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THE POSITION OF TOURISM AND TERRITORIAL MARKETING IN THE CONTEXT OF PARADIGMATIC CHANGE TO TERTIARY GEOGRAPHY EDUCATION IN SLOVAKIA

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Abstract: In this paper we consider the position of tourism and territorial marketing in the context of paradigmatic change to tertiary Geography education in Slovakia. The theoretical framework of this paradigm is defined by the revised Bloom's taxonomy, Tuning methodology and the Dublin descriptors reflected in the Slovak normative framework. In the second part, we use the specific example University of Prešov and the structure of its bachelor study programme in Geography and Applied Geoinformatics. We focus primarily on the curricular structure of the Tourism and Territorial Marketing module, which is made up of 15 study subjects with an aggregate of 55 credits. We demonstrate how the paradigm is implemented to ensure learning outcomes through the example of the Destination Marketing subject. We emphasize these learning outcomes: the knowledge, skills and competences which the student gains through successful completion of the course. We also consider the subject content. Our aim is to point out the advantages of the programme's modular structure especially in terms of its professional profile and specific value for potential employers.

Key words: Destination marketing, geographical education, learning outcomes, place marketing, tertiary education, tourism.

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INTRODUCTION

The socioeconomic and political transformation in Slovakia since 1989 has greatly influenced tertiary education here. In 1990 academic autonomy was restored together with the possibility for students to study not just masters degree courses but also bachelor degrees; at the time, however, such a degree was considered to be merely a stage towards full university study and not an end in itself. Universities could propose

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different courses of study and would then, after successful accreditation, be awarded by the education ministry the right to conduct state exams in these subjects. Key changes came in with the new university law of 2002 by which Slovak university education was brought into line with the ISCED international classification, with the ECTS credit system and with the structure of study in accordance with the Bologna Declaration on common European educational space (EHEA) of 1999. (Kosová & Porubský, 2011, pp. 108-109). Most Slovak universities were unable, however, to fully implement the Bologna system: traditional five-year masters degree programmes were artificially divided into two levels with minimal guarantee that the two levels of study would successfully overlap or dovetail (Matlovič, 2014, p. 83).

In recent years (2014-2015), there has been a comprehensive accreditation process conducted in Slovak universities. This has provided a new opportunity for thorough application of the Bologna system in order to redesign study programmes reflecting a change to tertiary education that focuses more on learning outcomes (LO), which is a part of educational relevance of geography (Matlovič & Matlovičová, 2012).

In this article we focus on the theoretical basis for such paradigmatic change as well as on its reflection within the Slovak normative framework. In the next part we present an institutional framework for tertiary Geography education; by drawing on the specific example of Prešov University, we show one of the ways the new educational paradigm can be implemented to create Geography study programmes containing the specialized Tourism and Territorial Marketing module.

THE THEORETICAL FRAMEWORK OF THE NEW TERTIARY EDUCATION PARADIGM

The continuation of the Bologna process with priorities for the 2010-20 period is the cornerstone of European tertiary education policy. Emphasis is placed on quality of university education, on support of student and academic staff mobilities, on more straightforward recognition of titles and on promotion of lifelong education. Fulfilling these priorities creates the need to carry out paradigmatic transformation of tertiary education, acceleration of which has been prompted by the recommendation of the European Parliament and Council (2008/C 111/01) of 23.4.2008 for creation of a European Qualification Framework for Lifelong Education (EQF). It recommends EU member states "to use an approach based on learning outcomes when defining and describing qualifications", (Odporúčanie, 2008).

The European Parliament and Council recommendation for a European qualification framework for lifelong education is the culmination of recent changes in educational thinking. The essence of such changes lies in the gradual move away from emphasis on the role of the teacher and the procedural side of education focused on its forms and didactic methods, their efficiency and effectiveness. Instead of that, the stress is placed on the student and learning outcomes.

The introduction of the EQF was preceded by an initiative for creating a Qualification Framework for the European Higher Education Area (QF EHEA), passed in 2005 in the Norwegian city of Bergen. This related to the three stages in university education for which the so-called Dublin descriptors were elaborated in 2004 (Vantuch et al., 2014, p. 29). These are generic statements about typical expectations or levels of competence of achieved academic results and abilities pertaining to the Bologna scale (Užívateľská, 2009, p. 9). They enable users to grade abilities and skills after completion of individual stages of university education according to their difficulty.

They consider the following five aspects:

- a) knowledge and understanding,
- b) application of knowledge and understanding,
- c) making judgements,
- d) communication,
- e) the ability to go on learning.

The Dublin descriptors thus became one of the theoretical bases for implementation of the new paradigm in university education.

The EQF follows on from the QF EHEA, extending it to cover lower levels of education, its final form having eight levels. The EQF distinguishes between knowledge, skills and competences. As Verešová and Čerešník state (2013, p. 7) “knowledge is a result of acquiring information through learning and is made up of a complex of facts, principles, theories and approaches related to the fields of work and study. In the EQF context, knowledge is theoretical and/or factual. Skills are those faculties which help the person to apply knowledge in order to fulfil tasks and solve problems. In the EQF context, they are described as cognitive skills (including logical, intuitive and creative thinking) or practical skills (requiring manual skill and use of methods, materials and tools). A competence is the proven faculty to use knowledge, skills and personal, social and/or methodological abilities in work and study situations and in professional and personal growth. In the EQF context, a competency is described in relation to responsibility and independence“, (Verešová & Čerešník, 2013, p. 7).

A key impulse behind the paradigmatic change is the question of providing and evaluating the quality of university education. Each university should implement its own internal system of quality assessment based on the norms and directives of the ESG (European Standards & Guidelines) drawn up by the ENQA (European Association for Quality Assurance in Higher Education) (ENQA, 2009). Part of this is a system of approving, monitoring and regular assessing of study programmes. Each study programme and its parts should have explicitly elaborated and declared learning outcomes. Learning outcomes are made up of knowledge, skills and competences which the individual is able to demonstrate after completion of the educational process within a given study programme, module or subject. Learning outcomes are not unique to the individual student but are benchmarks enabling the university institution to measure whether the student has achieved the required level of knowledge, skill and competence. This is connected to recognition of the qualification, which is a formal result of the process of assessment and validation within which the individual demonstrates to the relevant body (examiner or examining committee) their fulfilment of the learning outcomes at the level required.

Learning outcomes are thus a way of determining qualification standards and are formulated in order to guarantee transparency, comparability and more straightforward recognition of the qualification obtained or of the credits gained as part of it. Learning outcomes should be specific, exact, measurable, realistic and up-to-date. In accordance with the ESG, they should form a part of the graduate profile as well of the study programme accreditation application. They should also be appended to the degree certificate (Verešová & Čerešník, 2013).

The theoretical bases for formulating learning outcomes are the Dublin descriptors, the revised Bloom's taxonomy (Anderson & Krathwohl, 2000) and the Tuning methodology (Lokhoff et al., 2010). The revised Bloom's taxonomy of educational aims is two-dimensional; its knowledge dimension is broken down into four areas: factual, conceptual, procedural and metacognitive; its cognitive domain is

divided into six areas: remembering, understanding, applying, analysing, assessing and creating. Whereas the first of these is expressed using nouns and/or adjectives, the cognitive dimension is expressed using verbs (Anreson & Krathwohl, 2000). The Tuning methodology (i.e. fine-tuning of educational structures) has very clearly defined educational results and competences in order to determine the separate roles of key players in the learning process – students and academics. It sees competences as being a dynamic combination of knowledge, understanding, skills, abilities and attitudes, differentiating between those which are specific to a certain subject and those which are generic and thus transferable (Užívateľská, 2009, p. 10).

Learning outcomes can be formulated on the basis of the theoretical starting points listed above. Focusing on results rather than processes is recommended; every outcome should begin with an active verb (ideally only one); vague verbs should be avoided; the verbs used should clearly reflect the required level of education. The outcomes should be measurable and correspond to the objectives of the relevant study programme, module or study subject; they should reflect the knowledge, skills and competences necessary for performing the related profession. It is necessary to distinguish thoroughly between learning outcomes and educational objectives (Stašková, 2011).

IMPLEMENTATION OF THE NEW PARADIGM IN TERTIARY EDUCATION IN SLOVAKIA

Following Resolution no. 105 of 2009, the Slovak government decided to elaborate its own National Qualification Framework (NQF), National Set of Qualifications (NSK) and National Set of Professions (NSP) (Uznesenie, 2009). In 2011, an eight-level Slovak national qualification framework was elaborated with proposed descriptors, each of the individual levels corresponding to EQF levels. University education covers stages (or levels) 6, 7 and 8, each corresponding to a specific level of formal education (6 is completion of a bachelor study programme, 7 is completion of a masters or engineering degree programme and 8 is completion of a doctoral study programme). As with the EQF, the NQF distinguishes between knowledge, skills and competences (Národný kvalifikačný...2011). The National Set of Professions (NSP) is a comprehensive informational system describing the standard demands of the labour market for specific job positions. It specifies the competences, specialized knowledge and skills, general capabilities and practical experience necessary for certain professions and for performing activities at workplaces as required by the labour market. Part of it is an employment register forming a database of national employment standards classified according to economic activities, the database containing the requirements of employers for applicants to different professions. Creating and updating the NSP is the task of the Slovak Ministry of Labour, Social Affairs and Family (Verešová & Čerešník 2013, p. 17). The National Set of Qualifications (NSK) is a publically accessible register containing description of partial and full qualifications recognized in Slovakia and required for certain professions. Its purpose is to compare educational results achieved in different ways – by formal or informal education and learning. This guarantees the public are informed about all nationally recognized qualifications and their weight in comparison with qualifications in other EU countries. The basic condition for inclusion of a specific qualification in the NSK is the existence of a qualification standard based on learning outcomes, (<http://www.sustavapovolani.sk>).

Tertiary education in Slovakia is provided in areas of study listed in the List of Study Subjects issued in accordance with Ministry of Education resolution no.

2090/2002 of December 16th 2002 and as later amended. The list contains study areas in which universities in Slovakia may provide education with any changes to it first having to be approved by the Accreditation Committee. Included in the document are descriptions of study areas containing details according to §50 par. 5 points a) to f) of the University Law: the name of the study subject, the level of the university degree(s) awarded for the different subjects, the standard length of study for the individual courses, the content of the courses, explanation of the need for such a study discipline, examples of similar study disciplines abroad and description of similar study fields and the differences between them. At present there are six different Geography disciplines included in the list. These are included in the category of Natural Sciences, in the subcategory Physical Sciences: 4.1.35. Geography (for both the first and second level of study), 4.1.36. Physical Geography and Geoecology, 4.1.37. Human Geography, 4.1.38. Regional Geography, 4.1.39. Political Geography and 4.1.40. Geoinformatics (doctoral study is possible with each of these disciplines). While the first five of these were included in the very first list of 2002, the Geoinformatics discipline was added in 2013 (Sústava, 2002). Descriptions of these study subjects are an important starting point for design of study programmes and formulation of learning outcomes for the individual programmes.

Tertiary education in Geography is provided by five universities in Slovakia. The most famous is Comenius University in Bratislava, which offers eleven study programmes on all three levels of study. The only other university offering study on all three levels is University of Prešov. The other three universities provide study programmes on only the first and second level (University of Constantine the Philosopher in Nitra, University of Matej Bel in Banská Bystrica and the University of P.J. Šafárik in Košice). Training of future Geography teachers is provided by all these five universities as well as by the Catholic University in Ružomberok (Matlovič, 2014, p. 87).

TRANSFORMATION OF GEOGRAPHY EDUCATION WITH THE EXAMPLE OF UNIVERSITY IN PREŠOV

University of Prešov is the only one of the above universities to have fully implemented the new paradigm within tertiary Geography education. It is also the only one to have created a modular study programme.

The whole process of implementation was divided into different stages. At the beginning there was lengthy discussion between course guarantors and key stakeholders working in the areas of tourism, regional development and land management from which it became clear that new study programmes should consider not just the new university education paradigm but also other factors.

Primary concerns were making the study programmes and specializations more attractive by introducing greater cooperation with workplaces and raising the professional profile of graduates so that they could find work more easily or establish their own businesses. One important step was foundation of a smart specialization workplace focusing on selected key study fields in order to limit overfragmentation of research interests and to create corresponding specializations in the area of education. The new programmes also reflected the new facilities which the workplace had gained thanks to modernization of the research and education infrastructure during the 2007-2013 period. The aim was to increase application of geospatial collection technology, cartographical interpretation and visualization of geographical data.

In accordance with these considerations, three study programmes were accredited within study areas 4.1.35. (Geography) and 4.1.38. (Regional Geography):

- a) Bachelor study programme: "Geography and Applied Geoinformatics";
- b) Masters study programme: "Geography and Applied Geoinformatics";
- c) Doctoral study programme: "Regional Geography and Regional Development".

Compiling study programmes is based on the standard student requirement to obtain sixty credits during the academic year, thirty for each semester. The workload equates to 1,800 hours per year, one credit point being equal to thirty hours' work. Study subjects have been calibrated so that the overall number of direct contact hours for the student is twenty-two per week. This number of contact hours is such that the student still has enough time for self-study, work in the field and fulfilment of assigned tasks. Depending on their level of core importance, subjects are divided into compulsory, compulsory-elective and elective subjects. They are also divided into subjects which first require successful completion of another subject course and those which do not. The subjects have also been divided into subjects of Basic Geography (taken by students of all Geography study programmes) and specialized subjects (taken only by students who have chosen the given specialized module). The Basic Geography subjects are divided into theoretical, methodological, practical and subjects. Ours is the only Geography workplace in Slovakia which has applied this approach. We give here the bachelor study programme as an example.

The structure of the Geography and Applied Geoinformatics bachelor study programme

To successfully complete the study programme, the student must obtain 180 credits, the standard length of the study programme being three years. The study subjects are divided into modules. The first module (A.1.) is made up of theoretical Basic Geography subjects (Introduction to Geography, Introduction to Earth Science, General Physical Geography I-III, General Human Geography I-III, Regional Geography of the Slovak Republic I and II, Introduction to Geoecology and Environmental Science, Introduction to Political and Regional Geography). These are compulsory subjects with a combined total of 48 credits (26.7 % of the overall number required). The second module (A.2.) is made up of methodological Basic Geography and Geoinformatic subjects (Methodological Propedeutics, Introduction to Cartography, Statistics for Geographers I and II, Thematic Cartography, Applied Geoinformatics I-III).

These are also compulsory subjects with a combined total of 23 credits (12.8 % of the overall number required). These are exclusively core subjects in terms of their description. The third module (A.3.) is made up of practical Basic Geography subjects (Fieldwork Practice I and II, Specialist Institutional Practice, Thesis Seminar, Thesis with defence and Geography Colloquium, Practical state exam in Geography and Geoinformatics). These are compulsory subjects with a combined total of 32 credits (17.8 % of the overall number required).

These are also exclusively core subjects in terms of their description. The fourth module (A.4.) is made up of support subjects developing relevant skills and competences (English Language I-V, Mathematics for Geographers, Informatics for Geographers, Economics for Geographers, Law for Geographers, Introduction to Management and Marketing, Projects Management, Geography Entrepreneurship). These are compulsory subjects with a combined total of 22 credits (12.2 % of the overall number required). These are not core subjects in terms of their description. Within the study programme, compulsory subjects thus make up 125 credits (69.4 % of the overall credit requirement), the majority of which (56.6 % of the overall credit requirement) are core subjects in terms of the description of study area 4.1.35. Geography.

Table 1. Basic modular breakdown of the Geography and Applied Geoinformatics bachelor study programme at Prešov University

TYPE OF MODULE	NAME OF MODULE	NUMBER OF CREDITS
A.1 - GENERAL COMPULSORY SUBJECT MODULE	THEORETICAL BASIC GEOGRAPHY SUBJECTS	48 CREDITS
A.2 - GENERAL COMPULSORY SUBJECT MODULE	METHODOLOGICAL BASIC GEOGRAPHY SUBJECTS	23 CREDITS
A.3 - GENERAL COMPULSORY SUBJECT MODULE	PRACTICAL BASIC GEOGRAPHY SUBJECTS	32 CREDITS
A.4 - GENERAL COMPULSORY SUBJECT MODULE	SUPPORT SUBJECTS FOR BASIC GEOGRAPHY	22 CREDITS
B.1 - SPECIALIZED MODULE OF COMPULSORY-ELECTIVE SUBJECTS ¹	TOURISM AND TERRITORIAL MARKETING	55 CREDITS
B.2 - SPECIALIZED MODULE OF COMPULSORY - ELECTIVE SUBJECTS ¹	REGIONAL DEVELOPMENT AND REGIONAL POLITICS	55 CREDITS
B.3 - SPECIALIZED MODULE OF COMPULSORY-ELECTIVE SUBJECTS ¹	LANDSCAPE PLANNING AND MANAGEMENT	55 CREDITS
C - MODULE OF ELECTIVE SUBJECTS	ALL-UNIVERSITY OFFER OF ELECTIVE SUBJECTS	9 CREDITS

¹ - The student chooses one of the offered specialized modules

As well as compulsory subjects, compulsory-elective subjects are also a part of the study plan. These are organized into three specialized modules with a total of 55 credits (30.6 %), each student having to choose one of them. This has somewhat limited the students' absolute freedom when choosing compulsory elective subjects (they have to choose the whole module); on the other hand, it has increased the transparency of their profiles (this information is given in a supplement to their degree certificate), which may make it easier for employers to identify their speciality. The modular system thus has several advantages in comparison with other systems. It provides students with various profiling options, it is transparent and it guarantees a sensible combination of choice of individual compulsory-elective subjects. The first specialized module (B.1.) is focused on *Tourism and Territorial Marketing*. We will deal with its structure in another part of this article.

The second specialized module (B.2.) is focused on *Regional Development and Regional Politics* and consists of the following study subjects: Factors of Regional Development; The Labour Market and Employment Policies for Geographers; Microgeography; Regional Disparities and their Measurement; Regional Geography of Continents and Oceans I and II; Geography of Public Administration; Introduction to Landscape Planning; Political Regionalism; Local Development Projects; Regional Politics of the EU and SR; Regional Development in European and Non-European Countries; Strategic Regional Planning; Crossborder Cooperation and Euroregions; Geography of Marginalized Communities; Regional Development Projects.

The third specialized module (B.3.) is focused on *Landscape Planning and Management* (General Geoecology, Methods of Physical Geography Research, Microgeography, Regional Geography of Continents and Oceans I and II, Introduction to Landscape Management, Basics of Landscape Planning, Spatial Analysis of Land Use and Land Cover, Management of Natural Resources, Environmental Risks, Protection of Nature and Landscape, Ecological Agriculture, Environmental Planning, Mapping of Landscape Structures).

Within these modules there are least thirty credits (16.7 %) for core subjects according to the description of study area 4.1.35. Geography. This guarantees that every graduate of the course will have 73.3 % of study subjects belonging to this study area. Students may increase this share by enrolling for elective subjects offered by the department within the all-university offer of elective subjects (module C.).

Learning outcomes and the profile of a Geography and Applied Geoinformatics bachelor study graduate

The profile of the study programme graduate can be characterized according to the knowledge, skills and competences they gain during their study.

a) Knowledge: The graduate has comprehensive knowledge of the components of the physical and human geographical subsystems of the country and their mutual relationships, knows basic theoretical geographical concepts, has comprehensive knowledge about the laws of spatial differentiation of landscape and about horizontal and vertical relations in regional complexes and knows the basic approaches and methods of analysis of development, structure and processes in geographical complexes of various taxonomic levels along the local-global continuum. The graduate has deeper knowledge of their specialist field (Landscape Planning and Management, Tourism and Territorial Marketing, Regional Development and Regional Politics), including knowledge of practical connections and relationships with associated fields. The student successfully completing the Tourism and Territorial Marketing module knows and understands the basic concepts and approaches of territorial marketing and branding which can be used in practice and has knowledge about tourist destinations and regions in Slovakia and around the world. The graduate of the Regional Development and Regional Politics module knows and understands the basic concepts and tools of regional development, regional politics and regional strategic planning which can then be used in practice. The graduate of the Landscape Planning and Management module knows and understands the basic concepts and methods of landscape management, spatial and environmental planning and can then use them in practice when tackling specific problems.

b) Skills: The graduate knows how to actively gain geographical information and to use it for tackling practical tasks. They can solve specialized practical tasks using geographical, geoinformatic (GIS) and statistical methods and techniques of mathematical and field research as well as assess the suitability and adequacy of their use. They can use ICT for visualizing geographical data in graphic and cartographic form.

c) Competences: The graduate can solve specialist tasks, coordinate different activities and take responsibility for the results of a team; they can identify the ethical, social and economic implications of the problems being addressed, can obtain and process information independently and thus actively broaden their knowledge base. They can use the obtained knowledge for presenting arguments in expert discussion and can clearly present the results of their problem-solving both in Slovak and in basic English. Graduates gain knowledge, skills and competences which are of considerable value in the labour market. They are able to work in state administration, in local and regional government, in EU institutions, especially in those dealing with local and regional development, landscape planning, tourism, marketing and promotion, human resources, conservation and protection of the environment; they can also work in private surveying companies, non-profit organizations, development, marketing, real estate and travel agencies and offices, in opinion poll agencies, in institutionalized units and media. They are also able to start their own business using their geographical and geoinformatic expertise. The graduate can continue their study at the next level and do a masters degree in the study area 4.1.35., Geography.

TOURISM AND TERRITORIAL MARKETING IN THE STRUCTURE OF THE GEOGRAPHY AND APPLIED GEOINFORMATICS STUDY PROGRAMME

University of Prešov is the only university which offers a modular system for its Geography degree courses in Slovakia. At the same time it is the only geography workplace in Slovakia which specializes in tourism and territorial marketing. As stated above, one of the three specialized modules within the Geography and Applied Geoinformatics bachelor study programme is the B.1. specialized module focusing on *Tourism and Territorial Marketing*.

Table 2. The structure of the Tourism and Territorial Marketing module

Name of subject	Credits	Tuition L/S	Completed with	Year	Semester
Destination Marketing	2	1/1	E	2	S
General Geography of Tourism	4	1/1	E	2	W
Tourist Regions of Europe	4	2/2	E	2	S
Tourist Regions of the World	5	2/2	E	3	W
Tourist Regions of Slovakia	4	2/1	E	2	W
Forms of Tourism 1	4	2/1	E	2	S
Forms of Tourism 2	4	1/1	E	3	W
Geography of Cultures and Civilizations	2	1/1	CA	2	W
Methodology of Tour Guide Activity	4	1/1	CA	3	W
Travel Agency Management	4	1/1	E	3	W
International Field Trip	4	10 days	A	2	S
Global Problems and Tourism	2	1/1	CA	2	W
Work experience in public administration tourist institution	4	7 days	A	2	W
Work experience in hotel and restaurant management in a tourist facility	4	7 days	A	3	W
Psychology in Tourism	4	0/2	E	3	W

L – lecture, S – seminar, E – exam, CA – continuous assessment, A – attendance, S – summer, W – winter

The module is made up of 15 subjects with a total of 55 credits or credit points. Two thirds of the subjects are theoretical in character: General Geography of Tourism, Tourist Regions of Slovakia, Tourist Regions of Europe, Tourist Regions of the World, Global Problems and Tourism, Geography of Culture and Civilizations, Destination Marketing, Forms of Tourism I and II, Psychology in Tourism. The other third are practical subjects these being: Travel Agency Management, Methodology of Tour Guide Activity, a International Filed Trip, work experience in public administration tourist institution, work experience in hotel and restaurant management in a tourist facility.

When preparing the conceptions of the individual subjects, we applied a new paradigm orientated towards learning outcomes. As an example we give here information about the subject Destination Marketing. The so-called informational sheet gives basic information about the subject. The form and content of the informational sheet is

stipulated by annex no. 1 of Regulation no. 614/2002 of the Slovak University Act about the Credit System as amended by Regulation no 155/2013. Among its most important parts relevant to this article are the following:

- a) Type, extent and method of educational activities
- b) Learning outcomes
- c) Brief subject description

We can use the example of the Destination Marketing course to illustrate the practical application of the new paradigm. The concept of the subject differs from purely economic approaches to the subject promoted in universities with an economic orientation. A key factor in successful territorial marketing is close interdisciplinary cooperation with regional geography. One example of this is the need for systematic and thorough studies of natural and cultural resources, of a place's identity and of the traditional and modern features of every destination (Ilieş et al., 2008, 2014).

Table 3. The Destination Marketing informational sheet

Name of subject: Destination marketing
Type, extent and method of educational activities: Overall number of study hours: 60 Number of teaching contact hours: 26 (1/1s) <ul style="list-style-type: none"> • 13 hours - active participation in lectures • 13 hours - active participation in seminars • 17 hours – preparation for seminars – analysis of a chosen case study and conception of one's own design of a marketing strategy for a tourist destination <ul style="list-style-type: none"> • Processing case studies and analysing data. • 17 hours – self-study and exam preparation. Method: blended learning
Learning outcomes: <i>Knowledge of how:</i> <ul style="list-style-type: none"> - to define and interpret in one's own words the object and subject of destination marketing; - to describe and classify individual approaches within destination marketing and identify interdisciplinary relations between destination marketing and regional geography; - to characterize the basic methodological attributes of destination marketing; - to characterize the development of destination marketing according to stages and interpret differences between the individual stages; - to define and interpret in one's own words the basic concepts of destination marketing (destination, marketing process, marketing mix, destination image and identity, brand, brand image); - to know the key stages in analysing a destination's market potential, - to know and be able to apply basic principles of marketing communication, - to know the institutional structures of destination marketing and the basic principles behind how they work (DMO), - to describe ways of creating a marketing strategy for a chosen destination; - to describe the main attributes of the destination marketing information system; <i>Skills:</i> <ul style="list-style-type: none"> - applying the right procedures when creating a destination marketing strategy; - applying procedures when analysing the market position of a destination, - independently obtaining geographic information from specialist texts and other sources; - applying method of impact measurement; <i>Competences:</i> <ul style="list-style-type: none"> - presenting the results of study of literature and other sources; - joining in expert discussion about the presented results.

Concise subject syllabus:

1. Definition of basic terms
2. Marketing environment
3. Marketing MIX
4. Purchasing process
5. DMO (their functioning, financing, structure and types)
6. Destination identity and image
7. Destination brand and brand image
8. Destination market position and target markets
9. Marketing communication, PR destinations
10. Tourist resources (natural and cultural) destinations
11. Creation of destination marketing strategy
12. Implementation of destination marketing strategy
13. Analysis of the impacts of the implementation of destination marketing strategy.

CONCLUSION

This article looks at the position of Tourism and Territorial Marketing in the context of the new paradigm in tertiary Geography education in Slovakia and refers to its theoretical framework (the revised Bloom's taxonomy, the Tuning methodology and the Dublin descriptors) and its reflection in the Slovak normative framework. In its second part it uses the example of University of Prešov to demonstrate the logical structure of its bachelor degree course in Geography and Applied Geoinformatics. This case has been chosen because it is the only Geography workplace in the country which has implemented a modular system in its course design as well as the only one which offers specialization in the field of Tourism and Territorial Marketing.

The article looks at the internal structure of the Tourism and Territorial Marketing specialist module and how it is made up of fifteen study subjects with a total of 55 credits. The effect of implementation of the paradigm on learning outcomes is illustrated by the example of Destination Marketing, with focus placed on the knowledge, skills and competences gained by the student who successfully completes the course. The aim of the article is to show the advantages of a modular system of study, especially in terms of the transparency of the graduate's professional profile and his/her clearer and more recognizable skills in the eyes of potential employers.

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