

## BHOS200 The Hospitality Classroom

ECTS Value: 5 ECTS

### Overall Objectives and Outcomes

This module shall address subjects related to pedagogical skills required to teach Hospitality at secondary and post-secondary/vocational educational institutions and is intended for professional educators or prospective teachers who: (i) are already teaching this subject at SEC level and want to deepen their knowledge on the subject or (ii) aspire to teach hospitality. Specific topics which shall be taught during this course include: The overall management of the Hospitality classroom; Dealing with challenging classroom behaviour and related preventive measures; Engaging in good quality discussions on specific topics listed in the Hospitality curricula; The use of physical, virtual and visual teaching material to enhance the student's learning experience. By the end of the course, the learner should be able to plan and deliver successfully lessons in Hospitality to secondary and upper secondary students in a compulsory schooling setting.

By the end of this module, the learner will be able to:

### Competences

- a. analyse how schemes of work and lesson plans can contribute towards a more structured teaching, particularly for Hospitality topics;
- b. assess different pedagogical practices in terms of delivery of lessons in all Hospitality topics (as per the curriculum provided);
- c. critically review the engagement and commitment of teachers toward continuous professional development in the pedagogical field of study, particularly with regard to the subject of Hospitality.
- d. critically identify relevant literature and other educational resources that can be used in Hospitality vocational education and comprehend the advantages of such educational material.
- e. analyse and devise different methods of assessment and grading of students's learning Hospitality (formal and informal) and evaluate the best methods which suits different case scenarios.
- f. critically analyse and evaluate ones teaching methods in terms of quality assurance in education.

### Knowledge

- a. systematically understand the core principles of class discussions and how these can be carried out;
- b. critically assess the cognitive and learning process of students;
- c. establish the relationship between the teacher and the student;
- d. systematically outline different situations and conditions which effect (positively and negatively) the learning process of students;
- e. identify and devise methods of motivating students inside and outside the classroom.

## Skills

- a. critically assess and apply different theories and practical pedagogies about Hospitality education in the classroom;
- b. adequately communicate to students the importance of sustaining fruitful pedagogical relations;
- c. foster pedagogies that seek to eliminate disparities related to forms of 'othering';
- d. actively engage in the creation of his/her own pedagogical practice in teaching Hospitality;
- e. critically inquire the academic and non-academic literature related to teaching Hospitality;
- f. engage in self-evaluation of his/her own experiences of teaching and learning this subject;
- g. make critical and creative use of student abilities in this subject as educational resources;
- h. prepare the necessary visual and/or non-visual resources to communicate information about specific Hospitality topics to students;
- i. communicate the right operational methods to students – this may range from food preparation to front office services;
- j. evaluate own methods of teaching Hospitality topics;
- k. monitor the delivery of information to students;
- l. carry out research on the latest pedagogical techniques, information, research and curriculum update;
- m. use digital processing tools for lesson planning and during class, notably word processing, Powerpoint (or similar programs) and spread sheets;
- n. search for specific online resources.

## Assessment Methods

This module will be assessed through: Presentation and Assignment

## Suggested Readings

### Core Reading List:

1. Campos, M., Laferrière, T. and Harasim, L., 2001. The post-secondary networked classroom: Renewal of teaching practices and social interaction. *Journal of asynchronous learning networks*, 5(2), pp.36-52.
2. Dredge, D., Airey, D. and Gross, M.J. eds., 2014. *The Routledge handbook of tourism and hospitality education*. Routledge: London.
3. Papier, J. 2012. The Notion of 'Vocational Pedagogy' and Implications for the Training of Vocational Teachers – Examining the Field. *International Journal of Education*, 6(2), pp.87–96.
4. Kiser, J.W. and Partlow, C.G., 1999. Experiential learning in hospitality education: An exploratory study. *Journal of Hospitality & Tourism Education*, 11(2-3), pp.70-74.
5. Sigala, M. and Baum, T., 2003. Trends and issues in tourism and hospitality higher education: Visioning the future. *Tourism and hospitality research*, 4(4), pp.367-376.

## Supplementary Reading List

1. Cho, W., Schmelzer, C.D. and McMahon, P.S., 2002. Preparing hospitality managers for the 21st century: The merging of just-in-time education, critical thinking, and collaborative learning. *Journal of Hospitality & Tourism Research*, 26(1), pp.23-37.
2. Fullagar, S. and Wilson, E., 2012. Critical pedagogies: A reflexive approach to knowledge creation in tourism and hospitality studies. *Journal of Hospitality and Tourism Management*, 19(1), pp.1-6.
3. Sigala, M., 2004. Investigating the factors determining e-learning effectiveness in tourism and hospitality education. *Journal of Hospitality & Tourism Education*, 16(2), pp.11-21.
4. Stratman, J., 2013. Toward a pedagogy of hospitality: Empathy, literature, and community engagement. *Journal of Education and Christian Belief*, (1), pp.25-59.