

Students' Travel Behaviour and Film Induced Tourism:

**Do film sets and movie locations attract young
travellers?**

Bachelor Thesis for Obtaining the Degree

Bachelor of Business Administration

Tourism and Hospitality Management

Submitted to Bozana Zekan, M.S.

Doris Blaha

0911531

Vienna, 18 May 2012

Affidavit

I hereby affirm that this Bachelor's Thesis represents my own written work and that I have used no sources and aids other than those indicated. All passages quoted from publications or paraphrased from these sources are properly cited and attributed.

This thesis was not submitted in the same or in a substantially similar version, not even partially, to another examination board and was not published elsewhere.

18/05/2012

Date

Blohad.

Signature

Abstract

Student and youth travel is a growing market that is becoming increasingly important to tourism marketers. Film induced tourism is also an upcoming area of tourism often thought attractive by destination marketing organizations. However, research connecting students' travel behaviour with film induced tourism is lacking.

This project connects those two areas of tourism by focusing on students' general awareness towards film induced tourism and their experiences with incidental as well as specific film locations encounters. Further, this thesis includes a comparison of students' interests in different activities related to film induced tourism such as visiting film locations, movie sets, film theme parks, doing movie tours or attending film premieres and film festivals. These topics are examined in general as well as with a focus on two particular popular movie series, namely *Harry Potter* and *Twilight*.

Research was done by an online survey in form of a questionnaire including both open and closed ended questions; 52 responses from mainly Austrian and other European students were collected and evaluated.

Regarding the main findings of this project, about 42% of respondents showed an awareness towards film induced tourism due to having come across a film location incidentally during their travels or due to having visited a film theme park. Only approximately 10% of students, however, had specifically sought out a destination because of its movie exposure.

The interest towards film induced tourism among students was very high (85%), with students being particularly interested in film premieres, film festivals and movie set visits. Movie tours, however, had the lowest interest level. Regarding the focus on two different movies in this study, it can be said that students' interest in film induced tourism depends to a great deal on the movie concerned and the students' interest in that movie.

Acknowledgements

First of all, I owe my thanks to my supervisor, Bozana Zekan, for the help, feedback and encouragement she has given me while I was writing this thesis. Further I also want to thank the students who filled in the survey and therefore helped me to get this project done. Last but not least, I also want to thank my parents and friends for their support.

Table of Contents

Affidavit.....	2
Abstract.....	3
Acknowledgements.....	4
Table of Contents.....	5
List of Figures.....	6
1. Introduction.....	7
1.1. Introduction and Background.....	7
1.2. Problem Definition.....	8
1.3. Research Gap.....	9
1.4. Research Questions.....	10
1.5. Aim of the Bachelor Thesis.....	11
1.6. Study Approach.....	11
2. Literature Review.....	12
2.1. Introduction to Film Induced Tourism.....	12
2.1.1. Definition and Explanation of Terms.....	13
2.1.2. Popular Destinations.....	15
2.1.2.1. Film Induced Tourism – Example: <i>Harry Potter</i>	17
2.1.2.2. Film Induced Tourism – Example: <i>Twilight</i>	19
2.1.3. Profile of Visitors.....	20
2.1.4. Experiences of Visitors.....	21
2.1.5. Movie Tours and Movie Maps.....	24
2.2. Students’ Travel Behaviour.....	25
2.2.1. Motivation.....	26
2.2.2. Style of Travelling.....	27
2.2.3. Popular Destinations among Student Travellers.....	27
3. Research Design.....	28
3.1. Surveys.....	28
3.1.1. Sampling.....	29
3.1.2. Data Collection Methods.....	30
3.1.3. Question Design.....	31
3.2. Development of the Questionnaire.....	32
3.3. Data Collection Process.....	34
4. Results.....	35
4.1. Section 1: Students’ Travel Behaviour.....	35
4.2. Section 2: Students’ Movie Watching Habits.....	36
4.3. Section 3: Students and Film Induced Tourism.....	36
4.4. Section 4: Specific Movies – <i>Harry Potter</i> and <i>Twilight</i>	41
5. Conclusions and Recommendations.....	44
6. Bibliography.....	47
7. Appendices.....	49
7.1. Appendix 1: Email to MODUL University Students.....	49
7.2. Appendix 2: Facebook Post.....	49
7.3. Appendix 3: Questionnaire.....	50

List of Figures

Figure 1: Awareness of Film Induced Tourism	36
Figure 2: Incidental Film Locations City Ranking	37
Figure 3: Specific Film Locations	38
Figure 4: Film Tourism Activities	39
Figure 5: Interest in Film Tourism Activities	40
Figure 6: <i>Harry Potter</i> Movie Location Visits	42
Figure 7: Interest in <i>Harry Potter</i> Movie-related Activities	43
Figure 8: Interest in <i>Twilight</i> Movie-related Activities	44

1. Introduction

1.1. Introduction and Background

Student and youth travel is an extremely fast-growing, important tourism market segment which contributes to about 20% of all global travel, according to a recent report about youth travel behaviour by UNWTO and WYSE Travel Confederation (2011). About 190 million international trips are made by student and youth travellers per year, a number which is estimated to double within the next ten years. This market segment generated about 165 billion US\$ in 2010 and with the forecasted growth rate one can see that the student and youth travel market has become quite a lucrative segment (Richards 2011).

Youth travellers generally travel for a longer period of time than other travellers and are willing to save before starting their trip or work during their travels in order to be able to cover their travel expenses. This shows that students clearly see travelling as an important, enriching experience. In fact, travel is increasingly becoming a part of young people's lifestyle (Richards and Wilson 2003).

In a survey about the travel behaviour and motivations of students from eight different countries in Asia, Africa, America and Europe, Richards and Wilson (2003) stated that young people are generally looking for experiences at the destination rather than relaxation-related activities. During their trip, they like to engage in a wide range of activities, ranging from sightseeing to different kinds of entertainment and sport.

Film induced tourism is one example of an experience-related destination activity. This relatively new form of tourism involves visits to film sets, movie locations, movie tours or film theme parks as a result of a destination being featured in a movie. An example for film induced tourism would be travelling to New Zealand because of the desire to see the movie sets and landscapes featured in *The Lord of the Rings* (Beeton 2005; Roesch 2009).

Walaiporn (2008) mentioned briefly why movie locations appeal to tourists. Watching a movie is an intangible visual experience, but by visiting movie sets and film locations, a part of the intangible movie experience can be turned into something more *real*. This gives film tourists a sense of involvement and identification with their favourite movie. In other words, visiting a movie set or film location gives people the possibility to recreate part of the feelings they experienced while watching a movie and re-live it for themselves – it is a chance to escape to a fantasy world for a short period of time.

It is also interesting to note that most movies which lead to film induced tourism mainly belonged to the fantasy or romance genre, such as *The Lord of the Rings*, *Star Wars*, *Sound of Music*, *Harry Potter* and *Twilight*, while comedy or action movies do not seem to attract film tourists as much. This implies that film tourists are looking for a “fantastical/fictional” experience at the movie set. Also, one can see that most movies which are of interest to film tourists are targeted at a relatively young audience such as the movies stated above (Roesch 2009; O’Connor 2010).

Since students, according to Richards and Wilson (2003), are looking for different experiences on their travels and film induced tourism is about recreating or engaging in movie-related experiences, it could be an attractive tourism activity for students. Students’ interest in film induced tourism is therefore the main issue being examined in this project.

1.2. Problem Definition

As stated above, the student and youth travel market is a rapidly growing segment which is becoming increasingly important to tourism businesses and destinations worldwide. The influence of the media, due to the increased use of the internet, DVDs and smartphones, on young people today is also growing; a fact that has been widely acknowledged in academic research (Roesch 2009; O’Connor 2010; Sellgren 2011). In addition, there has been a rise in film induced tourism in many destinations around the planet – a phenomenon which has been attributed to the increase in media usage. For example, O’Connor (2010) stated that since young people spend much of their leisure time watching TV or surfing the Internet, this exposure will have an impact on their perception of certain destinations and in Sellgren’s 2011 study it was found that the movie *Lost in Translation* led to a positive image of Japan in the minds of the students who had participated in a discussion round about this movie.

Since students’ travel behaviour, young people’s media usage and film induced tourism are all current issues in tourism research, it should be examined if those issues have a connection. However, it seems that this link has not been well discussed in academic research and this is exactly where the importance of this project about the influence of movies on students’ travel behaviour comes in.

The main issue this thesis will address is the role which movies play concerning students’ travel behaviour and travel decision making. Further, students’ interest in different film induced tourism activities such as visiting movie sets, film locations and film theme parks will be

analysed first in general and then with a focus on two recent movies, namely *Harry Potter* and *Twilight*.

1.3. Research Gap

Previous research (Richards and Wilson 2003) about students' travel behaviour looked into the travel behaviour, motivations and destination-related activities of young travellers. Research in the area of film induced tourism has discussed topics such as the link between film tourism and destination marketing (Beeton 2005; Walaiporn 2008; O'Connor 2010; Saltik *et al.* 2011), the impacts of movies on a destination for tourists and locals (Beeton 2005; Hudson and Ritchie 2006; Saltik *et al.* 2011) and the experiences of film tourists (Roesch 2009; Sellgren 2011). Many studies have focused on different movies such as *The Lord of the Rings*, *The Beach*, *Sound of Music* and so forth (Warnick *et al.* 2005; Hudson and Ritchie 2006; Roesch 2009).

Further, research in the area of film induced tourism has mainly focused on developed, western countries (Beeton 2005; Walaiporn 2008). O'Connor (2010) mentioned a lack of research concerning off-location movie destinations and stated that more research on the impact of movies in different countries is needed. Roesch (2009) took a different approach by pointing out that surprisingly many movies which resulted in film induced tourism were based on best-selling novels and concluded that further research is needed here.

Young travellers were always included in the studies about film induced tourism, however, only in three studies (Warnick *et al.* 2005; Sellgren 2011; Soliman 2011), they were the main focus. The studies dealing with film induced tourism and youth travel behaviour have mainly focused on one movie only, such as a study about the impact of the movie *The Beach* on students' desire to visit Thailand (Warnick *et al.* 2005) or a study about the movie *Captain Hima* on domestic tourism in Egypt (Soliman 2011).

Sellgren (2011) aimed to find out about the motivations and travel behaviour of film tourists by conducting focus groups among students; movies discussed included *Lost in Translation* (Japan), *Slumdog Millionaire* (India), *The Beach* (Thailand), *Sex and the City* (USA), *Blood Diamond* (Sierra Leone), *Tomb Raider* (Cambodia), *Crocodile Dundee* (Australia), *Kill Bill* (Japan), *The Man with the Golden Gun* (Thailand), *Chungking Express* (Hongkong), *Gladiator* (Italy), *Seven Years in Tibet* (Tibet) and *Notting Hill* (UK).

Wang (2007) conducted a study about the role movies play in destination images of four different UK movie locations with the majority of the participants being students in the UK. One of the four movie locations mentioned was Bodleian Library in Oxford, which was used for the dining hall scenes in the *Harry Potter* movies. She concluded that students' main motivation to visit Oxford remained the worldwide academic reputation of the city but the movie location became an additional sight. As this is just one movie location, it would be interesting to find out if studies at other *Harry Potter* film locations, such as Gloucester Cathedral, the Goathland Railway Station and different spots in London will bring the same results.

When specifically looking for research based on students' travel behaviour and film induced tourism, a lack of data concerning a comparison of different film tourism related activities and a lack of research concerning recent blockbusters such as *Harry Potter*, apart from Bodleian Library where the dining scenes were filmed, or *Twilight* was discovered. Therefore, these are the research gaps which this thesis will focus on.

1.4. Research Questions

This thesis aims to discover whether or not students are interested in film induced tourism. The goals are to find out if youth travellers are influenced by popular movies when making a destination choice and if movies can create a desire to travel to the country featured. A further goal is to compare students' interest in different activities associated with film induced tourism such as movie tours, film theme parks, film set visits and film location visits.

More specifically, the main research questions that will be addressed in this thesis are:

- Can places featured in movies influence young peoples' travel decisions?
- Are students interested in visiting movie sets or film locations?
- What are students' attitudes towards movie tours and film theme parks?

To answer the research questions, both secondary and primary research will be carried out. Secondary research will include a literature review and primary research will be done by means of an online questionnaire addressed to college students, primarily students at MODUL University Vienna and Karl-Franzens University Graz, but also including respondents from other European universities. Questions in the survey will first focus on students' general awareness towards film induced tourism and their interest in this activity and then move on to students' attitudes towards two specific movie series, *Harry Potter* and *Twilight*. This is done to find out

if those two movies attract student travellers in particular and to see if different movies have a different impact on students' interest in film induced tourism. The *Harry Potter* and *Twilight* movie series were chosen because they are targeted at a young audience.

1.5. Aim of the Bachelor Thesis

As previously mentioned, the aim of this study is to discover if students are aware of the film induced tourism phenomenon. A further goal is to find out to what extent, if at all, they are influenced by movies when making their travel decisions. Therefore, this project aims to discover whether or not young travellers are interested in visiting movie locations, film sets, film theme parks or taking part in movie location tours with a focus on the movies *Harry Potter* and *Twilight*. The previously identified research gap has shown the relevance of undertaking such research and the result will shed a light on the issues of students' travel behaviour in connection with film induced tourism.

1.6. Study Approach

To answer the research questions this study includes both secondary and primary research. The outcomes of secondary research are presented in form of a literature review based on books, articles and reports about film induced tourism and students' travel behaviour. The literature review provides an overview and insight into the film induced tourism phenomenon, including definitions and examples of popular destinations for film induced tourism and focusing hereby particularly on different *Harry Potter* and *Twilight* film locations. Further, a profile of visitors, including different classifications of film tourists, is given as well as a section about the experiences of film tourists and a section focusing on movie tours and movie maps. The literature review further discusses recent trends in the student travel market, including students' travel motivations, their travel styles and popular destinations among student travellers.

Primary research for this project is done in form of a survey, more precisely by means of an online questionnaire. The questions in the survey are based on the findings from the literature review and respondents include mainly students from MODUL University Vienna, Karl-Franzens University Graz and other universities across Europe. The results of the survey are presented in chapter 4 of this thesis, on pages 35 – 44.

2. Literature Review

2.1. Introduction to Film Induced Tourism

Ever since the introduction of film, many viewers had been inspired by the scenery and local culture of film locations, which have motivated them to holiday at these destinations (O'Connor 2010, p.77).

Film induced tourism is a relatively recent phenomenon that has developed over the past 25 years, mainly due to a general rise in international travel and the increasing influence of the media (Walaiporn 2008).

Roesch (2009) mentioned that most tourists have come across a film location at one point on their trips or another, usually quite unintentionally, for example, when a tour guide points out a place which has been featured in a movie or when an already existing attraction has been portrayed on screen, like the Empire State Building or the Eiffel Tower. Consequently, film tourism occurs in places that have attracted tourists for a long time, like the city of Salzburg in Austria; but for other film tourism destinations it was a movie that triggered tourism in the area, for example, Mount Sunday or the Hobbiton movie set from *The Lord of the Rings* in New Zealand (Roesch 2009). O'Connor (2010) noted that film induced tourism has the potential to reach new and emerging markets, for example, youth travellers.

Sometimes film tourism is created entirely by word-of-mouth from fans of a movie, as was the case for the set of *Pirates of the Caribbean* on the small island of St. Vincent. Nowadays, some countries are well aware of the impact of film induced tourism and integrate film tourism in their marketing by producing a movie map or by basing their promotion campaigns around the themes portrayed in a popular movie, such as the connection between the 100% Pure New Zealand Campaign and the movie *The Lord of the Rings* (Roesch 2009). Some countries, namely the UK, New Zealand and the Bahamas, actively try to attract film producers (Walaiporn 2008).

Sellgren (2011) mentioned that the works of artists, musicians and writers have created meanings to places depicted in their works and have thus induced people to visit these places long before the development of the television medium. O'Connor (2010) and Sellgren (2011) both attributed the film induced tourism phenomenon to the media exposure of people today and the easy accessibility to news, movies and television series. Young people today have an especially high media exposure and spend much of their leisure time watching TV, DVDs, downloading movies or going to the cinema.

According to Roesch (2009), estimates about international tourists in the UK and their travel motivations said that every tenth international tourist of all international tourists in the UK during 2006 selected the UK as a destination due to its media exposure. Another survey in the UK discovered that 8 out of 10 Britons get their travel ideas from movies, further; one in five will consequently visit the destination of their favourite film (O'Connor 2010).

2.1.1. Definition and Explanation of Terms

Various but yet quite similar definitions exist for the term film tourism, which is also commonly called film induced tourism, movie induced tourism or media induced tourism. Roesch (2009) defined film tourism as:

(...) a specific pattern of tourism that drives visitors to see screened places during or after the production of a feature film or a television production (Roesch 2009, p.6).

Here it is mentioned that film tourists search out the exact shooting locations from a movie or TV series, but this definition does not include other, wider aspects of film tourism such as visits to film studios, theme parks, film festivals and movie premieres which, according to Beeton (2005), also fall into the area of film induced tourism. This variety of definitions already shows the complexity of film induced tourism, which combines areas from sociology, psychology, marketing and strategic planning and can be loosely categorized as being part of cultural tourism (Beeton 2005).

Roesch (2009) separated the terms *film tourists* and *film location tourists*. Film tourists travel to a place because they have previously seen it in a movie, for example, a person might be interested to travel to Salzburg because of the city's exposure in the popular movie *Sound of Music*. While film tourists might visit a country, region or city because of it being featured in a movie, they do not visit the exact shooting locations; however, there is a segment of film tourists, the so-called film location tourists, that desires to visit the precise shooting locations of a certain movie (Roesch 2009).

Beeton (2005) further distinguished between the relatively broad term *film induced tourism*, which includes visits to movie sets and film locations of movies and television series as well as visits to film studios and film theme parks and the narrower word *movie induced tourism*, which only refers to on-location visits of shooting locations and movie sets.

An important distinction in the area of film induced tourism is made between on-location tourism and off-location tourism. On-location tourism describes visiting locations found in the

environment that have been featured in a movie or visits to film sets that have been left at the destination, such as visiting the Hobbiton movie set or the landscapes featured in *The Lord of the Rings*. Off-location tourism refers to visits of a film set that has been constructed in a studio or an artificial setting, such as visiting the set of *Desperate Housewives* at the *Universal Studios* in Hollywood (Beeton 2005).

Another issue relating to on- and off-location tourism is the increase of runaway productions. These are cases in which a movie was filmed at a totally different location than was depicted in the movie – for example, *The Last Samurai* was set in Japan but the actual filming took place in New Zealand (Beeton 2005). Wang (2007) noted that the awareness of runaway productions is generally low among film tourists, which can result in disappointment once tourists find out about the runaway production and are confronted with the differences between the landscapes or places shown in the movie and the real locations in the country where the story was set.

Contrary to Wang (2007), Beeton (2005) discovered a much higher awareness of off-location filming, studio filming or runaway productions among film tourists than expected. Further, Beeton (2005) noted cases in which a runaway production resulted in film induced tourism in both locations; the place which was depicted in the story as well as the place where the movie was actually shot. For example, the story in *Braveheart* was set in Scotland but the movie was filmed in Ireland. Interestingly, many film tourists were aware of this fact and it led to film tourism in both destinations.

This goes hand in hand with Walaiporn's 2008 assumption that tourists today are well-informed about their destination and often very selective in their destination choice. Watching a movie set in a particular country can, if storyline and place are closely related, lead to the formation of a certain image of the countries' people, nature and culture in the viewers mind (Walaiporn 2008). As an example, the movie *Eat Pray Love* depicts three totally different countries, namely Italy, India and Indonesia and the storyline is closely related to the places featured – the movie also brings the viewer closer to the cultures and customs of these countries.

Walaiporn (2008) mentioned several variables which influence tourists' decision-making process; these include travel stimuli, confidence in the travel intermediary, previous travel experience, perceived risks, and destination knowledge. These variables go hand in hand with the sources that, according to Sellgren (2011), play a role in the formation of destination images: word-of-mouth, news, advertising and actual visitation. Further, it was found in a

study about movie locations in the UK and their impact on destination image formation and travel behaviour that tourists' travel decisions were made primarily based on word-of-mouth (Wang 2007). The results of the same study also showed tourists to be aware of movie locations, but with a rather passive attitude towards film tourism. Further, film tourists were found to be only a small segment of all tourists in the UK (Wang 2007).

According to Roesch (2009), the success of a movie in terms of money does not mean it will necessarily attract film tourists, which contradicts Walaiporn (2008) who stated the more successful the movie; the higher the chance of film induced tourism. Roesch (2009), however, listed media exposure, cult status and a huge fan base as the most important factors when it comes to movies attracting visitors to a destination.

2.1.2. Popular Destinations

For many film communities, it is the media publicity that has 'put them on the map' (...) (Beeton 2005, p.230).

Interestingly, when looking at the 100 most popular films of all time, only a few of these movies are thought to have influenced tourism at the featured destinations. These include *Gone with the Wind* (USA), *Sound of Music* (Austria), *Forrest Gump* (USA), *Close Encounters of the Third Kind* (USA) and *Crocodile Dundee* (Australia) (Beeton 2005). Other movies whose impact on tourism has been analyzed in previous research (Beeton 2005; Hudson and Ritchie 2006; Roesch 2009; Sellgren 2011) include *Captain Corelli's Mandolin* (Greece), *The Lord of the Rings* (New Zealand), *Star Wars* (Tunisia), *Braveheart* (Scotland/Ireland), *Lost in Translation* (Japan) and many others.

When comparing box-office successes with less successful movies, it should be noted that not only blockbusters such as *The Lord of the Rings* can induce tourism, but also box-office failures as long as they get a lot of publicity during the shooting (Roesch 2009). For example, tourism increased in comparison to the previous year on the Greek island of Cephalonia after the filming of *Captain Corelli's Mandolin*, despite the film being a box-office failure (Walaiporn 2008). During the filming of this movie, all the hotels on the island were fully occupied for the four month period during which the shooting took place. Rumors of an affair between the main leads, Nicolas Cage and Penelope Cruz, brought a lot of publicity to the movie and to the island. Right after the movie was released in 2001 there was a 15-20% tourist increase on the island of Cephalonia compared to 2000. In 2002, the tourist increase was still 6% compared

with 2001 and after that the number of tourists remained the same until 2004, when it began to fall again (Hudson and Ritchie 2006).

Other cases where movies are believed to have induced tourism are *The Lord of the Rings* (New Zealand) and *Crocodile Dundee* (Australia). In the three-year period after the release of *Crocodile Dundee* in 1986, tourist arrivals in Australia doubled compared to the number of tourist arrivals before the movie was released (O'Connor 2010). According to Beeton (2005), New Zealand authorities claim that the country has experienced a rise in international tourist arrivals since the first movie of *The Lord of the Rings* was shot there in 2001. Beeton (2005) further explained that visitors who had long desired to visit the country had suddenly gotten an additional motivation to visit. During the movie premiere and the three-day film festival of *The Lord of the Rings: The Return of the King* in 2003, even the pilots of a New Zealand airline welcomed visitors with *Welcome to Middle Earth* upon arriving in New Zealand (Beeton 2005).

Movies can also lead to film tourism in urban areas. Some hotels which were used as the setting for a movie included this in their advertising, such as The Crown Hotel in England, where the film *Four Weddings and a Funeral* was shot and the Park Hyatt Hotel in Tokyo, one of the main backdrops of the movie *Lost in Translation* (Walaiporn 2008). In Salzburg, the von Trapp Villa, which plays a major role in *Sound of Music*, has been turned into a hotel. Tourists can now stay in the former rooms of the real von Trapp family. The villa also hosts a *Sound of Music* themed weekly dinner show and has become a popular place for weddings, which may be due to the family and marriage theme of *Sound of Music* (Roesch 2009).

Sometimes a movie can become inseparably linked with a destination, which is especially true for exotic and upcoming destinations such as Thailand's link with the movie *The Beach* (O'Connor 2010).

A study by Warnick *et al.* (2005) assessed the impact of the movie *The Beach* on students' desire to visit Thailand. The movie was chosen because it showed many features thought to attract a young audience: a young main character, backpacking, the search for adventure and alternative lifestyles. Tourist statistics in Thailand noted an increase of youth travellers at the shooting location on Phi Phi Island during the period after the movie came out, but it was not clear if this rise in student travellers on the island had been caused specifically by the movie or by other factors. The movie was found to enhance the positive image of Thailand and students' knowledge of the destination; nevertheless, it was not a strong enough pull factor to visit the country. Warnick *et al.* (2005) therefore concluded the movie had led to a better destination

awareness of Thailand and despite many dark scenes also enhanced a positive image of the destination, but the students still showed a low likelihood to actually visit the country.

Soliman (2011) assessed the impact of the popular Egyptian romance movie *Captain Hima* on domestic tourism in Egypt. The study wanted to get an insight into the film tourism potential for a domestic film tourism market in Arabic countries; this was done by comparing students' destination image before and after watching *Captain Hima*. The movie was set in the less touristic area of Al Fayoum, Egypt and many scenes featured scenery including lakes, waterfalls and desert dunes; thereby presenting Al Fayoum as a holiday destination. As a result of watching the movie, the attitude towards Al Fayoum changed favourably and some students indicated an interest in visiting the place. The beauty of the landscape and the romance associated with it were the highest rated pull factors (Soliman 2011).

In a study by Sellgren (2011) about the influence of movies on destination image formation regarding "exotic" countries, most respondents pointed out sceneries or cultural attractions, such as temples, as the primary factor which caught their attention. Movies discussed included *Blood Diamond* (portraying Sierra Leone but actually shot in South Africa), *Tomb Raider* (Cambodia) and *Lost in Translation* (Japan). Thus, landscapes and cultural features of a destination can become an iconic attraction for the audience, which in turn becomes a strong pull factor making the viewers want to visit these icons in reality (Sellgren 2011).

Concerning television series, studies about their impact on tourism include the British television series *Heartland*, the Korean drama *Winter Sonata*, the Australian series *Sea Change* and the US-American show *Sex and the City* (Walaiporn 2008). Additionally, a group of researchers assessed the impact of the popular Turkish TV show *Babaocagi (The Father Home)* on tourism in the small town of Bozuyuk, Turkey, where the show was filmed. It was found that as a result of the show, visitors from neighbouring towns and regions came to Bozuyuk to see the film set and the town noted more visitors during winter than before (Saltik *et al.* 2011).

2.1.2.1. Film Induced Tourism – Example: *Harry Potter*

The *Harry Potter* movie series has become the most successful movie franchise up to date with each of the eight movies about the adventures of the young wizard Harry Potter and his friends becoming an instant box-office hit after their release (Sragow 2011). The movies based on the best-selling novels by J.K. Rowling started a real *Harry Potter* mania, which has been important for Britain's tourism industry. According to Wang (2007) all *Harry Potter* movie locations saw a visitor increase of 50% or more after the release of the first movie in 2001

compared to the previous year. VisitBritain consequently developed a *Harry Potter* movie map featuring many destinations in the UK where scenes of the movies were shot:

The *Harry Potter* movie map displayed eight film locations – including the imaginary Platform 9 $\frac{3}{4}$ at London's Kings Cross Station, Alnwick Castle, Lacock Abbey, Gloucester Cathedral, which was used for the portrayal of Hogwarts School of Witchcraft and Wizardry, the London Zoo and the village of Goathland which served as Hogsmeade Station. The map also promoted 32 additional tourist attractions that linked to seven themes around mysticism and magic (Roesch 2009, p.34).

As mentioned by Roesch (2009), a survey by VisitBritain about *Harry Potter* movie locations in the UK showed that some of the places in the movie map noted more tourist visits after the release of *Harry Potter* than before the first movie came out, but at the same time other *Harry Potter* movie locations had experienced a decrease in visitor numbers. Especially the smaller attractions featured in the movies such as the villages of Lacock and Goathland noted that more families with kids started to visit the villages than before the movie release, whereas big attractions such as the London Zoo and Gloucester Cathedral noted a smaller amount of family visits over the same period of time (Roesch 2009).

Another popular sight from the *Harry Potter* movies is London's Kings Cross Station. A sign between platforms nine and ten points out the place where the Hogwarts Express train departs from in the movies and books. On the same platform one can also see one half of a trolley which seems to be about to vanish through the platform into the world of *Harry Potter*. This site with the Platform 9 $\frac{3}{4}$ sign and the trolley has become a popular spot for *Harry Potter* film location tourists (Roesch 2009).

Other movie locations from *Harry Potter* include Bodleian Library in Oxford, which was used as the interior of Hogwarts Hall in the movies. In a study about UK movie locations, Wang (2007) noted that student's main motivation to visit Oxford was still the good academic reputation rather than the *Harry Potter* movie locations; but the locations were seen as an additional sight and were usually included in a city trip.

According to Beeton (2005), copyright issues can hinder destinations in using movie-related promotion activities. In the case of *Harry Potter*, the village of Goathland was not allowed to use the movies for destination marketing due to copyright issues. Nevertheless, the town found a way around this problem by holding an annual event called *Witches and Wizards Day*. There is no direct reference to *Harry Potter*, but the message to fans is clear (Beeton 2005).

2.1.2.2. Film Induced Tourism – Example: *Twilight*

The *Twilight* movies, a screen adaptation of the books about a love story between a teenage girl and a vampire by Stephanie Meyer, have been one of the most successful movies in recent years. The latest movie in the series, *Breaking Dawn Part 1*, which came out in 2011, had the second most successful movie opening of the year in the US, only being second to *Harry Potter and the Deathly Hallows Part 2* (Kung 2011). Millions of teenagers and students worldwide have seen these two different movies, which shows the importance of research in the area of movie induced tourism in particular based on *Harry Potter* and *Twilight*.

It is interesting to note that while some academic research (Wang 2007; Roesch 2009) has mentioned the *Harry Potter* movies, the *Twilight* series seems to have been disregarded. This might be due to the relatively recent success of *Twilight* – the first movie came out in 2008, only three years after the book, whereas the *Harry Potter* series started featuring one of the eight movie instalments every year since 2001. Nevertheless, many blogs and websites list *Twilight* movie locations for interested tourists. The small town where the story is set, Forks in Washington State, USA, has welcomed the media attention and actively promoted tourism to the area based on Fork's movie exposure (The Cabinet 2008).

Even though most of the filming took place in Oregon instead of Washington, film tourists still visit the Washington locations because this is the place where the story was set in the movies and books. Before the novel was published, tourism in Forks was mainly nature-based tourism. However, as a result of the movies, the town experienced upcoming youth and student tourism and has greatly profited from the media attention. In fact, it can be said that the movies lead to a whole new tourism market in Forks (The Cabinet 2008).

Self-guided as well as guided tours feature several *Twilight* locations in Forks such as the high school, police station, cemetery, hospital and two houses, one being a B&B; which have been named to be the houses of the main characters. In addition, the visitor centre put up a sign saying *Vampires thrive in Forks*. Further, the town has introduced a *Stephanie Mayer Day* which is held on the same day as the main characters fictional birthday. During this event, visitors can participate in character-look-alike-contests, book discussions, dances, and bonfires. Some restaurants and cafes also renamed their products to give them a connection with the movie, such as a *Bella Burger* or *Twilight Special* (The Cabinet 2008).

2.1.3. Profile of Visitors

Appealing to wide and diverse markets, film tourism offers something for everyone, just like the films themselves (...) (Wang 2007, p.22).

In a study about the effects which films have on destination image, motivation and travel behaviour, Sellgren (2011) mentioned three different kinds of film induced tourists based on an earlier classification by Macionis (2004) and Macionis and Sparks (2006): *general tourists* are those tourists which do not engage in film induced tourism; they might know that certain sites have been featured in movies but do not show an interest in visiting. *Incidental film tourists* are those that did not intend to visit a specific film site, but came across one during the course of their holidays and decided to visit it and *dedicated film tourists* are those who travel to the destination specifically to see the exact locations depicted on screen or to visit a movie set.

Roesch (2009) conducted research about the experiences of film tourists at three different movie locations, namely Salzburg (*Sound of Music*), Tunisia (*Star Wars*) and New Zealand (*The Lord of the Rings*). Thereby, he found that most film tourists belong to the free independent traveller segment. They are generally well informed about the destination and get most of the information beforehand from the internet, travel guides or word-of-mouth. Most were new to film induced tourism and this activity was regarded as a one-time experience for them. The majority of film tourists at these locations were from western countries, mainly USA, UK, Germany, Australia and Canada, but lately an increase in film tourists from Asia was noted (Roesch 2009).

The profile of visitors varied depending on the locations and the themes of the movies. For example, Salzburg, the location of the movie *Sound of Music* with a family and marriage theme, attracted more female visitors, whereas the *Star Wars* locations attracted more male visitors (Roesch 2009).

The age range was surprisingly broad, ranging from youth travellers to retired people. Here, Roesch (2009) identified three major age groups: the first group, called *Gappies*, are backpackers who have taken a year off before or after college. They are in their early 20s, travel on a tight budget and have more time available at the destination than the other groups. The second group, the *Revivals*, describes people aged between 40-50 years who often travel with their partner or kids to see the movie locations; they have less time, but more money available. The third group, the *Initials*, consists of people aged 60 and over (Roesch 2009).

Roesch (2009) further mentioned several common characteristics of film location tourists; the first being the desire to escape the real world and connect with the fictional world of movies:

The majority of film location tourists however, have one thing in common, regardless of the underlying film genre: the longing to connect with the imaginary world through visiting the real places, which, in turn, serve as the symbolic link between the real and the imaginary (Roesch 2009, p.209).

Other shared characteristics were a high degree of fandom among film location tourists, the ownership of the movie DVD and repeated watching of the film before visiting the destination (Roesch 2009).

Regarding the travel motivations of film tourists, these seem to be quite similar to those of other tourists. The main travel motivations were the desire to get away from everyday life, the wish to experience something new and exotic by getting to know foreign cultures and people, and also to gain prestige among their friends at home by telling about their travel experiences upon the return from the trip (Sellgren 2011).

2.1.4. Experiences of Visitors

Film induced tourism is partially based on tourist demands to escape reality, to the better world represented in films (O'Connor 2010, p.331).

In addition to this statement by O'Connor (2010) other researchers mentioned the same reason, namely the wish to escape the real world for a while, as the main driver behind film induced tourism (Beeton 2005; Walaiporn 2008; Roesch 2009).

When it comes to the motivation and attractiveness of film locations, Hudson and Ritchie (2006), Walaiporn (2008) and Sellgren (2011) all mentioned the push and pull factor theory of motivation and therefore attributed the attractiveness of visiting film locations to several push and pull factors:

Push factors are internal drivers such as the need for socialization, the need for escape or simply the desire for a suntan. Other film tourists may be motivated by the externally driven pull factors derived from the screen. Macionis classifies these into three types – Place (location, attributes, landscape, and scenery), Personality (cast, characters, celebrity) and Performance (plot, theme, and genre) (Hudson and Ritchie 2006, p.260).

Sellgren (2011) explained that movies and their place, personality and performance attributes can have an impact on tourism and destination images, but this effect varies depending on the

person who watches the movie. The same attributes can have different effects on the viewers and lead to different motivations: some people want to visit a place because of a movie; some even desire to visit the specific shooting locations and others are not interested in visiting the place at all. If someone has an interest in a certain place already, a movie can enhance this interest and dedicated film tourists tend to have higher expectations than incidental film tourists (Sellgren 2011).

According to Roesch (2009), places can play three different roles in a movie. They can be just the background for the story; they can influence the relationships of the characters or have an impact on the action in a film. If places are needed purely to provide a background for the storyline, they do not play a significant role in the movie; the movie could be set anywhere. If places have an influence on the relationships of the characters in the movies, the opening scene of the movie usually portrays a landscape to show the importance of the location for the story. If places have an impact on the actions of the characters, the landscape plays an integral part in the storyline. Walaiporn (2008) also noted that scenery in particular can become a pull factor for a destination visit.

Sellgren (2011) argued that places featured in movies can be seen as a form of product placement or branded entertainment; however, the viewers themselves do not consider places depicted in movies as product placement because movies are made for entertainment instead of promotion purposes. Viewers therefore believe the landscapes and cultural aspects which are depicted in a movie to be more authentic than a traditional promotional campaign and even though they are aware that the storylines are just make-believe, they believe the places featured on screen to be real. Therefore, movies can raise interest about those destinations which the viewers have not been previously aware of and movies might influence tourists enough to visit the featured country (Sellgren 2011).

Roesch (2009) stated that:

(...) for many travellers, knowing that a landscape has been the site of a film production is simply part of the romance of travelling through the area (...) It is the experience of 'being there' that enables visitors to simulate the feel and atmosphere of the film in connection with the landscape (Roesch 2009, p.11-12).

The film location experience involves two kinds of journeys – an outer journey to the actual location and an inner, mental journey to connect with the fictional world. Further, Roesch (2009) identified 7 different factors which influence the attractiveness of a film location: natural features, recognition value of the destination, set remains, importance of the place to

the storyline, connection to lead characters, incorporated sights and external factors such as presence of outsiders, accessibility and weather conditions. He also mentioned that most film tourists do not seem to know themselves why they were attracted to visiting a movie location, which emphasizes the complexity of travel decision making.

When seeing a movie location, some visitors are particularly interested in the technical aspects of filming and in an explanation about how the scene was shot. Some tourists try to re-create a particular scene with their own camera or video camera, while other tourists prefer to take in the feel of the place and view *being there* in a symbolic way:

When engaging in mental simulations, film location tourists take on the personality of the film characters and simulate what they must feel and experience in particular scenes (Roesch 2009, p.144).

Photos from the location often serve as a souvenir and are used as proof to show friends, relatives and other fans that you have been there to get recognition and prestige from them (Roesch 2009).

The film tourist experience is concluded by watching the movie again after returning home, to remember the experience of having been there. Some film tourists also purchase the DVD at the destination as a souvenir. As a result of the film location visit, the movie has now gained another layer of meaning for the tourists (Beeton 2005; Roesch 2009).

Sellgren (2011) found that for some people, their imagination and emotions about a destination were so strong that they choose not to visit the movie location because they were sure they would be disappointed; one respondent even stated that she did not want to visit the steam train featured in *Harry Potter* because it would lack the magic of the movie. Therefore, authenticity of the place featured on screen is also an issue in film induced tourism. Beeton (2005) and Roesch (2009) both concluded tourists were well aware of the differences between the locations in the movie and the real locations; therefore, they did not expect an authentic experience. Wang (2007) noted that tourists, who were aware of runaway productions and the differences between the movie set and reality, tended to have lower expectations and thus were more satisfied with their location visits than those who did not know about runaway productions and computer generated parts.

In cases where a real location, such as a restaurant or cafe, is featured in a movie, film tourists can experience authenticity. If they visit a restaurant featured in a movie, it is not just another restaurant for them; rather it is the restaurant from the movie and because they have an

emotional attachment to this place they impose a new layer of meaning to it - they experience it in a different, more emotional way than an ordinary restaurant visitor does (Sellgren 2011).

Sellgren (2011) also discovered that while a movie with a negative plot can create a bad destination image for some viewers; icons such as beautiful landscapes might outshine the negative plot for other viewers and lead to an interest to visit the place nevertheless. This contradicted Beeton (2005) who warned about the negative impact of movies with a dark storyline on destination images.

2.1.5. Movie Tours and Movie Maps

Guided film tours and film walks can help tourists to recognize the landscapes used in a film, either when the real landscape is exactly like portrayed in the movie (Walaiporn 2008) or by pointing out differences between movie and reality where much computer rendering has been done (Roesch 2009). When it comes to movie tours, it is important not only to visit the locations where the scenes were shot, but also to provide props which were used in the movie and to organize a meeting with people who have been involved in the movie making process. For those participants accompanying the movie fans, the tour guide should also include general information about the area. Price is also a factor when it comes to choosing a movie tour. When talking about the scenes filmed on location, tour guides use the character's name rather than the actor's name in order to draw the audience more into the film location experience; actors are only talked about when it comes to the technical aspect of filming or funny comments (Roesch 2009).

Many visitors taking the tours see it as a less traditional way to see the town (New York City), and this appeals to independent travellers who are not interested in a 'normal' tour with bored tour guides narrating the same facts and figures day in, day out (Beeton 2005, p.110).

This is contradicted by Sellgren (2011), who, in a study about the travel behaviour and motivation of film tourists, discovered that movie tours were regarded as inauthentic and uninteresting because of their large group size and strict schedule.

Walaiporn (2008) mentioned the VisitBritain movie map which features over 200 film locations across Britain. She stated that the British destination marketing organization is aware of the importance of film on destination image and tries to attract film producers to the UK, especially producers of Bollywood movies in order to attract more tourists from India. Concerning *Harry Potter*, VisitBritain produced a movie map featuring *Harry Potter* movie

locations in the UK. This feature is available on an extra website dedicated to *Harry Potter* film tourism, including information about *Harry Potter* movie walks, a list of the movie locations and summaries of the movie scenes (Wang 2007; Roesch 2009).

Many other movie maps can be found on the internet. As an example, the *Travel to Famous Film Locations: Travel Cuts Student Travel Blog* features an interactive movie map showing around 2000 movie locations all over the planet, ranging from blockbusters to small and independent productions. Another blog called *Picture-perfect trips to 10 top filming locations* provides a summary of ten different Oscar-nominated movies, for example, *Black Swan*, *True Grit* or *Inception*. The blog also provides tips on how to find the movie locations and how to re-create movie experiences.

2.2. Students' Travel Behaviour

While student travel is linked to the status of being a student, youth travel is more difficult to define, as there are different views on who is a young person. Generally speaking, youth travel refers to "people aged between 15 and 29 years" (WTO 1991 cited in Richards and Wilson 2003, p.9). Sometimes the upper age limit is 25 or 26 years. Soria (2011) noted some differences in the booking and travel behaviour of students based on their age groups in his contribution to the "The Power of Youth Travel" report by UNWTO and WYSE travel confederation. Students aged between 18-24 years and those aged between 24-34 years were found to have different booking and travel behaviours, whereas the latter undertake more intense information search and have more confidence in independent travelling and online booking (Soria 2011).

Student and youth travel was found to have several characteristics, for example, student travellers have more time to travel available and therefore a higher degree of mobility. Further, they are often the first to explore new destinations and set trends. Factors which contributed to the rise of youth travel include the rising number of students' worldwide, higher incomes of their parents, lower level of unemployment worldwide, and a general rise in tourism. Other factors include the development of budget accommodation and low cost carriers, as well as easier accessibility to travel information because of the internet and alternative travel guides such as Lonely Planet (Richards and Wilson 2003).

Youth travel is estimated to rise from currently 190 million international trips (20% of all global travel) per year to about 300 million international trips per year until 2020. In 2010, the youth

travel market amounted to \$165 billion and it was found that most of the students' funding comes from their family or work experience during their trips (Richards 2011).

2.2.1. Motivation

Richards and Wilson (2003) conducted an international study about students' travel behaviour. 2300 students from eight different countries were asked about their travel motivation and travel experiences. They concluded:

The main motivation tends to be to explore other cultures (83%), followed by excitement (74%) and increasing knowledge (69%) – demonstrating the desire to encounter 'different' people and places (Richards and Wilson 2003, p.3).

It was found that most students named several different motivations as the cause for their decision to travel, rather than one main factor. Many students also took the global financial crisis as their chance to take a gap year and travel hoping that the economical situation would be better after a year; therefore the student travel market seems to be quite resistant to crises (Richards 2011).

Concerning activities done at the destination, it was found that sightseeing, hiking, going to local restaurants or cafes and shopping were the most popular activities. Sport-related activities were favoured by male students, whereas female students preferred hanging out at cafes, cultural activities and shopping. It is interesting to note that these activities at the destination do not differ from those of other tourists. Some students were also learning a language or contributed to the places they visited by taking part in various volunteer projects. Most students engaged in many different activities while travelling; they wanted to have as many different experiences within a short time as possible. It was also found that those students who had more travel experience tended to undertake more activities during their trips (Richards and Wilson 2003). In Soria's 2011 contribution to the "The Power of Youth Travel" report comparing the travel behaviour of different age segments (18-24 years and 24-34 years) within the youth and student travel market, no differences in motivation between these two groups were found.

While students spend a relatively low amount of money per day, the total spend at the destination tends to be quite high because students typically stay longer than other tourists as they have more time available. Plus, they prefer spending their money in small, local businesses which brings a benefit for the local economy. Further, it was discovered that most students got the information about their destinations mainly from the internet or from friends

and relatives rather than guidebooks or travel agencies. Consulting travel blogs and online travel communities such as TripAdvisor was found to be extremely popular among youth travellers (Richards 2011).

Richards and Wilson (2003) concluded that the student travel market is clearly heterogeneous as youth travellers have different motivations and travel styles and take part in different activities when travelling. They further concluded:

(...) youth and student travellers are experience seekers who travel for long periods in search of culture, adventure and relaxation. They already have a great deal of travel experience and often make repeat visits (Richards and Wilson 2003, p.6).

2.2.2. Style of Travelling

In the same study by Richards and Wilson (2003), students were asked to classify their travel behaviour by using one of the following terms for their travel style: *backpacker*, *traveller* or *tourist*. A third of study participants identified themselves as *backpackers*, which means they are experience seekers who want to meet fellow travellers and have adventures. Over half of student travellers referred to themselves as *travellers*, which seems to be related to social issues, visiting friends and self-identification trips. Only a fifth of students called themselves *tourists*, a term which is related to people who desire to mainly relax and do the standard sightseeing activities at the destination. Also, the younger the student travellers are, the more they desire to meet other students and are looking for exciting experiences, while older students seem to value individualism more (Richards and Wilson 2003).

2.2.3. Popular Destinations among Student Travellers

The most popular regions for student and youth travellers were found to be Europe (56%) and North America (16%). Other popular destinations included Southeast Asia, Australia and South America. The popularity of a destination is linked to the self-image of the student traveller, for example, North America was more popular for those students who identified themselves as *travellers* than those who called themselves *backpackers*, whereas *backpackers* tended to favour exotic places such as Southeast Asia and India (Richards and Wilson 2003).

Further, it was noted that students seem to undergo a so-called travel career. This means that inexperienced travellers seem to favour destinations similar in culture to their home country. For example, US students who are taking their first trip abroad are favouring Europe, whereas students who have already done a few trips abroad seem to be drawn to more exotic places

with cultures different to their own, for example, Europeans who have already some travel experience are tending to explore Southeast Asia or Latin America (Richards and Wilson 2003).

Relating to this idea of a travel career, it was also found that students gained a thirst for more travel during their trips as well as a better understanding of other cultures:

Once people start travelling, they find it difficult to stop, underlining the importance of attracting backpackers early in their 'travel careers', as they are likely to remain avid travellers (Richards and Wilson 2003, p.35).

3. Research Design

3.1. Surveys

According to Creswell (2003) and Robson (2011) there are three approaches to research: quantitative, qualitative and mixed. The quantitative approach focuses on collecting numeric data, measurement of attitudes and behaviour and cause and effect relationships. Methods to implement quantitative research include surveys and experiments. The qualitative approach focuses on collecting in-depth information and discovering peoples' motivations or reasons for their actions. This is done by field observations, open-ended interviews, focus groups, discussions and so forth. The mixed approach combines elements from the other two (Creswell 2003; Robson 2011).

Which of these three research approaches is taken depends on the research question, the researchers' preferences and the audience that will read the research paper. If the research aim is to test theories, explain phenomena or discover influencing variables, a quantitative approach is preferable, but if a research area is new or already established theories do not apply, a qualitative approach is better. A qualitative approach is also preferable to understand peoples' motivations and reasons behind a certain action (Creswell 2003; Robson 2011).

In this project, however, quantitative research will be done. Surveys are a method of conducting quantitative research.

A survey design provides quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. From sample results, the researcher generalises or makes claims about the population (Creswell 2003, p.153)

According to Fowler (2002) a survey consists of three components: sampling, data collection and question design.

3.1.1. Sampling

Sampling is about selecting part of a population which should be representative for the whole population. There are different ways to select a sample; the main distinction is to be made between probability sampling and non-probability sampling. With probability sampling, every person who later becomes part of the sample has the same chance of being selected for the sample as all the other people in the population (Fowler 2002; Robson 2011). Probability sampling is done randomly and based on probability theory, therefore statistical inferences can be drawn from the sample about the whole population (Trochim and Donnelly 2007; Robson 2011). Non-probability sampling, however, is not based on chance but on the preferences of the researcher, therefore this method is more biased. Whether probability sampling or non-probability sampling is better to use depends on the research topic. In general, probability sampling is the standard method used in research, however, in some cases it is difficult to do probability sampling and non-probability sampling is preferable, for example when the people who should be in the sample are difficult to access (Fowler 2002; Babbie 2007; Robson 2011).

According to Fowler (2002), methods for probability sampling include simple random sampling, systematic sampling, stratified sampling, and cluster sampling. Trochim and Donnelly (2007) and Robson (2011) however also name multistage random sampling as another probability sampling method.

By using simple random sampling, every participant has the same probability of being selected to be in the sample. An example of this method is drawing pieces with participants' names from a box. Systematic sampling is a method where the sample is selected by using pre-determined intervals, for example, calling every 10th person listed in the phonebook. With stratified sampling the population is split into subgroups, for example, based on age ranges, and participants from each subgroup are selected to include a wide variety of people. Cluster sampling means selecting groups of people rather than individuals, for example, asking all customers who ate a special menu item (Fowler 2002; Trochim and Donnelly 2007; Robson 2011). Multistage random sampling combines the other four sampling techniques in order to get a better result (Trochim and Donnelly 2007; Robson 2011).

Non-probability sampling is based on convenience, the researcher's judgment or quotas. Convenience sampling, also called reliance on available subjects, means that those people who are most convenient to ask for the researcher are going to be in the sample. For example, if the researcher is a student, it is likely that most participants in the sample will be fellow students (Fowler 2002; Babbie 2007; Robson 2011). Sometimes also those participants which the researcher believes will answer the questions in the survey in the best way are selected – this is then called judgmental sampling. Quota sampling is based on a pre-defined quote, for example a quote could state that as many men as women need to be included in the sample (Fowler 2002; Babbie 2007; Creswell 2011; Robson 2011). Babbie (2007) and Robson (2011) also name snowball sampling as another non-probability sampling method. Here, a snowball effect is used – the researcher asks participants about other, possible participants' contact details.

3.1.2. Data Collection Methods

Surveys can be done via interviews, either personal or by phone, direct mail or on the internet either per e-mail or as an online survey. Questionnaires are one way to carry out a survey. Accordingly, questionnaires can be used for each of these methods. Every method has its advantages and disadvantages and the most appropriate method for the research often depends on the topic, the researcher and the selected sample (Fowler 2002; Miller and Salkind 2002; Babbie 2007; Robson 2011).

Personal interviews are an effective way in getting participants to take part in the survey and the interviewer can also observe body language and voice. Complex questions and topics can be explained by the researcher and if the respondent has questions about the survey, the researcher can answer them. However, personal interviews are a costly research method because you need trained interviewers and data collection via personal interviews is quite time-consuming (Fowler 2002; Miller and Salkind 2002; Robson 2011).

Telephone interviews are less costly and faster to carry out than personal interviews and they provide the chance to reach a wide audience by random sampling based on a telephone book. If participants have questions, the interviewer can also answer them. Regarding the disadvantages, it could be that respondents who are not listed in the phonebook are overlooked and trained interviewers are needed. Also, this method is not appropriate for personal questions (Fowler 2002; Miller and Salkind 2002; Robson 2011).

Direct mail surveys do not require trained interviewers, have a low cost and can reach people who are difficult to contact by e-mail or phone. Respondents also have time to consider their answers, which is not the case with personal and phone interviews. However, to do a survey per direct mail, an appropriate address list is needed. Further, direct mail surveys tend to have a relatively low response rate (Fowler 2002; Miller and Salkind 2002; Robson 2011).

Internet surveys are often the least costly and fastest option for data collection, especially for international surveys. In addition, it is regarded as anonymous by the respondents and the respondents also have time to consider their answers. Plus, no trained personnel is needed and reports do not need to be entered manually into computer programmes. Regarding the disadvantages, internet surveys require participants with internet access and therefore segments of the population might be left out. Also, there tends to be a lower response rate than for personal interviews and e-mail surveys might not get through to the participants' e-mail spam filter (Fowler 2002; Robson 2011).

3.1.3. Question Design

According to several researchers (Trochim and Donnelly 2007; Flick 2011; Robson 2011) there are two basic ways to carry out a survey: questionnaires and interviews. Questionnaires are standardized, which means that the questions as well as the sequence of questions and the answer possibilities are predetermined by the researcher. An advantage of this method is that the results are easy to compare and evaluate because each participant answers the same questions and has the same choice of answer possibilities. A disadvantage of using this method is the chance of having a low response rate and the issue that only fully completed questionnaires can be taken into account (Flick 2011; Robson 2011).

When doing research by using a questionnaire it is important to phrase questions in the correct way.

Questions should collect, directly or indirectly, the respondents' reasons for a specific behaviour or attitude and show their state of information concerning the issue under examination (Flick 2011, p.106-107).

Therefore, the researcher needs to consider how to phrase the questions in an objective way, what kind of questions to ask and which answer options to use. Further, questions should be short, clear and simple. Special terms and double negations should be avoided. Questions which already suggest a specific answer, so-called biased questions, should also be avoided (Babbie 2007; Trochim and Donnelly 2007; Flick 2011; Robson 2011).

The two basic types of questions used in questionnaires are open and closed ended questions. Open ended questions do not have predefined answers. They give participants the chance to state their opinion or thoughts on a topic or list their experiences. Closed ended questions have a range of predetermined answers from which the participants can tick the answer which best applies to them (Babbie 2007; Flick 2011; Robson 2011).

When selecting answer options for closed ended questions, a researcher has several alternatives. Simple closed ended questions have only two possible answers, for example “yes/no” or “satisfied/unsatisfied”. If the researcher wants to find out to which degree a participant likes something, answer scales are a better option than yes/no questions. A common scale is the Likert scale which has either five or seven answer possibilities, ranging from negative to positive (Babbie 2007; Trochim and Donnelly 2007; Flick 2011).

Instead of Likert scales, one can also use multi-step rating scales which provide more answer options. However, the more answer options are available, the more difficult it is for participants to decide on one option. Therefore, most participants will tick the middle option when confronted with a wide range of answers, which could lead to false results. Another option for closed ended questions is to give several possible answers and let the participants tick one or more of them. For example, the question “Which activities did you do during your last vacation?” could include the answer options “relaxing/sport/sightseeing/shopping” and it might be that a participant did all or some of these activities (Miller and Salkind 2007; Flick 2011).

Lastly, positioning and sequence of questions can have an influence on the answers. For example, an answer to one question might depend on which kind of question was asked previously. Further, a questionnaire should start with general questions and then move on to specific ones (Babbie 2007; Trochim and Donnelly 2007; Flick 2011).

3.2. Development of the Questionnaire

The questionnaire for this project was developed to answer the research questions about students’ travel behaviour and film tourism. The questions are based on a questionnaire used in Wang’s 2007 research about film tourists at UK film locations. The questionnaire consists of 31 questions which are grouped in four sections.

The first section is about the participants’ travel behaviour and aims to find out which activities students like to undertake at the destination, how often they travel and with whom. The

answer options to the question which activities participants have undertaken during their last trips are: sightseeing, cultural activities, nature-based activities, going out, shopping, relaxing, attending an event and others. These options are a summarized version of those activities popular among student travellers which were listed in Richards and Wilson's 2003 report about students' travel behaviour.

The second part of the questionnaire is about participants' movie watching habits. It is a short section containing two questions. The first question is about how many movies participants watch per week in average and the second questions is about their favourite movie genre. The question about the genres was chosen because as stated in the literature review, it was identified by Roesch (2009) that most movies which have induced tourism belong to the fantasy, science fiction or romance genres.

The third section of the questionnaire is about film induced tourism. Here the researcher's goal is to find out if students have awareness towards film induced tourism and if they have ever engaged in this activity. As mentioned in the literature review, Sellgren (2011) distinguished between incidental and dedicated film tourists. Therefore, this section includes the questions "Have you ever come across a film location incidentally on one or more of your trips (e.g. because a tour guide pointed it out?" and "Have you ever specifically travelled to a place because it was featured in a movie?" to find out whether those students who have engaged in film induced tourism are incidental or dedicated film tourists. Further, the question "Have you ever specifically travelled to a place because it was featured in a movie?" is also the main information source to answer the first research question about movies' influence on students' travel behaviour.

This section also asks participants whether they have experienced one or more aspects of film induced tourism. These aspects include visiting movie sets, visiting film locations, doing a movie tour, going to a film premiere while travelling, going to a film festival while travelling and visiting a film theme park. As mentioned in the literature review, according to Beeton (2005) all of these activities mentioned above are ways to engage in film induced tourism. If a participant has done any of these activities, he or she is asked to specify at which location it was done and which movie it was about. For those activities which a participant has not done there is the question if he or she would be interested in doing any of them. Participants who indicate interest in engaging in film tourism are asked to specify which film tourism activities they would be particularly interested in. The questions about specific activities in the area of film tourism were developed to answer the second and third research questions "Are students

interested in visiting movie sets or film locations?” and “What are students’ attitudes towards movie tours and film theme parks?”

The fourth part of the questionnaire is about film tourism related to the *Harry Potter* and *Twilight* movie series. These two particular movie series were chosen because these movies were among the biggest blockbusters in recent years and are targeted to a young audience (Sragow 2011). The first questions in this part aim to find out if respondents are familiar with the movies and books and if they consider themselves fans of these series. The questions then move on to film tourism. The respondents are asked if they know where the movies were filmed and if they have been to any *Harry Potter* or *Twilight* movie location. Further, they are asked if they are interested in doing a *Harry Potter* or *Twilight* themed movie tour and if they would be interested in visiting the *Harry Potter* movie theme park in London which opened at the beginning of April 2012. Since there is no *Twilight* movie theme park, respondents will be asked hypothetically if they would be interested in visiting one. By asking these questions about movie tours and theme parks further information can be added to answer the third research question “What are students’ attitudes towards movie tours and film theme parks?”

The last part of the questionnaire contains the respondents’ basic data, namely gender, age, nationality and occupation.

3.3. Data Collection Process

Data collection was done online by means of a questionnaire, which was developed using the online survey program SurveyMonkey. The link to the survey was distributed via e-mail to all students at MODUL University Vienna. The e-mail was sent out on the 20th April 2012 at 9 am. In addition, the link to the survey was posted on the researcher’s Facebook wall, thereby providing the opportunity of collecting responses from students at other universities in Austria and in other European countries. This was done later on the same day as the e-mail to MODUL University students was sent out, namely the 20th April 2012 at 11.30 am. The survey was available for 14 days, that is, until the 3rd of May 2012 at 5 pm. During these 14 days it was possible to access the questionnaire via the link in the e-mail and via the Facebook post at any time. The text used in the e-mail sent to MODUL students can be found in Appendix 1 and the text of the Facebook post can be found in Appendix 2.

In total, 52 responses were collected, all of which were valid due to the feature of SurveyMonkey that only fully completed questionnaires are stored in the database. Unfortunately, due to the program used for the data collection, it is not possible to assess how

many of all respondents were students of MODUL University Vienna because most MODUL students also had access to the Facebook link and it is therefore not possible to say if a MODUL student filled in the survey via the e-mail link or the link on Facebook. The questionnaire can be found in Appendix 3.

4. Results

In the survey about students' travel behaviour and film induced tourism, 52 valid responses were collected. All of the respondents were students, including two respondents who also work beside their studies.

Regarding demographics, the average age of participants was 22 years, the age range being 18-30 years. Three quarters of participants were female whereas male participants made up only one quarter. Regarding nationality, the respondents came from 14 different countries, mainly European countries, with the exception of the USA and Venezuela. About half of the respondents were from Austria (55%).

4.1. Section 1: Students' Travel Behaviour

Regarding the travel behaviour of respondents, the findings of this survey were in accordance with the results of previous studies about students' travel behaviour mentioned in the literature review, namely the The Power of Youth Travel (2011) report and the findings of Richards and Wilson (2003). Over 90% of respondents consider travelling as either important or very important whereas no participant regarded travelling as not important. 75% have done 4 or more trips (more than 1 day) over the past twelve months and 23% have done between 1-3 trips during the same time period. The students travel primarily for holiday and pleasure (67.3%) and to visit family or friends (19.2%). Regarding travel style, most prefer to travel with friends (79.8%) or family (17.3%).

In accordance with Richards and Wilson's (2003) findings, it was found here that students have undertaken a wide range of activities during their trips. Sightseeing (78.8%), going out (68.7%), cultural activities (57.7%), shopping (57.7%) and relaxing (51.9%) were the most popular destination-related activities. Also nature-based activities like hiking, climbing and other outdoor sports (42.3%) and attending events at the destination (38.5%) are popular among

student travellers. 28.8% of respondents have done some of these activities as part of a guided tour.

4.2. Section 2: Students' Movie Watching Habits

Regarding students' movie watching habits, 57.5% of students watch about 1-2 movies per week in average and 21.2% watch between 3-4 movies per week. Only 3 participants watch more than 5 movies per week and 8 participants usually do not watch any movies regularly. When it comes to students' favourite movie genres, overall, romance and drama movies were the most popular ones (67.7%), followed by action and crime movies (61.5%). The percentage of students liking fantasy (26.9%) or science fiction (19.2%) movies, which are together with romance and drama movies those movie genres that are thought to inspire film induced tourism the most (Roesch 2009), was quite low.

4.3. Section 3: Students and Film Induced Tourism

Coming to the questions related to film induced tourism, the participants were asked if they had ever heard about film induced tourism to find out about their awareness towards this kind of tourism. Figure 1 shows that 22 out of 52 respondents have heard about film induced tourism before filling in this survey.

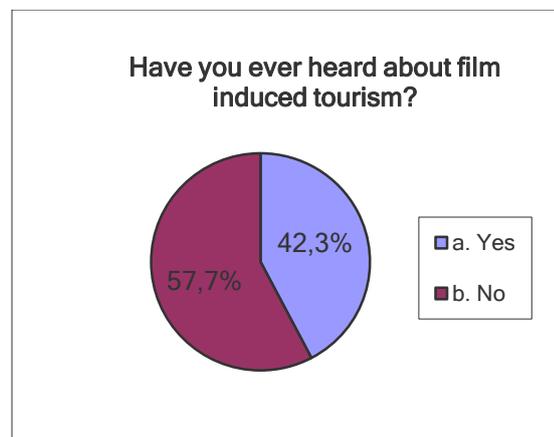


Figure 1 - Awareness of Film Induced Tourism

Contrary compared to Wang (2007) who noted a low awareness level towards film tourism in her study, 42.3% of the respondents in this sample have heard about film induced tourism. However, more than half of the respondents in (57.7%) had no awareness of film induced tourism. This emphasizes the results of other studies (Roesch 2009; Sellgren 2011) that film induced tourism is a niche market.

24 respondents said that they have come across one or more film locations incidentally during their travels. When asked about which location and in which movie it was featured, 21 respondents detailed their answers with some listing between 5-8 different countries and movie locations. Some respondents also listed more movies at the same location, for example, one respondent named three movies whose locations she came across in New York City. Other respondents specified the place but stated that they could not remember in which movie it had been featured.

A total of 29 different locations were given. 20 of these 29 places were mentioned only once and 9 of those 29 locations were mentioned by several respondents. The 9 places which were given by more than one respondent were exclusively cities, namely New York, Los Angeles, London, Venice, Salzburg, Paris, Rome, San Diego, and Vienna. Figure 2 shows how many times the respondents listed one of these cities as their incidental movie location encounters.

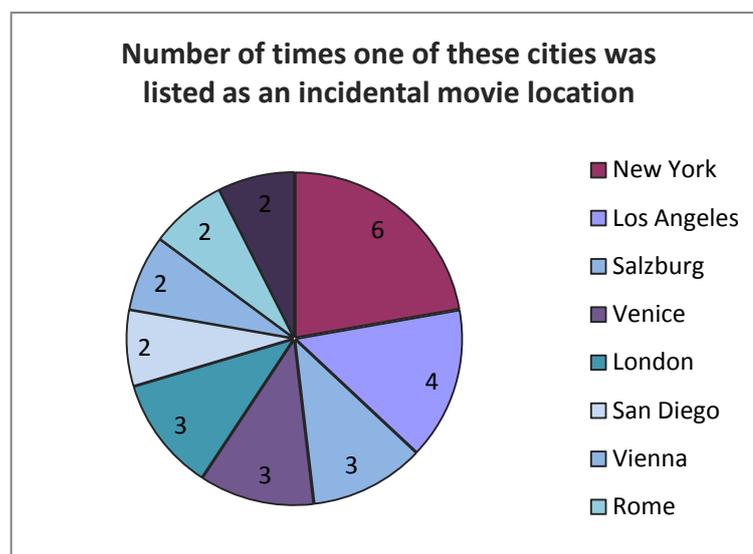


Figure 2 - Incidental Film Locations City Ranking

For New York, various movies were named, for example, *Spiderman*, *Wall Street* and *Breakfast at Tiffany's*. Regarding Los Angeles, *Universal Studios* was listed as the only location by each of the four people who named it. Two respondents named the movie *The Tourist* as their incidental movie location encounter in Venice and one respondent named *Indiana Jones and the last Crusade* as a film location in the same city. For Rome, *Angels and Demons* was named and for Paris the mentioned movie was *The Da Vinci Code*. Regarding London, both respondents named *Harry Potter* movie locations.

Four respondents stated they have come across movie locations incidentally in Austria. 3 of those 4 respondents saw the movie locations of *Sound of Music* in Salzburg and 2 of those 4

mentioned various movie locations in Vienna. One respondent has been to Weißensee in Carinthia where one of the *James Bond* movies was filmed.

Out of the 29 places mentioned, 17 were urban locations mainly located in Europe and the USA and 12 were rural places across Europe, Asia and the Middle East. The rural locations included deserts, beaches, lakes and hot springs.

Figure 3 shows the percentage of respondents who have specifically visited a movie location.

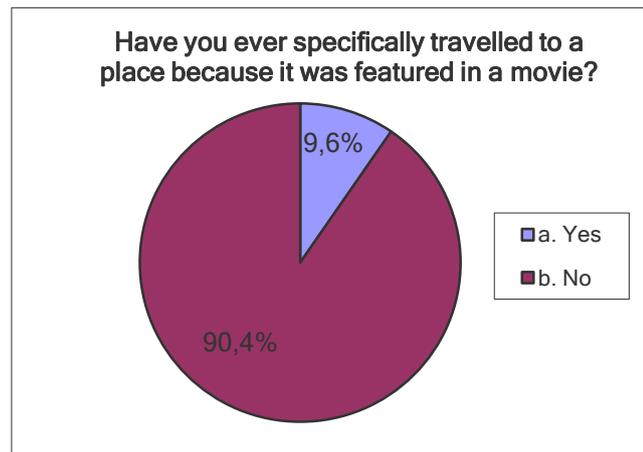


Figure 3 - Specific Film Locations

Here it can be seen that the percentage of dedicated film tourists is quite low. In fact, only 5 respondents have travelled to a place specifically because it was featured in a movie. Four out of those five respondents detailed the place they visited and in which movie it was seen. Two respondents named more than one place. The places mentioned were Rome (*When in Rome*), Cardiff (*Dr. Who*), Bristol (*Skins*), the New York Bar in the Park Hyatt Hotel in Tokyo (*Lost in Translation*), King's Cross Station in London (*Harry Potter*) and the Millennium Bridge in London (*Harry Potter*).

Comparing the number of incidental film tourists to the number of dedicated film tourists, one can see that almost half of the students in the survey have come across a film location by coincidence but only a few have specifically travelled to a place as a result of it being featured in a movie, which is in accordance with Roesch (2009) who stated that almost every frequent traveller should have come across a movie location on at least one trip by coincidence.

Generally, it was found that film locations are not a big factor in most students' travel decisions. A few students, however, have been influenced by a movie enough to travel to the featured destination, but this only concerns a small amount of respondents. Therefore, the first research question "Can places featured in movies influence young peoples' travel

decisions?" is difficult to answer – for the majority of students, movies do not seem to play a great role in their travel decisions but a small segment of students is nevertheless influenced by movies when making a destination choice.

Figure 4 shows respondents' answers regarding whether they have done any activities that fall under the area of film tourism as classified by Beeton (2005), such as visiting movie sets, film locations, movie tours, film premieres, film festivals, and film theme parks.

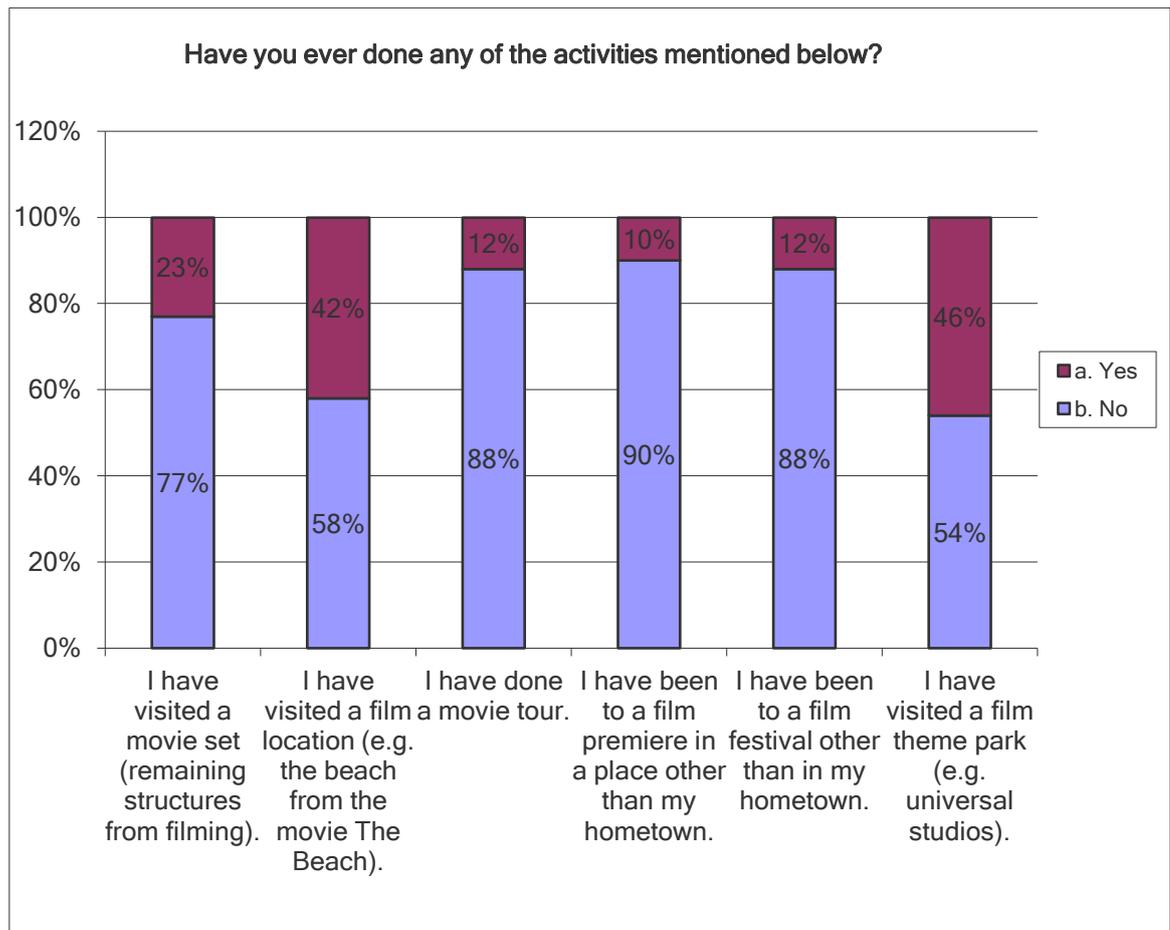


Figure 4 - Film Tourism Activities

The aim of this question was to find out which film tourism activities students have engaged in. One can see that the majority of respondents have not done any of these activities. Still, among those who have done some of these activities, visiting a film theme park and visiting film locations were the activities that got the highest ranking, with almost half of all respondents having been to a film theme park and 42% having visited a film location. The least undertaken activities were film premieres, film festivals and movie tours.

Those respondents who had done any of these activities were asked to give details. Concerning visits to movie sets, one respondent answered she visited the movie set of the film *Big* in

Vienna in 2007 and another respondent has been to the sets of various Bollywood movies which have partly been shot in Vienna. Regarding visiting film locations, the movies and locations were the same as mentioned in response to the previous questions about incidental film location encounters and dedicated film tourism. Concerning movie tours, no specific answer was given and regarding film premieres, one respondent specified that she had been to the film premiere of an Indian movie in Toronto. Further, three respondents specified the film festivals they had been to: the *Opuzen Film Festival* in Croatia, the *Karlovy Vary International Film Festival* in the Czech Republic and the *Venice International Film Festival* in Italy.

When it comes to visiting film theme parks, which was the activity already undertaken by almost half of the respondents, various outlets of *Universal Studios* (Los Angeles, Orlando, Singapore), *Disneyland Paris* and *Warner Bros. Studios* were mentioned.

Respondents were also asked if they would be interested in doing any of those activities in Figure 4 which they had not done previously. 44 respondents (84.6%) said they would be interested in one or more of these film related activities. Those respondents who indicated an interest in some of these activities were asked to specify which activities they would be interested in doing. Figure 5 below shows the results.

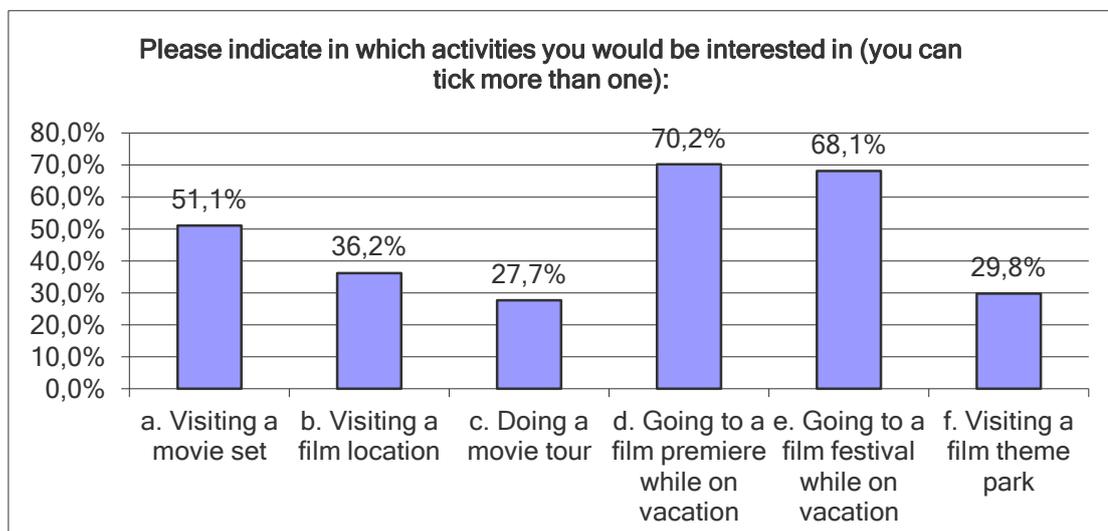


Figure 5 - Interest in Film Tourism Activities

Interestingly, most students showed an interest in going to a film premiere and attending film festivals. These are precisely those activities which have never been done before by a great number of students, as previously seen in Figure 4. Therefore, it can be said that most students have never been to a film festival or film premiere, but they would be interested in doing so. The same is true for visiting a movie set: only 23% have done so, as shown previously in Figure 4, but 51% would be interested in visiting. However, movie tours seem to be of little interest to

students. Only 12% of participants have done a movie tour before and only 27.7% of those who have not done a movie tour would be interested in doing one.

With these findings, the second research question “Are students interested in visiting movie sets or film locations?” can be answered in the following way: students show an interest in both of these activities. More students have visited a film location (42%) than a movie set (23%), but when asked which of these activities they would be interested in, visiting a movie set (51%) got more answers than visiting a film location (36%), probably because visiting movie sets is the activity which fewer students have done and it would therefore be a new experience for them.

Regarding the third research question “What are students’ attitudes towards movie tours and film theme parks?” it was found that only few students have actually done a movie tour (12%) but almost half of the respondents have been to a film theme park (46%) with *Universal Studios* being the most popular one and *Disneyland Paris* ranking second. Further it was found that those students that have not visited a film theme park or done a movie tour show a medium interest in doing these activities (28% show an interest in movie tours and 30% an interest in film theme parks). Therefore it can be said that students are not very interested in movie tours but show a slightly higher interest in visiting film theme parks.

4.4. Section 4: Specific Movies - *Harry Potter* and *Twilight*

Coming to the findings about students’ attitudes towards film tourism related to the *Harry Potter* and *Twilight* movie series, the questions focused first on *Harry Potter*. It was found that over 90% of respondents had seen at least one *Harry Potter* movie and 50% had seen every movie in the series. The percentage of students who read the books was lower; 71.1% had read at least one book and only 34.6% had read all. Even though many students had seen the movies, only 28.8% considered themselves fans of *Harry Potter*. However, 36.5% of respondents knew where the *Harry Potter* movies were filmed which means that also some of those students who did not consider themselves *Harry Potter* fans knew where the movies were filmed. When asked to state how they got this information, most respondents answered that they primarily found this information on the internet, in newspaper articles or in the movie making-off section of the DVDs. One person noted that friends showed her pictures of them in front of the *Platform 9 ¾* sign at London’s King’s Cross Station.

The students were also asked if they had ever been to a *Harry Potter* movie location and if yes, to specify which place they visited. Only 15.4%, that is, 8 respondents have been to a *Harry*

Potter movie location, whereby 2 have done so incidentally and another 3 of these 8 have been to more than one movie location. 7 respondents detailed which locations they had visited. This can be seen in Figure 6 below.

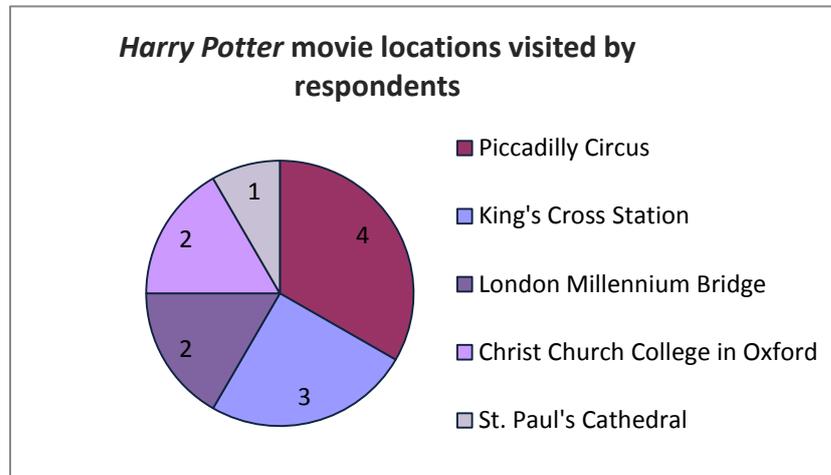


Figure 6 - *Harry Potter* Movie Location Visits

Those respondents who had not been to a *Harry Potter* movie location were asked if they would be interested in visiting. Out of 44 respondents who had not been to a *Harry Potter* movie location, 46% would be interested in visiting a *Harry Potter* movie location. In addition, all respondents, including those who had visited a *Harry Potter* movie location were asked if they would be interested in doing a *Harry Potter* movie tour. Again, 46% showed an interest in this activity. Respondents were also asked about their interest in a newly opened *Harry Potter* theme park in London and the result was that 62% were interested in visiting.

When taking the previous findings about students' general interest in film induced tourism into account, it can be said that students' overall interest in doing movie tours (27.7%) and film theme parks (29.8%) is low, however, doing specifically a *Harry Potter* movie tour (46%) and visiting the *Harry Potter* film theme park (62%) are of greater interest to the students. Therefore the interest in movie tours and film theme parks might depend on the movie itself.

Figure 7 shows a comparison of the percentages of respondents who indicated an interest in visiting movie locations, doing a film tour or visiting the theme park, all related to the *Harry Potter* movies.

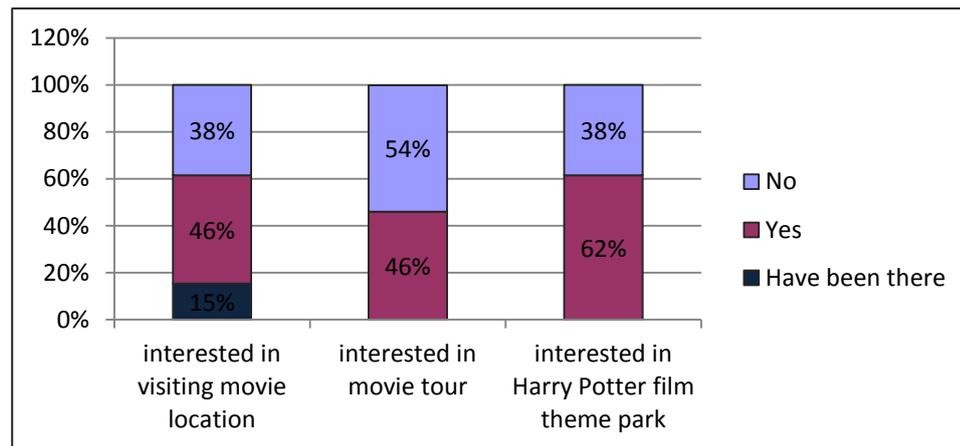


Figure 7 - Interest in *Harry Potter* Movie-related Activities

Regarding the findings about students' attitudes towards film tourism related to the *Twilight* movie series, it was found that around 70% of respondents have seen at least one *Twilight* movie and 23% have seen every movie in the series. As with the *Harry Potter* series, the percentage of students who read the books was much lower; only 34.6% have read at least one *Twilight* book and just 21.2% have read all of the four books. Even though 70% of respondents have seen the movies, only 21.2% considered themselves fans of *Twilight*, probably the same students that have read the whole series. In contrast to the *Harry Potter* findings, fewer respondents, namely only 13.7% knew where *Twilight* was filmed and they had also gotten this information mainly from the internet and the movies themselves.

Only one respondent had been to a *Twilight* movie location, Jacksonville in Florida. Those respondents who had not been to a *Twilight* movie location were asked if they would be interested in visiting. Out of 51 respondents who had not been to a *Twilight* movie location, only 21% said they would be interested in visiting.

In addition, all respondents, including the one that had visited a *Twilight* movie location, were asked if they would be interested in doing a *Twilight* movie tour. Here, only 14% of all respondents showed an interest in this activity. Respondents were also asked about their interest in visiting a *Twilight* themed film park, if such a location existed. The result was that again 14% showed an interest in visiting. These findings are in accordance with previous findings that students' interest in doing movie tours and visiting film parks is generally lower than students' interest in other activities like going to film premieres. Figure 8 shows a comparison of the percentages of respondents who indicated an interest in visiting a *Twilight* movie location, doing a *Twilight* film tour or visiting a *Twilight* themed film park.

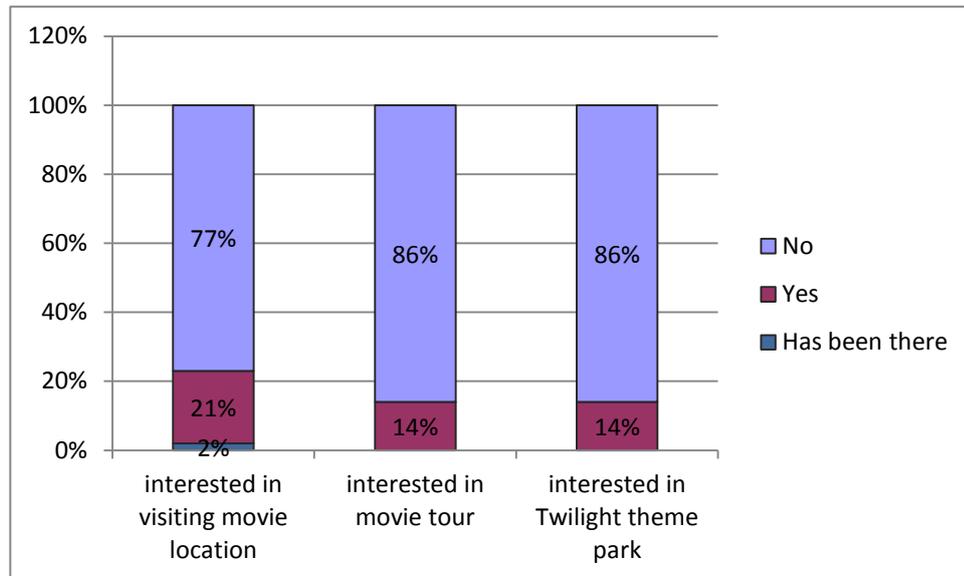


Figure 8 - Interest in *Twilight* Movie-related Activities

When looking at the research questions “Are students interested in visiting movie sets or film locations?” and “What are students’ attitudes towards movie tours and film theme parks?” by taking two specific movies into account, it can be said that students showed a higher interest in those activities concerning the *Harry Potter* movies than the *Twilight* series. Students’ interest in any of these film induced tourism activities might therefore depend on the movie concerned.

5. Conclusions and Recommendations

Looking at the survey results, it can be said that about 42% of the students in this sample have heard about film induced tourism prior to this study. However, while these students showed an awareness towards film induced tourism, only a few of them have purposely engaged in this kind of tourism. Nevertheless, almost half of the students became incidental film tourists during at least one of their trips and most respondents were able to remember the exact locations of these encounters and which movies they were about. Therefore, it can be concluded that dedicated film tourists are only a small market segment but incidental film tourism is more common among student travellers.

Incidental film tourism concerns both rural and urban locations. However, the chance to come across a film location incidentally seems to be especially high in big cities where many movies are filmed each year such as New York, Los Angeles or European capital cities.

Regarding the different activities associated with film induced tourism, visiting film theme parks was the activity undertaken by the highest number of students which amounted to about half of respondents. Visiting a film location was the second most popular activity undertaken by students and the activity which had the highest number of incidental film tourists. Only about 12% of students have done a movie tour or been to a film premiere or a film festival while on holiday.

However, when asked about their interest in film induced tourism, 85% of students answered that they would be interested in doing a film induced tourism activity in the future. Here, going to a film premiere and attending a film festival ranked the highest, with about 70% of students being interested in these activities. Visiting a movie set was also an activity of interest for about 50% of the students. Students showed a medium interest in visiting film locations in the future and a low interest in doing movie tours and in visiting film theme parks. The latter could be explained stating that those students which have already been to a film theme park would be more interested in activities which they have not done yet.

Regarding film tourism related to the *Harry Potter* and *Twilight* series, students showed a higher fan level and also a higher interest in *Harry Potter* film tourism. Here, it is noted that students would be particularly interested in visiting the recently opened *Harry Potter* theme park in London. Accordingly, due to the low fan level, only a few students would be interested in visiting a *Twilight* movie location or film theme park.

Further, it can be concluded by comparing the general results with the results concerning the two specific movies mentioned in this study, that students' interest in film induced tourism activities depends on the movies themselves.

The findings of this project, however, have to be viewed taking certain limitations into account since every kind of research is subject to limitations. The main limitation issues here were the time frame and the sampling method and size. For instance, the time span for the data collection period was rather short, therefore, only a certain number of responses could be collected.

Further, the sampling was subject to a convenience method since the respondents were primarily students at the same university. Due to the program used for the survey, however, it was not possible to determine exactly how many respondents were students of MODUL University Vienna. Still, through personal feedback of many MODUL University Vienna students who notified the researcher about their participation, it can be assumed that the majority of

participants were students from this university. Since this university offers mainly degrees in tourism and hospitality management it is further assumed that the students share common characteristics, for example, a passion for travelling – therefore, results regarding the students' travel behaviour might not be valid for the majority of students in Austria.

In addition, it was outside the scope of this project to cross-analyse the responses based on gender or origin of the participants. Regarding the focus on the movies *Harry Potter* and *Twilight*, the results might have been affected by the geographic distribution of participants in this study, because the *Harry Potter* locations in the UK are more convenient and cheaper to access from Austria than the *Twilight* locations in the USA. Therefore, doing a similar project at a university in the USA would be an interesting idea for future research in this area.

Qualitative research is needed to investigate why students show a high interest in film premieres, film festivals and visits to movie sets and also to look into why most students have not undertaken these activities even though they claim to be interested in them. Research should also be done about why students are not very interested in movie tours. Further, it would be interesting to see if coming across a film location incidentally at a holiday destination has an impact on the overall holiday experience for tourists.

6. Bibliography

1. ANON, 2008. Dark Destinations - Forks, Washington: *The Cabinet* [online]. Available from: http://www.thecabinet.com/darkdestinations/location.php?sub_id=dark_destinations&letter=f&location_id=forks_washington [Accessed 18 February 2012].
2. ANON, 2011. Travel to Famous Film Locations: *Travel Cuts Student Travel Blog* [online]. Available from: <http://blog.travelcuts.com/2011/03/travel-to-famous-film-locations/> [Accessed 16 March 2012].
3. BABBIE, E., 2007. *The Practice of Social Research*. 11th ed. Belmont, CA: Thomson.
4. BEETON, S., 2005. *Film Induced Tourism (Aspects of Tourism)*. Clevedon, UK: Channel View Publications.
5. CRESWELL, J.W., 2003. *Research Design. Qualitative, Quantitative and Mixed Method Approaches*. 2nd ed. Thousand Oaks, CA: Sage.
6. FLICK, U., 2011. *Introducing Research Methodology. A Beginner's Guide to Doing a Research Project*. London: Sage.
7. FOWLER, F.J. Jr., 2002. *Survey Research Methods*. 3rd ed. Thousand Oaks, CA: Sage.
8. HUDSON, S. AND RITCHIE, J.R., 2006. Film tourism and destination marketing: The case of Captain Corelli's Mandolin. *Journal of Vacation Marketing*, 12(3), 256-268.
9. KUNG, M., 2011. Twilight' Tickets Hit \$283.5 Million: *The Wall Street Journal* [online]. Available from: <http://online.wsj.com/article/SB10001424052970203710704577050310918297668.html> - [Accessed 18 February 2012].
10. MILLER, D.C., SALKIND, N.J., 2002. *Handbook of Research Design & Social Measurement*. 6th ed. Thousand Oaks, CA: Sage.
11. O'CONNOR, N., 2010. *A Film Marketing Action Plan (FMAP) for Film Induced Tourism Destinations*. Thesis (PhD). Dublin Institute of Technology.
12. RICHARDS, G. AND WILSON, J., 2003. Today's Youth Travellers: Tomorrow's Global Nomads. New Horizons in Independent Youth and Student Travel. In: *A Report for the International Student Travel Confederation (ISTC) and the Association of Tourism and Leisure Education (ATLAS). September 2003 Amsterdam*. Amsterdam: International Student Travel Confederation (ISTC), 1-43.
13. RICHARDS, G., 2011. An Economic Contribution That Matters. In: J. BLANCO, D. FITZGERALD, P. JORDAN, L. EGIDO eds. *The Power of Youth Travel, Vol. 2*. UNWTO and WYSE Travel Confederation: AM Reports, 7-8.

14. ROBSON, C., 2011. *Real World Research. A Resource for Users of Social Research Methods in Applied Sciences*. 3rd ed. Chichester, UK: Wiley.
15. ROESCH, S., 2009. *The Experiences of Film Location Tourists (Aspects of Tourism)*. Bristol, UK: Channel View Publications.
16. SALTIK, I.A., COSAR, Y. AND KOZAK, M., 2011. Film-Induced Tourism: Benefits and Challenges for Destination Marketing. *European Journal of Tourism Research*, 4(1), 44-54.
17. SELLGREN, E., 2011. *Film-induced tourism: The effect films have on destination image formation, motivation and travel behaviour*. Saarbrücken, Germany: LAP Lambert Academic Publishing.
18. SOLIMAN, D.M, 2011. Exploring the role of film in promoting domestic tourism: A case study of Al Fayoum, Egypt. *Journal of Vacation Marketing*, 17 (3), 225-235.
19. SORIA, J.G. 2011. Young Outbound Travellers from Spain Purchasing Habits and Behaviour Online. In: J. BLANCO, D. FITZGERALD, P. JORDAN, L. EGIDO eds. *The Power of Youth Travel, Vol. 2*. UNWTO and WYSE Travel Confederation: AM Reports, 33.
20. SRAGOW, M., 2011. The secret to Harry Potter's success. The series expanded Hollywood fantasy by appealing to all ages and both sexes: *The Baltimore Sun* [online]. Available from: http://articles.baltimoresun.com/2011-07-18/entertainment/bs-ae-potter-success-20110713_1_harry-potter-deathly-hallows-steve-kloves [Accessed 18 February 2012].
21. STEINERT, S., 2011. Picture-perfect trips to 10 top filming locations. Hang out where Oscar-nominated movies were shot — from Utah to Paris and beyond: *Today Travel* [online]. Available from: http://today.msnbc.msn.com/id/41737624/ns/today-travel/t/picture-perfect-trips-top-filming-locations/#.Tso_pWPz2so [Accessed: 16 March 2012].
22. TROCHIM, W.M.K., AND DONNELLY, J.P., 2007. *The Research Methods Knowledge Base*. 3rd ed. Mason, OH: Thomson.
23. WALAIPORN, R., 2008. *Film-Induced Tourism: Inventing a Vacation to a Location*. Bangkok University.
24. WANG, Y., 2007. *Assessing the Role of Films in Shaping Tourists' Perception toward Destination Image: Concerning UK Movie Locations*. Thesis (MSc). University of Nottingham.
25. WARNICK, R.B., BOJANIC, D.C. AND SIRIANGKUL, A., 2005. Movie Effects on the Image of Thailand Among College Student Travellers. In: PEDEN, J.G., AND SCHUSTER, R.M., comps. eds. *Proceedings of the 2005 Northeastern Recreation Research Symposium 10-12 April 2005 Bolton Landing, NY*. Newtown Square, PA: U.S. Forest, 355-364.

7. Appendices

7.1. Appendix 1: Email to MODUL University Students

E-mail sent out to all MODUL University Vienna students, April 20, 9.00am:

Hi everyone,

I'm in my 6th semester of the bachelor programme and I'm writing my thesis about students' travel behaviour and movies - questions are short and filling it in will take no more than 10 minutes!

Here's the link:

<https://www.surveymonkey.com/s/KKGLJJG>

Please answer the survey and help me to graduate this summer! :)

Best,

Doris

7.2. Appendix 2: Facebook Post

Facebook post including link to the survey, April 20, 11.30am:

Hey guys, I've got a BIG favour to ask - that's the link to the survey for my bachelor thesis... could you please fill it in? :) It won't take more than 10min and most questions are yes/no and it'd be a great help! :)

<https://www.surveymonkey.com/s/KKGLJJG>

Students' Travel Behaviour and Film Induced Tourism Survey
www.surveymonkey.com

7.3. Appendix 3: Questionnaire

Students' Travel Behaviour and Film Induced Tourism

***1.**
This survey is part of my bachelor thesis about students' travel behaviour and film tourism.
It is an anonymous survey and individual answers will be kept confidential. Answering the questions will take no more than 10 minutes - please fill it out, it would be a great help!

If you have any questions, please contact me per e-mail: d.blaha@gmx.net

Thanks in advance for answering this questionnaire!

First, a question about your attitude towards travelling. Please rate how important travelling is for you:

a. Not at all important
 b. Unimportant
 c. Neither important nor unimportant
 d. Important
 e. Very important

***2. How many trips (more than 1 day) did you make during the last 12 months?**

a. 0
 b. 1-3
 c. 4 or more

***3. What was the main reason for these trips?**

a. Holiday/pleasure
 b. Business/work/study
 c. Visiting friends/family
 d. Other

***4. What is your preferred style of travelling when you are on a leisure trip?**

a. Alone
 b. With friends
 c. With family
 d. With a group tour

***5. What kind of activities have you undertaken during your last trip (you can tick more than one)?**

a. Sightseeing (main attractions)
 b. Cultural activities (museums)
 c. Nature-based activities (hiking, riding, climbing...)
 d. Going out
 e. Shopping
 f. Relaxing (spa, beach)
 g. Attending an event
 h. Other

***6. Have you done some of these activities as part of a guided tour?**

a. Yes
 b. No

Students' Travel Behaviour and Film Induced Tourism

***7. Where did you get the information about your travel destination from (you can tick more than one)?**

- a. Internet b. Travel guide c. Friends/relatives d. Previous visit

***8.**

Now, onto the second part, the questions about your movie watching habits:

How many movies do you watch per week in average?

- a. 0 b. 1-2 c. 3-4 d. 5-6 e. More than 6

***9. Which genre of movies do you prefer (you can tick more than one)?**

- a. Action/crime b. Romance/Drama c. Historical d. Fantasy e. Science fiction f. Mystery/horror g. Other

***10.**

The next section is about film induced tourism:

Have you ever heard about film induced tourism?

- a. Yes b. No

***11. Have you ever come across a film location incidentally on one or more of your trips (e.g. because a tour guide pointed it out)?**

- a. Yes b. No

If yes, please state which location and in which movie it was featured:

***12. Have you ever specifically travelled to a place because it was featured in a movie?**

- a. Yes b. No

If yes, please state which location and in which movie it was featured:

Students' Travel Behaviour and Film Induced Tourism

*13. Have you ever done any of the activities mentioned below?

	a. Yes	b. No
I have visited a movie set (remaining structures from filming).	<input type="radio"/>	<input type="radio"/>
I have visited a film location (e.g. the beach from the movie The Beach).	<input type="radio"/>	<input type="radio"/>
I have done a movie tour.	<input type="radio"/>	<input type="radio"/>
I have been to a film premiere in a place other than my hometown.	<input type="radio"/>	<input type="radio"/>
I have been to a film festival other than in my hometown.	<input type="radio"/>	<input type="radio"/>
I have visited a film theme park (e.g. universal studios).	<input type="radio"/>	<input type="radio"/>

If you have answered yes to any of these statements, please specify which movie(s) and movie location(s) in this field:

*14. Regarding those activities mentioned in question 13 which you haven't done, would you be interested in doing any of them?

a. Yes b. No

15. If yes, please indicate in which activities you would be interested in (you can tick more than one):

a. Visiting a movie set
 b. Visiting a film location
 c. Doing a movie tour
 d. Going to a film premiere while on vacation
 e. Going to a film festival while on vacation
 f. Visiting a film theme park

*16.

In the next section, the questions are about two specific movie series - Harry Potter and Twilight:

Have you ever seen one or more movies of the Harry Potter series?

a. Yes, one
 b. Yes, some
 c. Yes, all
 d. No

*17. Have you read the Harry Potter books?

a. Yes, one
 b. Yes, some
 c. Yes, all
 d. No

Students' Travel Behaviour and Film Induced Tourism

***18. Do you consider yourself a fan of Harry Potter?**

a. Yes

b. No

***19. Do you know where the Harry Potter movies were filmed?**

a. Yes

b. No

If yes, please name one specific location/attraction that was featured in the movies and state where you found out about it:

***20. Have you ever been to a Harry Potter movie location?**

a. Yes

b. No

If yes, please state which location and your reason for visiting:

21. If not, would you be interested in visiting a Harry Potter movie location?

a. Yes

b. No

***22. Would you be interested in doing a Harry Potter movie tour?**

a. Yes

b. No

***23. In the beginning of April 2012, a Harry Potter Theme Park called "Warner Bros. Studio Tour London – The Making of Harry Potter" was opened in London. Would you be interested in visiting?**

a. Yes

b. No

***24. Have you ever seen one or more movies of the Twilight series?**

a. Yes, one

b. Yes, some

c. Yes, all

d. No

***25. Have you read the Twilight books?**

a. Yes, one

b. Yes, some

c. Yes, all

d. No

***26. Do you consider yourself a fan of Twilight?**

a. Yes

b. No

Students' Travel Behaviour and Film Induced Tourism

*** 27. Do you know where the Twilight movies were filmed?**

a. Yes

b. No

If yes, please name one specific location/attraction that was featured in the movies and state where you found out about it:

*** 28. Have you ever been to a Twilight movie location?**

a. Yes

b. No

If yes, please state which location and your reason for visiting:

29. If not, would you be interested in visiting a Twilight movie location?

a. Yes

b. No

*** 30. Would you be interested in doing a Twilight movie tour?**

a. Yes

b. No

*** 31. Currently, there is no Twilight theme park. If there was one, would you be interested in visiting?**

a. Yes

b. No

*** 32.**

You're almost done now! Thank you very much for answering these questions!!! :)

The last part is just about your basic data:

Gender (M/F):

Age:

Nationality:

Occupation: