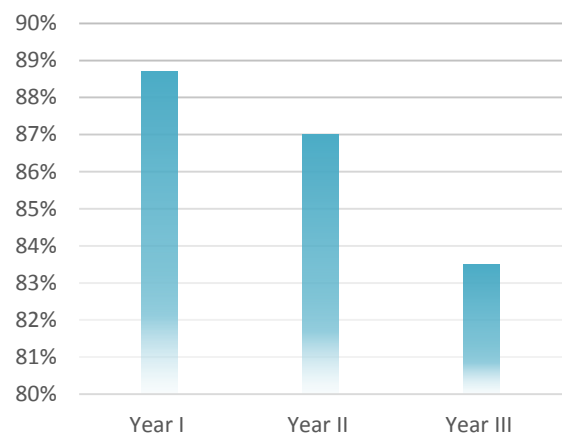


Table 34: General satisfaction degree per year

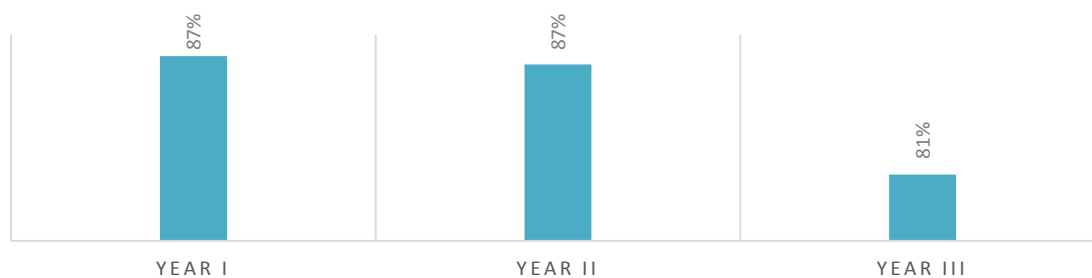


Table 35: Degree of the effectiveness of the courses

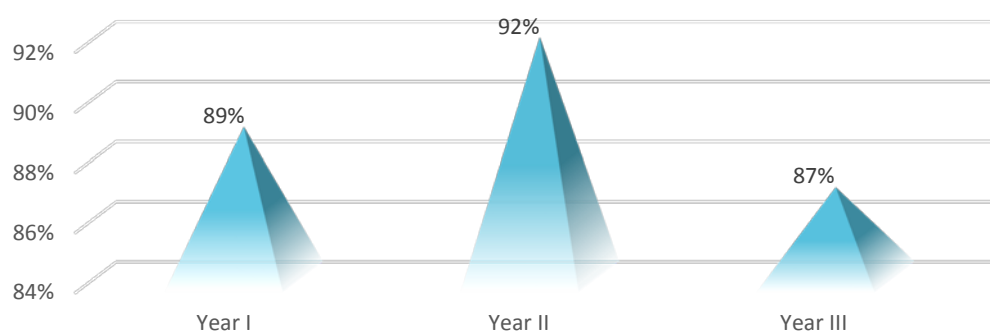


Table 36: Degree of students' overall course satisfaction

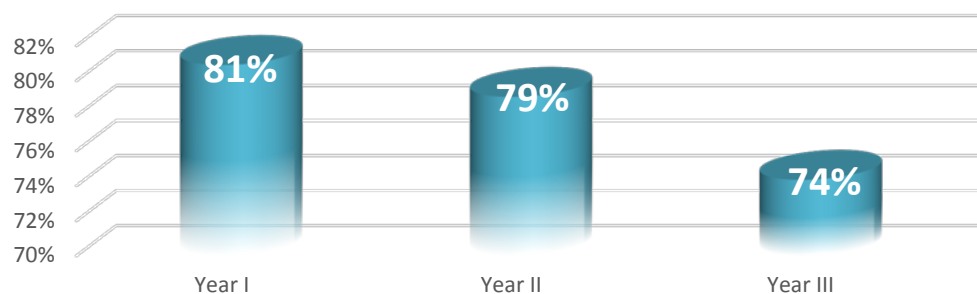
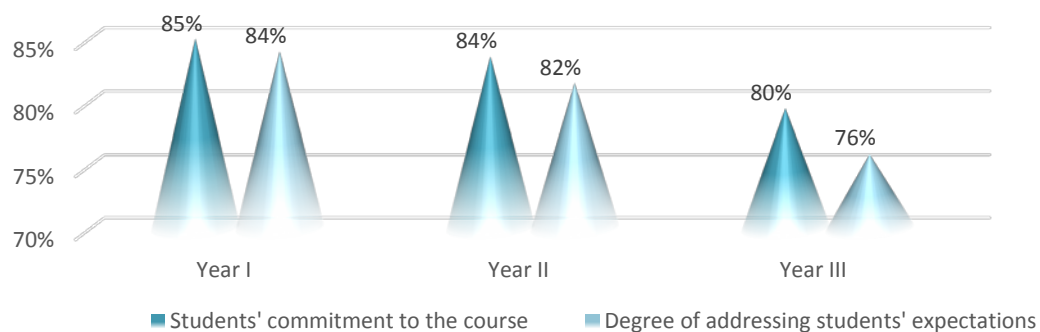


Table 37: Students self-assessment degree



ANNEX 8: APPROVED SYLLABI AND ASSIGNMENTS



STATE TOURISM AGENCY OF THE REPUBLIC OF AZERBAIJAN AZERBAIJAN TOURISM AND MANAGEMENT UNIVERSITY

SYLLABUS

Course:

Marketing in Tourism

Credits:

5

Semester:

Semester VII

Programme:

Hotel Business (English)

Professor:

Samira Amirova

Department:

Marketing

E-mail:

samira1982.amirova@gmail.com

Course description

Marketing Research comprises one of the most important and fascinating facets of marketing. It is the function that links an organization to its market through the gathering of information. Implementing a sound marketing research process allows any size business to make confident, cost-efficient decision, whether in identifying new product opportunities or designing new approaches for communicating with customers. Therefore, as a discipline in our modern business world, marketing research is a prerequisite for corporate success.

Learning objectives

Marketing is the core of an operating business. The aim of this course is not to prepare the student for a career in marketing research but to provide him/her with all necessary skills to evaluate the work of marketing researchers as a decision maker in any business organization. It aims to equip the students with the knowledge on assessing market opportunities by analyzing customers, competitors, collaborators and strengths and weaknesses of the company, enables to develop effective marketing strategies. The course is designed to help students develop their skills in correct identification of marketing research problem and development of an appropriate approach to solve it. This course will provide students with an in depth understanding of market research. Students will be involved in a practical application of research, inquiry and communication skills.

Learning Outcomes

Upon the successful completion of the course the student:

- LO 1: Defines the functions of marketing research in an organization.
- LO 2: Formulates research questions, derives hypotheses and uses the adequate statistical method to test them.
- LO 3: Understands the principles of quantitative and qualitative research.
- LO 4: Evaluates the advantages and disadvantages of different survey and observation methods.
- LO 5: Defines the target population, determinate the sampling frame, select a sampling technique, determinate the sample size and execute the sampling process.
- LO 6: Describe the fieldwork process and monitor the work of interviewers.
- LO 7: Prepares the data for statistical analysis, knows when to use a statistical test and interprets the outcome.

Teaching concept

- Text handouts
- Presentations
- Discussions with active participation of students

Assessment methodology

Students should be active during the lecture or seminars and give detailed answers to the questions provided by the lecturer. Based on these answers, the lecturer puts the grades from 0 to 10 in the register. Colloquium examination will be conducted every 5 weeks.

The seminar assessment is conducted by the lecturer in the following ways:

- Student preparation
- Oral and verbal answers to questions
- Answers to written questions
- The level of performance of the assignment
- Participation in activities
- Presentation made on a predefined topic.

Literature

1. Heyq Pol, Heyq Nik, Morqan Kerol-Enn. Marketing tədqiqatı praktikada. Bakı: "İqtisad Universiteti" nəşriyyatı, 2010
2. Şükürov T.Ş. Şükürov R.Ş. Marketing tədqiqatları. Bakı: "Kooperasiya Universiteti" nəşriyyatı, 2007
3. Armstrong Q., Kotler F. Marketing: İlk addım, 7-ci nəşr. Bakı: AMC, 2005
4. Kent Ray. Marketing Research: Approaches, Methods and Applications in Europe. Thomson, 2007
5. Gilbert A.Churchill, Jr. and Tom J.Brown. Basic Marketing Research, Sixth edition. Thomson Press, 2007
6. Philip Kotler, John T.Bowen, James C. Makens. Marketing for Hospitality and Tourism, Fifth edition. Pearson Press, 2010
7. David Bowie and Francis Buttle. Hospitality Marketing. Elsevier Press, 2006

Course schedule

Date	Topic
09/17/2019	Part 1 Distributing the offer
09/26/2019	Part 2 Understanding and segmenting customers, consumer markets and consumer buyer behavior
10/09/2019	Part 3 Communicating the offer, Relationship marketing, Internal marketing
10/17/2019	Part 4 Research and Problem Definition. Role of Marketing Research.
10/24/2019	Part 5 Gathering Marketing Intelligence. The Systems Approach. Gathering Marketing Intelligence. The Project Approach.
11/04/2019	Part 6 Planning in Marketing Research and its stages.
11/12/2019	Part 7 Types of research design.
11/20/2019	Part 8 Data Collection Methods.
12/10/2019	Part 9 Data collection methods in marketing research.
11/28/2019	Part 10 Data Collection Forms.
12/19/2019	Part 11 The Research Report.

Approved by:

Name and surname:

Elmira Gojayeva

Position:

Head of the Marketing Department



Signature:

Date:

01/02/2020

Approved Assignments

Subject: Marketing in Tourism

Instructor: PhD Samira Amirova

- LO 1:** Defines the functions of marketing research in an organization.
- LO 2:** Formulates research questions, derives hypotheses and uses the adequate statistical method to test them.
- LO 3:** Understands the principles of quantitative and qualitative research.
- LO 4:** Evaluates the advantages and disadvantages of different survey and observation methods.
- LO 5:** Defines the target population, determinate the sampling frame, select a sampling technique, determinate the sample size and execute the sampling process.
- LO 6:** Describe the fieldwork process and monitor the work of interviewers.
- LO 7:** Prepares the data for statistical analysis, knows when to use a statistical test and interprets the outcome.

LOs 1-3:

Project

The course work involves 3 students in each group and the total points that the student can get is 10. The role, duty and responsibility of the students are as follows:

Task 1

Think about any hospitality product or service which needs research and form a questionnaire.

Your function is to select a product or service, form a questionnaire in order to find out the needs and demands and satisfaction of customers, select different question types- the number of which will be maximum 25, minimum 20, try to have a mixture of different questions-sentence completion, ticking (<http://www.samplequestionnaire.com/>) yes or no answers, link given within the brackets can help you while composing your own questionnaire.

LOs 1-3:

What do the following two research situations have in common?

Situation I

The Bugs-Away Company marketed successful insect repellents. The products were effective and leaders in the market. They were available in blue aerosol cans with red caps. The instructions in addition to a warning to keep product away from children, were clearly specified on the container. Most competitors produced similar products in similar containers. The CEO of Bugs-Away was worried because of declining sales and shrinking profit margins. Another issue of concern was that companies such as hers were being severely criticized by government and consumer groups for their use of aerosol cans. The CEO contacted the company's advertising agency and requested that it do the necessary research to find out what was happening.

Situation II

In early 2005, the directors of Adams University were considering an expansion of the business school due to increasing enrollments over the past 10 years. Their plans included

constructing a new wing, hiring five new faculty members, and increasing the number of scholarships from 100 to 120. The funding for this ambitious project was to be provided by some private sources, internally generated funds, and the state and federal governments. A previous research study (completed in 1995), using a sophisticated forecasting methodology, indicated that student enrollment would peak in 2003. Another study, conducted in November 1999, indicated that universities could expect gradual declining enrollments until roughly the year 2010. The directors were concerned about the results of the later study and the talk it stimulated about budget cuts by the government. A decision was made to conduct a third and final study to determine another likely student enrollment.

LO 2:

Specify some useful sources of marketing research information for the following situation. Adam Moore has worked for several years as the head chef in a restaurant specializing in ethnic cuisine. Dissatisfied with his income, he has decided to start his own business. Based on his experiences in the restaurant, he recognizes a need for a local wholesale distributor specializing in hard-to-find ethnic foodstuffs. He envisions starting a firm that will handle items commonly used in Asian and African recipes.

With the help of a local accountant, Moore prepared a financial proposal that revealed the need for 150,000USD in start-up capital for Adam's Ethnic Foods. The proposal was presented to a local bank for review by their commercial committee, and Moore subsequently received the following letter from the bank:

Mr. Moore,

We have received and considered your request for start-up financing for your proposed business. While the basic idea seems sound, we find that your sales projections are based solely on your own experience and do not include any hard documentation concerning the market potential for the products you propose to carry. Until such information is made available for our consideration, we must reject your loan application.

Bitten hard by the entrepreneurial bug, Moore views this rejection as minor set-back. Given his extremely limited financial sources, where and how might he obtain the needed information? (Hint: first determine what types of information would be useful?)

LOs 5, 6:

Select participants and conduct a written interview.

Your function is to find participants for focus groups from 8 to 12 members, belonging to different ages, gender, professional and educational background. Conduct interview with the questionnaire forms formulated by student 1. Collect the answer sheets and pass them to student 3. Take into consideration that you have to measure duration of each participant filling in process which is very important for results.

LO 7:

Analyze results from questionnaire forms and make a presentation.

Your function is to make a presentation showing a sample of questionnaire, results which derived from answers of respondents, your feedback as marketing specialist for this product basing on responses. Don't forget to Show the age, gender, and other background of respondents.

Approved by:

Name and surname:

Elmira Gojayeva

Position:

Head of the Marketing Department

Signature:

[Handwritten Signature]

Date:

01/02/2020





**STATE TOURISM AGENCY OF THE REPUBLIC OF AZERBAIJAN
AZERBAIJAN TOURISM AND MANAGEMENT UNIVERSITY**

SYLLABUS

Course:

Project Management

Credits:

5

Semester:

Semester IV

Programme:

Tourism and Hotel Business (English)

Professor:

Fuad Jabbarov

Department:

Management

E-mail:

fuadjabbarov@gmail.com

Course description

This course guides students through fundamental project management concept and behavioral skills needed to successfully launch, lead, and realize benefits from projects in profit and nonprofit organizations.

Learning objectives

The course focuses on project management methodology that will allow the student to initiate and manage projects efficiently and effectively. You will learn key project management skills and strategies, and you will have the opportunity to apply this knowledge through assignments.

Learning outcomes

Upon the successful completion of the course the student:

- LO 1: Understands project management design, development, and deployment.
- LO 2: Applies project management tools, techniques, and skills.
- LO 3: Employs strategies to address the ubiquitous issue of resistance to change.
- LO 4: Aligns critical resources for effective project implementation.
- LO 5: Understands the implications, challenges, and opportunities at different stages of project realization.

Teaching concept

The concepts in this course will be taught using a combination of lecture, discussion, and dialogue around cases, with emphasis on active learning. A case is a comprehensive exposition of a real managerial situation describing a set of problems and requiring a plan of action. The case method of learning requires that each person prepare for the case on his or her own. Three assignments are completed in groups. Groups must ensure that each team member plays an active role. Groups will assign a team leader, who will ensure the assignment is turned in by the deadline.

Assessment methodology

Colloquims – 30 pnts

Individual assignments – 10 pnts

Attendance – 10 pnts

Final project – 50 pnts

Literature

1. Horine G. 2017. Project Management Absolute Beginner's Guide, 4th Edition. Que Publishing.
2. Schmidt T. 2009. Strategic Project Management Made Simple: Practical Tools for Leaders and Teams.
3. Berkun S. 2008. Making Things Happen: Mastering Project Management (Theory in Practice). O'Reilly Media.
4. Quentin W. Fleming & Joel M. Koppelman PMI 2010. Earned value project management
5. Joao Quariguasi, Paul Blackwell 2012. Project Cost Management: The University of Manchester.

Course schedule

Date

09/17/2019

Topic

Research Process

Date

09/26/2019

Topic

Budgeting Process

Date

10/09/2019

Topic

Monitoring and Controlling Process

Date

10/24/2019

Topic

Make a budget. Calculate expenses and income

Date

10/31/2019

Topic

Calculate risk in the project

Date

11/07/2019

Topic

Estimating project times and cost

Date

11/14/2019

Topic

Profit planning

Date

11/19/2019

Topic

The performance measurement baseline

Date

11/21/2019

Topic

Forecasting in the project management

Date

11/26/2019

Topic

GAAP analysis

Date

11/28/2019

Topic

CVP analysis

Date

12/03/2019

Topic

PERT and PERT simulation

Date

12/12/2019

Topic

Marketing analysis

Date

12/17/2019

Topic

Value chain analysis

Date

12/19/2019

Topic

Strategic planning in the project management

Date

12/24/2019

Topic

The life cycle cost estimate

Approved by:

Name and surname:

Arzu Huseyn

Position:

Head of the Management Department



Approved Assignments

Subject: Project Management

Instructor: Fuad Jabbarov

- LO 1:** Understands project management design, development, and deployment.
- LO 2:** Applies project management tools, techniques, and skills.
- LO 3:** Employs strategies to address the ubiquitous issue of resistance to change.
- LO 4:** Aligns critical resources for effective project implementation.
- LO 5:** Understands the implications, challenges, and opportunities at different stages of project realization.

LO1:

Exercise:

Students are provided with a project sample and requested to apply one or several following task(s):

- Analyze competing demands for scope, schedule, cost, risk, and quality.
- Analyze the environment in which projects operate.
- Evaluate project proposal(s) using cost-benefit and business case analysis tools.
- Evaluate relevant information and its sources.
- Interpret the role of the project manager.

LO2:

Task:

Select planning techniques appropriate to type of project. Evaluate alternative courses of action to attain project objectives. Develop tightly integrated project management plans and documents. Apply appropriate estimating techniques to scope, schedule, cost, and resources. Develop integrated change control procedures. Plan and estimate project scope, resources, and schedule. Develop project procurement plan based on requirements and schedule. Develop proposal documentation from a buyer and seller perspective. Manage project contracts and vendor relationships. Develop evaluation criteria and selection process for bids.

LO3:

Apply knowledge and understanding of principles, theories, and concepts to project situation. Evaluate project management decision making. Utilize conflict management and negotiations in a balanced approach. Demonstrate appropriate communications and leadership styles. Evaluate organization design to facilitate project completion. Develop a climate for teamwork. Answer critical questions for ongoing project enhancement and improvement.

Case study: Macon Inc.

Macon was a fifty-year-old company in the business of developing test equipment for the tire industry. The company had a history of segregated departments with very focused functional line managers. The company had two major technical departments: mechanical engineering and electrical engineering. Both departments reported to a vice president for engineering,

whose background was always mechanical engineering. For this reason, the company focused all projects from a mechanical engineering perspective. The significance of the test equipment's electrical control system was often minimized when, in reality, the electrical control systems were what made Macon's equipment outperform that of the competition. Because of the strong autonomy of the departments, internal competition existed. Line managers were frequently competing with one another rather than focusing on the best interest of Macon. Each would hope the other would be the cause for project delays instead of working together to avoid project delays altogether. Once dates slipped, fingers were pointed and the problem would worsen over time.

One of Macon's customers had a service department that always blamed engineering for all of their problems. If the machine was not assembled correctly, it was engineering's fault for not documenting it clearly enough. If a component failed, it was engineering's fault for not designing it correctly. No matter what problem occurred in the field, customer service would always put the blame on engineering. As might be expected, engineering would blame most problems on production claiming that production did not assemble the equipment correctly and did not maintain the proper level of quality. Engineering would design a product and then throw it over the fence to production without ever going down to the manufacturing floor to help with its assembly. Errors or suggestions reported from production to engineering were being ignored. Engineers often perceived the assemblers as incapable of improving the design.

Production ultimately assembled the product and shipped it out to the customer. Oftentimes during assembly, the production people would change the design as they saw fit without involving engineering. This would cause severe problems with documentation. Customer service would later inform engineering that the documentation was incorrect, once again causing conflict among all departments. The president of Macon was a strong believer in project management. Unfortunately, his preaching fell upon deaf ears. The culture was just too strong.

Projects were failing miserably. Some failures were attributed to the lack of sponsorship or commitment from line managers. One project failed as the result of a project leader who failed to control scope. Each day the project would fall further behind because work was being added with very little regard for the project's completion date. Project estimates were based upon a "gut feel" rather than upon sound quantitative data.

The delay in shipping dates was creating more and more frustration for the customers. The customers began assigning their own project managers as "watchdogs" to look out for their companies' best interests. The primary function of these "watchdog" project managers was to ensure that the equipment purchased would be delivered on time and complete. This involvement by the customers was becoming more prominent than ever before.

The president decided that action was needed to achieve some degree of excellence in project management. The question was what action to take, and when.

QUESTIONS:

1. Where will the greatest resistance for excellence in project management come from?
2. What plan should be developed for achieving excellence in project management?
3. How long will it take to achieve some degree of excellence?

4. Explain the potential risks to Macon if the customer's experience with project management increases while Macon's knowledge remains stagnant.

LO4:

Identify quality standards relevant to the given project. Analyze dependencies between its requirements, specifications, and quality on product and project performance. Use qualitative and statistical tools to measure conformance to quality specifications.

LO5:

The students are required to plan risk management activities throughout project. Evaluate the probability and consequences of risks and estimate their implications for project objectives. Develop procedures and techniques to enhance opportunities and reduce threats to the project objectives. Resolve issues based on evidence weighed against relevant criteria. Identify potential threats and opportunities for the project. Know the legal requirements and the code of ethics of their profession and workplace. Assess the congruence between personal norms and ethical principles. Communicate in an ethical manner. Willingly learn about self and others in regards to diversity.

Demonstrate respectful engagement with others' ideas, behaviors, and beliefs. Apply diverse frames of reference to decisions and actions.

Case Study: Project Management At Dotcom.com

Dotcom.com, a software engineering and systems development consulting firm, sells a wide assortment of Internet and computer-based solutions for resource planning, administrative, and accounting networks to organizations in health care delivery, financial services, and hotel management. Typically, a service provider approaches Dotcom.com with a list of problems it has and some targets for organizational improvement. Because most of Dotcom's clients are not themselves computer savvy, they tend to rely heavily on Dotcom to correctly diagnose their difficulties, propose solutions to correct these problems, and implement the new technologies. The industry in which Dotcom operates is extremely competitive, forcing successful organizations to make low bids to win consulting contracts. In this environment, project management is vital for Dotcom's success because poorly managed projects quickly "eat up" the profit margin for any job. Unfortunately, Dotcom's senior management team has noticed a recent upsurge in project operating costs and a related drop-off in profitability. In particular, Dotcom's executives are concerned because the last seven consulting contracts have resulted in almost no profit margin because the software systems were delivered late and required several rounds of rework to fix bugs or correct significant shortcomings in the software. The firm decided to hold a weekend off-site retreat with the project managers responsible for these most recently completed projects in order to learn why project management was being done so poorly. To a person, the project managers fixed the blame for their problems on the clients. A typical response was made by Susan Kiley, a project manager with more than five years' experience, who stated, "We are put in a very tough position here. Most of the customers don't know what they really want so we have to spend hours working with them to get a reasonable Statement of Work that we can develop the project scope around. This takes time. In fact, the more time I spend with the customer up front, the less I have to get my team to actually develop the system for them. If I want to get things right, I have to pry information out of them. The better I do getting a sense of their problems, the less time I have to develop and run the project!" Jim Crenshaw, another project manager, spoke up. "It doesn't stop there, unfortunately. My biggest problems are always on the back end of the project. We work like dogs to get a system up that corresponds to the client's demands, only to have them look it over, push a few buttons, and start telling us that

this was not anything like what they had in mind! How am I supposed to develop a system to solve their problems when they don't know what their problems are? Better yet, what do we do when they 'think' they know what they want and then when we create it, they turn around and reject our solutions out of hand?" After two hours of hearing similar messages from the other project managers, it became clear to the senior management team that the project management problems were not isolated but were becoming embedded in the firm's operations. Clearly, something had to be done about their processes.

QUESTIONS:

- How do you balance the need to involve clients with the equally important need to freeze project scope in order to complete the project in a timely fashion?
- Why are configuration management and project change control so difficult to perform in the midst of a complex software development project such as those undertaken by Dotcom.com?

Approved by:

Name and surname:

Arzu Huseyn

Position:

Head of the Management Department





**STATE TOURISM AGENCY OF THE REPUBLIC OF AZERBAIJAN
AZERBAIJAN TOURISM AND MANAGEMENT UNIVERSITY**

SYLLABUS

Course:

Research Methods

Credits:

5

Semester:

Semester VII

Programme:

Tourism and Hotel Business (Azerbaijani)

Professor:

Farid Jabbarli

Department:

Management

E-mail:

f.cabbarli@atmu.edu.az

Course description

The course consists of sixty academic hours. This course offers an overview of research methodology including basic concepts of quantitative and qualitative research methods. This course is designed to introduce students to the logic of social inquiry. The emphasis is put on mixed-method research in order to help the students utilize the particular strengths of both research methodologies. It includes teaching of e-resource for research.

Learning objectives

The objective of the course is to equip the students with a set of skills to conduct research independently.

Learning outcomes

Upon the successful completion of the course the student:

- LO 1: Understands the essence of research and ethics in research.
- LO 2: Explains research methods.
- LO 3: Chooses the suitable research method for a study topic.
- LO 4: Analyzes data, which is obtained through the selected research method.
- LO 5: Discusses the obtained results of research and proposes new solutions

Teaching concept

- Presentations
- Quiz
- Tests
- Individual Assignments
- Research Project
- Final Exam

Assessment methodology

- 1) Midterm exams - 30 points;
- 2) Coursework - 20 points (students must prepare a presentation and submit research paper);
- 3) Final exam - 50 points.

Literature

1. Gurbuz S, Shahin F. (2017) "Sosyal Bilimlerde Araştırma Yöntemleri", Seçkin Yayınevi, 5 Baskı, ISBN: 9789750251276, Ankara.
2. Walliman N. (2011) "Research Methods", Routledge, Second edition, ISBN: 0203836073, New York.
3. Shakhbazov I. (2019) "Tədqiqat Metodları", Teas Press, 1-ci nəşr, ISBN: 9789952520729, Baku.

Course schedule

Date

02/18/2020

Topic

Scientific method, research philosophy and ethics

Date

02/25/2020

Topic

Research process

Date

03/03/2020

Topic

Conceptual framework of research: Theory, Model, Variable, Hypothesis.

Date

03/10/2020

Topic

Research design: Classification of research models and methods

Date	Topic
03/17/2020	Sampling
Date	Topic
03/31/2020	Data collection techniques
Date	Topic
04/07/2020	Basic statistical measures and types of analysis
Date	Topic
04/14/2020	Quantitative data analysis: hypothesis testing, correlation, regression
Date	Topic
04/21/2020	Exploratory factor analysis and reliability analysis
Date	Topic
04/28/2020	Explanatory factor analysis and reliability analysis
Date	Topic
04/21/2020	Qualitative research models, qualitative data analysis
Date	Topic
05/05/2020	Development of research report

Approved by:

Name and surname:

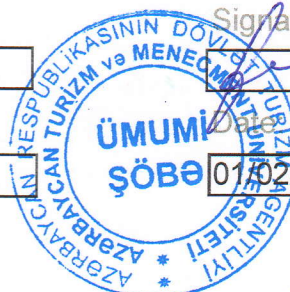
Hafiz Huseynov

Position:

Head of the Tourism Business Department

Signature:

01/02/2020



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Approved Assignments

Subject: Research Methods

Instructor: Farid Jabbarli

- LO: 1** Describes the essence of research and ethics in research
- LO: 2** Explains research methods
- LO: 3** Chooses the suitable of research method for a study topic
- LO: 4** Analyzes the data, which is obtained through the selected research method
- LO: 5** Discusses the obtained results of research and to proposes new solutions about research topic

LO 1:

Task:

- Select any research topic, shortly describe chosen topic and write keywords (20 point);
- Describe the aim of the research (30 points);
- Establish the conceptual framework of the research according to the chosen topic (50 point).

LO 2:

Test (each question is graded with 10 points):

1. Which of the following sections of an APA style manuscript begins on a new page?
 - ☐ Appendix
 - ☐ Participants at risk
 - ☐ Hypothesis
 - ☐ Conceptual framework
2. The full length of an APA style manuscript appears twice in the paper once on the title page and the other time:
 - ☐ In the discussion section
 - ☐ Informing the participants
 - ☐ At the beginning of the intro
 - ☐ In the discussion section
3. The last paragraph of the introduction should contain the _____.
 - ☐ Hypothesis
 - ☐ Plagiarism
 - ☐ Discussion
 - ☐ Appendix
4. Please put the following information into correct APA style format for a reference section.
 - ☐ Title (Edition). Name(s). (Year). Location: Publisher

- ☐ Name(s). (Year). Title (Edition). Location: Publisher
- ☐ Location: Publisher Title (Edition). Name(s). (Year).
- ☐ Jones (2012) reported similar findings in her study of young children

5. Qualitative research involves looking at _____ data.

- ☐ non-numerical
- ☐ emotional
- ☐ numerical
- ☐ categorical

Please select True / False option

1. APA Format was developed to a committee responsible for evaluating whether a proposed research project conforms to ethical standards
☐ true ☐ false
2. Qualitative research is most likely to be conducted in a natural setting
☐ true ☐ false
3. What demonstrates the correct method for citing a single author of a journal article of book in a manuscript. → Gaining the nature of the experiment and remove any harmful effects
☐ true ☐ false
4. Where does the method section begin → It begins directly after the Introduction on the same page.
☐ true ☐ false
5. What is the main goal of the debriefing section? → discussion of research results
☐ true ☐ false

Task:

- Determine the research population and sample group. (10 point)
- Explain the reason for the chosen method (qualitative or quantitative). (10 point)
- Use qualitative or quantitative methods for chosen topic and choose which form of qualitative or quantitative methods suitable for research. (40 point)
- Choose measurement for research and implement chosen measure for collection of data. (40 point)

LO 3:

Presentation:

- Analyse the data with SPSS or other computer programs. (40 point)
- Presentation about research analysis. (60 point)

LO 4:

Essay:

- Discuss and share new solutions about research topic. (100 point)

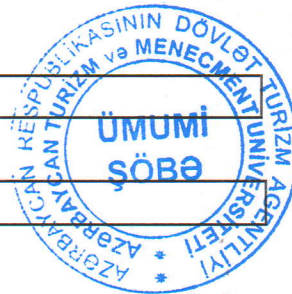
Approved by:

Name and surname:

Hafiz Huseynov

Position:

Head of the Tourism Business Department



Signature:

[Handwritten signature]

Date:

01/02/2020



STATE TOURISM AGENCY OF THE REPUBLIC OF AZERBAIJAN AZERBAIJAN TOURISM AND MANAGEMENT UNIVERSITY

SYLLABUS

Course:

Destination Management

Credits:

5

Semester:

Semester IV

Programme:

Business Administration

Professor:

Elmira Hajiyeva

Department:

Management

E-mail:

e.hajiyeva@atmu.edu.az

Course description

The main objective of the Destination Management course is to avoid staying on the level of general concepts and ideas and to provide in-depth. In the framework of this subject problems of destination management will be solved. Destination management refers to the processes of tourism planning, managing and coordination that take place in tourist destinations, usually carried out by a destination management organization. The course focuses on providing knowledge to students about models and theories of destination management, management needs and processes. It equips students with skills to handle tourists/visitors, host communities, private sector and public sector at various destinations – to enable a destination achieve sustainability and enhance tourist visitor satisfaction. Students will identify, and analyse in detail, how these two principles have been integrated in a variety of destinations to enhance global competitiveness. Topics include the roles and functions of governments and destination management organisations (DMOs); planning and product development; policy and regulation; positioning and branding; resources, networks and partnerships; risk management and disaster recovery and the implementation sustainable tourism.

Learning objectives

1. Critically analyze destination planning and management plans.
2. Identify and critique the roles and responsibilities of stakeholders in destination management.
3. Critically analyze, compare and evaluate the branding and positioning of destinations.

Learning outcomes

Upon the successful completion of the course the student:

- LO 1: Identifies the nature and scope of Destination Management
- LO 2: Identifies several community-based approaches to destination area planning within the context of strategic destination strategy.
- LO 3: Identifies tourism destinations and branding
- LO 4: Clearly understands tourism market positioning and branding
- LO 5: Develops of destination management strategies

Teaching concept

- Presentations
- Group works
- Case studies
- Quiz

Assessment methodology

- Report (30%)
- Presentation (20%)
- Proposal (50%)

Literature

- Alastair Morrison (2013). "Marketing and Managing Tourism Destinations".
- Davidson R. and Maitland R. (1997). Tourism Destinations, Hodder and Stoughton, London.
- Heath, E. and Wall G. (1992). Marketing Tourism Destinations. Wiley.
- A. K. Raina, (2010). "Tourism Destination Management: Principles and Practices Paperback"
- Carmen. B, Stuart. E.I and Ritchie. J.R.B (2005). Destination branding: Insights and practices from destination management organizations.

Course schedule

Date

Topic

17/09/2019

Introduction to Destination Management

Date

Topic

19/09/2019

The critical role of the Destination Management Organization (DMO)

Date

Topic

24/09/2019

Framework for Developing a Destination Management Strategy

Date

26/09/2019

Topic

Assessing the Situation and Setting a Vision

Date

01/10/2019

Topic

Marketing the Destination including Positioning and Branding

Date

03/10/2019

Topic

Developing Destination Products

Date

08/10/2019

Topic

Destination E-Business

Date

10/10/2019

Topic

Organizing for Destination Management

Date

15/10/2019

Topic

Trends and Future Challenges in Destination Management

Date

17/10/2019

Topic

Sustainable development

Date

22/10/2019

Topic

Tourism destination - policy and planning strategies

Approved by:

Name and surname:

Arzu Huseyn

Position:

Head of the Management Department



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Approved Assignments

Subject: Destination Management

Instructor: Elmira Hajiyevea

- LO 1:** Identifies the nature and scope of Destination Management
- LO 2:** Identifies several community-based approaches to destination area planning within the context of strategic destination strategy
- LO 3:** Identifies tourism destinations and branding
- LO 4:** Clearly understands tourism market positioning and branding.
- LO 5:** Develops destination management strategies

LO 1:

Task1.

Self-Assessment Questions

1. What is destination management?
2. Explain the importance of destinations information.
3. What is the role of information on destination selection?
4. What do you mean by destination management system?
5. How Does destination selection process takes place?

LO 2:

a) Discussion questions:

What is community-based tourism?

What are the opportunities for community-based tourism for local people?

In which areas community-based tourism may apply?

How does this relate to the community vision?

How does this relate to other regions?

b) Task 1. Please choose one destination and analyze the community-based approaches.

LO 3:

a) Branding: Perception and Promise A brand is a perception and a promise. The brand communicates how a particular business is different from or better than its competition. The brand's focus should be not on geography or places, but on experiences, activities, emotions, and the senses.

Some of the strategies and tools for tourism destination branding include the following:

- Understand the importance of branding
- Examine the current brand
- Develop a brand

b) Self-Assessment Questions: Class discussion.

1. Discuss the components of destination image.
2. Describe the dimensions for the destination image measurement.
3. What is the importance of brands?
4. Describe the relevance of brand equity for tourism destination.
5. What is the mechanism of destination branding?
6. Explain the difficulties in destination branding.

LO 4:

Case Study: The online Destination Management System of Gulliver, Ireland

Gulliver Ireland is the leading online destination management system underlying much of Ireland's multi-billion Euro tourism business. Conceived in 1990 and was re-engineered in 1997 as part of a public private partnership, it is now a successful private enterprise providing comprehensive information and online reservation services for Irish Tourism. Notes 26 Gulliver Ireland provides and operates a destination management system (DMS) for Irish tourism products and services using advanced and comprehensive integrated tourism databases to connect the national and regional tourism industry with the national and international marketplaces. It is the primary source for up-to date all-Ireland destination management services and probably the world's most widely used national booking system. Its information rich reservation, direct consumer booking and enhanced listings facilities have generated numerous spin off services directly marketed to regional and specialist tourism agencies. Its databases and booking engine powers over 50 websites including the Failte Ireland website (www.ireland.ie), the Tourism Ireland International promotion website (www.tourismireland.com), the Dublin Tourism Website (www.visitdublin.com), the other regional tourist authority websites and the Irish Times website (www.ireland.com).

Source: The European e-business Market Watch

LO 5:

Test:

1. Which of the following is a common feature of most destinations?
 - a. Tourism is produced where it is consumed
 - b. They are cultural appraisals
 - c. Used by other groups other than tourists
 - d. All of the Above
2. Most elements of a destination have a:
 - a. Low ratio of fixed to variable costs

- b. A high ratio of fixed to variable costs
3. Community-driven tourism planning to ensure that tourism develops in harmony with community wishes is an example of a solution to what problem in terms of destinations?
- a. A Lack of complementarity
 - b. Conflict within tourist resorts
 - c. Conflict in shared destinations
 - d. A Cultural Appraisal
4. In terms of a destination, what do attractions do?
- a. Inform local residents of the benefits of tourism
 - b. Generate the visit to a destination
 - c. Support visitors at the destination
 - d. Reduce tension between visitors and residents
5. The increased professionalism in the management of attractions has resulted in, what?
- a. Closer match between the market and the supply of attractions
 - b. Better training for personnel
 - c. The adoption of marketing philosophy
 - d. All of the Above
6. Amenities, support facilities and services, tend to be operated by what type of enterprises?
- a. Small and Large-sized enterprises
 - b. Small and Medium-sized enterprises
 - c. Medium and Large-Sized enterprises
 - d. Large-sized enterprises
7. Park and Ride Schemes, Cycle Ways and Explorer Buses are examples of what?
- a. Amenities
 - b. Innovative transport provision
 - c. Innovative Ancillary services
 - d. Attractions
8. What does DMO stand for?
- a. Demand Management Organization
 - b. Demand Marketing Organization
 - c. Destination Management Organization
 - d. Destination Marketing Organization
9. The Acronym TALC stands for what?
- a. Tourism Amenities Life Cycle
 - b. Trade Area Life Cycle
 - c. Tourism Area Living Cycle
 - d. Tourism Area Life Cycle

b) Case study.

Case Study: Master Plans for Effective Destination Management (Croatia)

Croatia has emerged as a leader in terms of tourism development in Southeastern Europe. Two critical factors have been identified in the emergence of Croatia's tourism industry. Firstly, the Croatian Government has taken an active role in developing a state level tourism strategic framework. The second factor of success is the production of tourism development master plans on a local level within the country, focused on achieving goals in the mid-term. Notes 11 Croatia's tourism master planning process was initiated in 2000, and has incorporated four key principles:

- Local focus: Many localities situated on the Adriatic coast (the most important tourist region of the country) developed their own master plans;
- Stakeholder involvement: Local Master plans were developed with the involvement of a broad network of stakeholders through a series of workshops held in cities, towns and villages;
- Structure and focus: The master plans have focused on means by which competitiveness can be increased (eg. Vision and positioning, product plans, investment plans and action plans);
- Pragmatic orientation: The master plans all have a highly pragmatic and implementation-oriented approach.
- The development of local level master plans has been identified as a key factor of success in building a competitive tourism industry in Croatia.

Source: Cizmar and Lisjak 2007

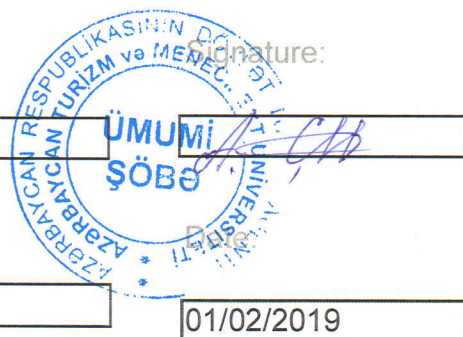
Approved by:

Name and surname:

Arzu Huseyn

Position:

Head of the Management Department



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**STATE TOURISM AGENCY OF THE REPUBLIC OF AZERBAIJAN
AZERBAIJAN TOURISM AND MANAGEMENT UNIVERSITY**

SYLLABUS

Course:

Introduction to Tourism

Credits:

5

Semester:

Semester I

Programme:

Tourism and Hotel Business (Azerbaijani)

Professor:

Rafiga Agasiyeva

Department:

Tourism Business

E-mail:

nadjafova@gmail.com

Course description

The course is an introduction to the concepts and theory in Tourism. It aims to provide the students with a basic understanding of the structure, nature and operating characteristics of tourism industry. It examines the socio-economic significance of tourism as a phenomenon and explores the relationship between the public and private sectors and their involvement in tourism. The course explains who the tourism role players are and their roles.

Learning objectives

Support students to put into practice their theoretical knowledge. The subject serves as a preliminary ground for the acquisition with general terms, classification, and theories in tourism. The purpose of teaching this subject is to establish a good foundation for future tourism experts.

Learning outcomes

Upon the successful completion of the course the student:

- LO1: Remembers main concepts of tourism
- LO2: Understands tourism classification by purpose
- LO3: Describes tourism industry
- LO4: Applies principles of sustainable development concept in tourism

Teaching concept

- Text handouts
- Presentations
- Discussions with active participation of students

Assessment methodology

3 colloquiums - 30 points
Individual assignments - 10 points
Attendance - 10 points
Final exam - 50 points

Literature

B.Bilalov, Ç.Gülaliyevin redaktəsi ilə. 2015.“Turizmin əsasları”. Bakı: QHT nəşriyyatı.
Tata McGraw-Hill, 2007. Introduction to Tourism and Hospitality Industry. Tokyo.
A Leonard J. Lickorish, 1997. An Introduction to Tourism. England: Routledge
Alexandra Coghlan, 2019. An Introduction to Sustainable Tourism. UK: Goodfellow Publishers Lmt.
Introduction to the Hospitality Industry, 2011. USA: Wiley.

Course schedule

Date	Topic
09/16/2019	“Tourism Fundamentals” course subject, purpose and objectives. The main tourism concepts and the importance of tourism.
09/23/2019	Stages of tourism development.
09/30/2019	Factors affecting tourism.
07/10/2019	Tourism resources.
10/14/2019	Forms and types of tourism.

4. Tourism as an industry that uses the cultural heritage of mankind and contributes to its enrichment
5. Tourism as a useful activity for local communities

Approved by:

Name and surname:

Hafiz Huseynov

Signature:

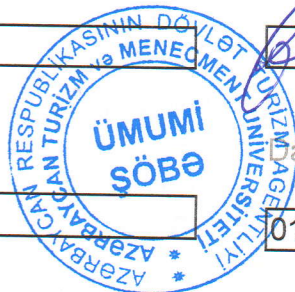


Position:

Head of the Tourism Business Department

Date:

01/02/2020



Approved Assignments

Subject: Introduction to Tourism

Instructor: Rafiga Agasiyeva

LO1: Remembers main concepts of tourism

LO2: Understands kinds and types of tourism for the purpose

LO3: Describes tourism industry

LO4: Applies principles of sustainable development concept in tourism

LO1:

Task 1. Test:

1. Please select the right option for “the first international tour was”:

- a) Leiner-Lafbora route in 1841
- b) London-Paris route in 1855
- c) Paris-Moscow route in 1863
- d) Baku-Tbilisi route in 1913
- e) The Paris-Dakar rally in 1923

2. The meaning of 3L is:

- a) Lore, landscape, leisure
- b) Lore, landscape, lake
- c) Lie, landscape, leisure
- d) Limit, Like, Love
- e) Limit, landscape, leisure

3. What elements of natural resources can be used in tourism?

- a) all
- b) polar circle
- c) glaciers
- d) deserts
- e) jungles

4. Which tourism types are included into the 3S and 3L?

- a) 3S – beach tourism, 3L – agrotourism
- b) 3S – business tourism, 3L – rural tourism
- c) 3S – ecotourism, 3L – religious tourism
- d) 3S – understanding tourism , 3L – mountain tourism
- e) 3S – speleo tourism, 3L – leisure tourism

5. What is the term related to business tourism:

- a) MICE
- b) MISE
- c) MOUSE
- d) MIKE
- e) INCENTIVE

6. Choose an active tourism type:

- a) Adventure tourism

- b) Medical tourism
- c) Business tourism
- d) Health tourism
- e) Cultural tourism

7. Ecological tourism centers are:

- a) National parks and botanical gardens
- b) Mountains and museums
- c) Aqua parks and historical monuments
- d) Sanatoria and resort
- e) Shopping centers and boutiques

8. Definition of "ecotourism":

- a) tourism that has minimal impact on fragile natural environments and which focuses on providing nature-based experiences
- b) a broad term that covers all tourism experiences centered on wild or natural environments
- c) tourism that takes place in natural settings with an emphasis on understanding and conserving natural environments
- d) tourism that provides close contact with wildlife and nature in general
- e) tourism that usually (but certainly not always) takes place in wilderness environments

9. What is not included into the main characteristics of ecotourism:

- a) It has direct impacts on catering centers and accommodations
- b) It does not lead to degradation of the resource or attraction
- c) It promotes positive environmental ethics
- d) Its emphasis natural ecosystems rather than humans
- e) It provides visitors with a first-hand experience of the environment

10. Tour operators:

- a) Negotiate deals with hotels, airlines, and other service operators to assemble holiday packages primarily for the mass market, facilitating a link between suppliers and customers
- b) Retailers providing travel services to customers for commission
- c) With the wide range of transport modes (air, rail, car, bus, coach, ferry), the market structure is diverse
- d) is dominated by large chains giving the impression of an oligopolistic structure, and each firm's strategy takes account of the past and predicted future strategies of the others
- e) highly competitive market structure characterizes the sales of souvenirs and knickknacks by numerous small businesses, including street-based sellers, who have very limited control over the prices they can charge tourists

11. Catering:

- a) is the business of providing food service at a remote site or a site such as a hotel, public house (pub), or other location
- b) in effect, retailers providing travel services to customers for commission
- c) is the business of providing entertainment service at a remote site or a site such as a hotel, public house, or other location
- d) is dominated by large chains giving the impression of an oligopolistic structure, and each firm's strategy takes account of the past and predicted future strategies of the others
- e) highly competitive market structure characterizes the sales of souvenirs and knickknacks by numerous small businesses, including street-based sellers, who have very limited control over the prices they can charge tourists

12. Which of the following is included in the entertainment activities:

1. Amusement parks
 2. Animation
 3. Circus
 4. Transport
 5. Catering
 6. Film
 7. Media
- a) 1,2,3,6,7
 - b) 4,5,7
 - c) 1,2,3,6
 - d) 1,4,5,6,7
 - e) 2,3,4,6

13. Please identify tourism product's features:

1. It doesn't have mass and size.
 2. The demand of tourists don't depend on seasonal process.
 3. It may lose importance out of time.
 4. Other services quality change during the travel.
 5. There is a period payment and produce the tourism products during the sale it.
 6. The quality in tourism depends on tourists
- a) 1,3,4,5
 - b) 1,2,3,5
 - c) 1,3,4,6
 - d) 1,2,4,6
 - e) 1,3,5,6

14. Please select individual accommodations:

1. Hotel
 2. Villa
 3. Renting house
 4. Motel
 5. Cottage
- a) 2,3,5
 - b) 1,2,3
 - c) 2,4,5
 - d) 1,3,5
 - e) 2,4,5

15. What is the main differences between apart hotel and apartment?

- a) a small apartment which combines living room, bedroom, and especially kitchen into a single room
- b) These kinds of apartments typically consist of one large room
- c) Fixed contracts and occupants can "check-out" whenever they wish
- d) These complexes are usually custom built, and similar to a hotel complex
- e) length of stay in these apart hotels is varied with anywhere from a few days to months

16. Who created the first Holiday Inn chain models?

- a) Kemmons Wilson
- b) César Ritz
- c) Eddie Bluestein
- d) David Kong
- e) Fred Astaire

17. Choice the correct visa types:

- a) Transit, group, long stay visas
- b) Entry, exit, VIP visas
- c) Individual, short-stay, medium visas
- d) Single, family, business visas
- e) Student, wedding, triple visas

18. What are the categories of tourism?

- a) Domestic, national, international
- b) Domestic, national, incoming
- c) International, incoming, outgoing
- d) Domestic, incoming, outgoing
- e) National, international, outgoing

19. Social-economic tourism resources include:

- a) Transportation, infrastructure
- b) Archaeological monuments
- c) Rare landscape sites
- d) Mountain ecosystems
- e) Religious monuments

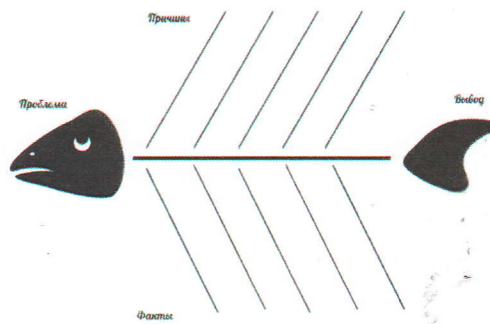
20. The tourism resources of the Fitom group are as follows:

- a) volcanos, national parks
- b) the essence of humanbeing, his life
- c) lakes, rivers
- d) festivals, national holidays
- e) forests, waterfalls

LO2:

Task 2. Fishbone method

This task is given to groups or individually. When the level of the group is identified the form is selected. For example: I organize a seminar on the topic "Factors Affecting Tourism" in this way. Using this method helps students to connect between cause and effect, to generate critical thinking. Since the topic is being held at the beginning of the semester, this method helps me to identify students according to their worldview. The scheme is depicted on the board as follows. The head of the fish is a main subject, the upper bones are causes (or factors affecting), and on the lower bones are written the facts (or examples). Above the factor and concerning causes are being listed, in the below section parallel to it shown the facts. When the causes from left to right are completed, the final result (answer of the question) is drawn. The result is noted in the tail section. Depending on the level of the group, the topic can be assigned in whole or in parts, either individually or as a group. But in the end the generalization should be done on the board.



Task 3. Auction method

This method is used to determine the correct perception of students. A presentation is prepared in advance. In the presentation, there are pictures on each slide depending on the theme. The student must describe the object that he/she sees. The maximum score for a student's question is announced in advance, then the picture is displayed and the student who raises his hand quickly has the opportunity to respond. A student who does not agree with the maximum score on the question may not raise his hand. This method also gives students the opportunity to determine their own score. For example: When viewing an apart hotel by the type of accommodation facilities on the "Tourism Industry", the student should not only recognize it but also list the different aspects of the accommodation. This method can be used for types of tourism, etc.

LO3:

Task 4. Group work

I usually use this method on "Formality in tourism". Students are divided into groups and A3 sheet is distributed to each group. Then one of the group chooses one of the pre-made cards by me (for example, visa, customs, etc.). The groups are asked to reflect on the topic and to know what they have learned within the 20 minutes. Notes made by one member of the group in turn (usually lagging students are selected) are transmitted verbally to other groups. Each group should try to find information that is not recorded in another. To do this, students must read the lecture and prepare for the workshop. Groups are assigned in advance. It is important to ensure that each group has different levels of students and that the weaker students learn from others. This method is used not only to evaluate students but also to master the subject. Sometimes this task is organized in the form of boomerang or carousel method.

Task 5. Case for classification of hotels

This task can be done individually or in group. The student or group is tasked with selecting a hotel in Baku or in the region to determine their location according to the hotel classification criteria (as follows). It is also possible to freely work. If used in groups during the workshop, use of the internet is allowed. Depending on the number of students in the group, the assessment can be done on the same day or checked by the teacher after the class, and grades may be announced in the next lesson.

- Comfort level
- Capacity of Room Fond (number of places)

- Functional designation of hotels
- The location of the hotel
- Duration of hotel operation
- Guest catering
- Duration of stay of guests
- Price level
- Hotel network model

LO4:

Task 6. Cluster method

Please list the range of key words associated with "tourism industry". The task is performed individually by each student.

Task 7. Written assignment (10 points)

1. Explain the concept of sustainable development and its essence? (2 points)
2. What are the three key principles of sustainable development? (2 points)
3. How can you apply the principles of tourism? (6 points)

Task 8. Preliminary analysis of the document ("The Global Ethical Code of Tourism")

One of the latest topics for the program is "Legal Framework for Tourism". Before the lecture, students are instructed to delineate the articles of the code and link them with the topics discussed earlier. As the lecture gives about 20 minutes, the main analysis will be included in the seminar. Discussion, disputation, brainstorming, etc. based on mixed methods (depending on the course) the subject is analyzed. A pre-printed student booklet contains articles from the Global Ethical Code of Tourism. Depending on the teacher's choice, each item is read and analyzed by a different student. When the analysis is unsatisfactory it is used by other students. Examples from around the world need to be widely used in analyzing to make the subject more understandable and interesting.

Article 1. Role of tourism in building mutual respect and understanding between peoples and societies

Article 2. Tourism as a means of individual and collective development

Article 3. Tourism as a factor of sustainable development

Article 4. Tourism as an area that uses the cultural heritage of mankind and contributes to its enrichment

Article 5. Tourism as a form of activity useful to host countries and communities

Article 6. Obligations of the Stakeholders in the Development of Tourism

Article 7. Tourism Law

Article 8. Freedom of movement of tourists

Article 9. Rights of employees and entrepreneurs in the tourism industry

Article 10. Implementation of the principles of the Global Tourism Code of Tourism

Task 9. Individual assignments (sample)

1. The modern state of ecological tourism in Azerbaijan
2. Opportunities for the development of ethnic tourism in Azerbaijan
3. Opportunities for sustainable development of tourism in Azerbaijan

4. Tourism as an industry that uses the cultural heritage of mankind and contributes to its enrichment
5. Tourism as a useful activity for local communities

Approved by:

Name and surname:

Hafiz Huseynov

Position:

Head of the Tourism Business Department



Signature:

01/02/2020



**STATE TOURISM AGENCY OF THE REPUBLIC OF AZERBAIJAN
AZERBAIJAN TOURISM AND MANAGEMENT UNIVERSITY**

SYLLABUS

Course:

Tourism Consumer Behavior

Credits:

4

Semester:

Semester III

Programme:

Tourism and Hotel Business (English)

Professor:

Ismayilova Elnara

Department:

Tourism Business

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Course description

This subject is important for the purpose to research and understand how tourism consumers make decision in terms of buying product or service. It examines the significance to understand the motivation factors influencing consumers' buyer decision. The course provides an outline for classification of tourist groups and their behaviors.

Learning objectives

The study classification of tourists' behavior, motivational factors.
Connect tourism and marketing to be able to describe tourism behavior.
Understanding of tourist behavior through the new knowledge of leisure psychology.

Learning outcomes

Upon the successful completion of the course the student:

- LO 1: Understands consumer behavior in tourism
- LO 2: Explains buyer decision
- LO 3: Classifies tourist motivation factors
- LO 4: Evaluates tourist behavior
- LO 5: Solves cases based on different models of consumer-decision making

Teaching concept

Written assignments, presentations, group projects, tests, and quizzes

Assessment methodology

3 colloquiums: 30 points

Individual assignment: 10 points

Attendance: 10 points

Final exam: 50 points

Literature

1. Consumer behavior in tourism. Susan Horner and John Swarbrooke. Third edition.
2. Consumer Behavior in Tourism and Hospitality Research: Advances in Culture, Tourism and Hospitality Research by Alain Decrop, Arch G. Woodside.
3. The Routledge Handbook of Consumer Behaviour in Hospitality and Tourism (Routledge Handbooks) 1st Edition, Kindle Edition by Saurabh Kumar Dixit.
4. Consumer Behavior in Travel and Tourism 1st Edition, Kindle Edition by Kaye Sung Chon, Abraham Pizam, Yoel Mansfeld.

Course schedule

Date

09/17/2019

Topic

The purpose and mission of the course

Date

09/25/2019

Topic

Concepts of consumer behavior & motivation factors

Date

10/12/2019

Topic

Models of the buying decision process

Date

10/19/2019

Topic

Types of tourist behavior and its classification

Date

10/26/2019

Topic

Markets generating consumers

Date

11/09/2019

Topic

Links between tourism consumer behavior and marketing

Date

11/15/2019

Topic

The marketing mix and tourist behavior

Date

11/18/2019

Topic

Analysis of new markets and changes in tourist demand

Date

11/28/2019

Topic

Quality, standards and tourist satisfaction

Approved by:

Name and surname:

Hafiz Huseynov

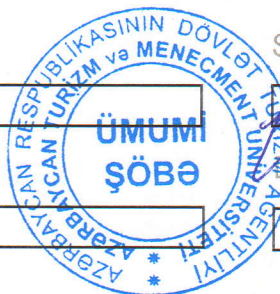
Position:

Head of the Tourism Business Department

Signature:

Date:

01/02/2020



Approved Assignments

Subject: Tourism Consumer Behavior

Instructor: Elnara Ismayilova

- LO: 1** Understands consumer behavior in tourism
- LO: 2** Can explain buyer decision
- LO: 3** Can classify tourist motivation factors
- LO: 4** Evaluates tourist behavior
- LO: 5** Can solve cases based on different models of consumer-decision making

LO 1:

Test:

1. *Who is the consumer?*
 - a) Potential Buyer & Buyer of the Product
 - b) The Seller
 - c) The Product Manufacturers
 - d) The Intermediaries
2. *What is the right of Consumer?*
 - a) Right to be Safe / to a Safety
 - b) Right to be Informed
 - c) Right to be Heard
 - d) Right to Choose
3. *Which of the following is NOT a step in the process for a traveler who is shopping for hotel options online?*
 - a) Searching
 - b) Engagement
 - c) Booking
 - d) Free trial
4. *Tourists who are looking for tourist destinations equipped with the same accommodations and facilities as in their place of origin are called ...*
 - a) mass tourists
 - b) charter tourists
 - c) unusual tourists
 - d) incipient mass tourists
5. *A motivation of travelling to show who a person is, his position, his prestige, and his status in society are called as...*
 - a) status and prestige motivation
 - b) art motivation
 - c) interpersonal motivation
 - d) cultural motivation
6. *The following are characteristics referring to Japanese tourists ...*

- a) always complaining
- b) nostalgic and romantic
- c) careless and forgetful
- d) orderly and discipline

Multiple choice:

7. *Who developed the hierarchy of needs?*

- a) Miller
- b) Murphy
- c) Mathieson
- d) Maslow
- e) Gilbert

8. *In Plog's classification of tourists, which of the following applies to a psychocentric tourist?*

- a) Wants to experience new things
- b) A timid tourist
- c) Enjoys exotic tourism destinations
- d) Dislikes new destinations

9. *Thinking of the image of a destination, what does the term organic image mean?*

- a) The destination brand
- b) All information not deliberately from advertising or promotion
- c) The image formed naturally by a tourist
- d) Memories of a destination
- e) The TV commercial

10. *Which of the following is a key factor influencing travel-buying behaviour?*

- a) Using a credit card
- b) The economics of a destination
- c) Marketing variables
- d) Travel awareness
- e) Destination characteristics

LO 3:

Presentation

The students are assigned with specific group of tourism product consumers based on the country of origin, age group, employments, etc. (eg. Hispanics, 3rd age tourists, teenagers, etc.). Each team (4-6 students) should describe the profile of their consumer group and reveal the factors influencing their buyer decision.

Format of presentation: Power Point, max: 15 slides. 15 minutes are allocated per group.

LO 2:

Report: Based on the Maslow's hierarchy of needs examine the ways in which an individual's personality may affect their motivators in relation to taking a holiday. Compare and contrast

the likely motivators of people taking a “sun, sea, and sand” holiday to Baku and those visiting Turkey.



LO 4:

Task: Evaluate the types of people who are likely to favour an adventure-based holiday. Explore how you would promote a destination to these types of visitors.

LO 5:

Exercise: Design and implement a questionnaire survey of a small number of adults to try to ascertain the main motivating factors influencing their choice of holiday. Then produce a critical evaluation of your survey to highlight and account for its weaknesses.

Approved by:

Name and surname:

Hafiz Huseynov

Position:

Head of the Tourism Business Department

