

MHOS101 Competence-based Pedagogy in the Hospitality VET Context

ECTS Value: 5
Self-Study Hours: 90

Contact Hours: 25
Assessment Hours: 10

Overall Objectives and Outcomes

This module will equip students with the necessary knowledge, skills and competences to conduct learning in Hospitality education towards a learning outcome framework. Discussions will focus on the pedagogical strategies employed to reach: (i) the desired learning objectives and (ii) the balance between the teacher's teaching perspective to the students' learning perspective and processes. The content of this module will look at how educational resources should be identified, developed and eventually used, particularly in a vocational context, in order to deliver the best educational experience to students learning Hospitality at secondary and post-secondary education institutions. An outline of the core procedures and considerations that must be employed when developing learning outcomes shall also be discussed – such information will help prospective Hospitality educators to understand the value of an effective learning outcome framework, especially with regard to: content of teaching; teaching strategies; learning activities/tasks for students; adequate assessment tasks; and the overall module/course evaluation.

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

Competences

- a. Demonstrate full autonomy in the direction of learning within the Hospitality field of study;
- b. Develop a learning outcome student centred pedagogical approach;
- c. Critically evaluate researched pedagogical approaches within the hospitality vocational education and training environment.;
- d. Propose new models of schemes of work in the vocational educational environment addressing the challenging developments of the hospitality sector.;
- e. Create adequate assessment criteria to controlled elements of specific learning outcomes;
- f. Develop a researched based systematic approach to provide feedback on the programme specifications and the learning experience of the learners following hospitality vocational educational programmes.

Knowledge

- a. Develop comprehensive knowledge and understanding about the Hospitality sector and related elements which may, directly or indirectly, affect this industry;
- b. Propose new hypotheses in relation to the teaching strategies and methodologies in hospitality and the learning outcome framework;
- c. Develop strategies for the identification and acquisition of educational resources for vocational education, particularly in Hospitality;
- d. Deploy originality in the drafting of schemes of work and sample lesson plans for theoretical and practical learning in Hospitality.

Skills

- a. Systematically understand key aspects related to the Hospitality sector;
- b. Develop a comprehensive understanding of how to deliver effective teaching in Hospitality topics that are covered by specific learning outcome to students;
- c. Systematically and creatively manage and develop educational resources and material to conduct a theoretical and/or practical lesson in Hospitality subjects;
- d. Propose new methodologies on how to develop relevant schemes of work, lesson plans and assessment criteria which are in line with the corresponding teaching of a specific Hospitality topics and the learning outcomes.

Assessment Methods

This module will be assessed through: Assignment.

Suggested Readings

Core Reading List:

1. Caul, L., 1998. Differential learning outcomes in vocational education and training. *Irish Educational Studies*, 17(1), pp.107–121.
2. Kivela, J. and Kivela, R.J., 2005. Student perceptions of an embedded problem-based learning instructional approach in a hospitality undergraduate programme. *International Journal of Hospitality Management*, 24(3), pp.437-464.
3. Polidano & Tabasso, 2014. Making it real: The benefits of workplace learning in upper-secondary vocational education and training courses. *Economics of Education Review*, 42, pp.130–146.
4. Räisänen, A. & Rökköläinen, M., 2013. Assessment of learning outcomes in Finnish vocational education and training. *Assessment in Education: Principles, Policy & Practice*, pp.1–16
5. Sigala, M., 2002. The evolution of internet pedagogy: Benefits for tourism and hospitality education. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 1(2), pp.29-45.

Supplementary Reading List:

1. Feng, L.-Y., Su, Y.-H. & Yang, C.-C., 2011. The Construction of Professional Evaluation Instruments for Hospitality Teachers in Taiwan's Vocational Schools. *Journal of Teaching in Travel & Tourism*, 11(3), pp.229–252.
2. Edwards, Richard, Minty, Sarah & Miller, Kate, 2013. The Literacy Practices for Assessment in the Vocational Curriculum--The Case of Hospitality. *Journal of Vocational Education and Training*, 65(2), pp.220–235.
3. Tesone, D.V. & Ricci, P., 2005. Job Competency Expectations for Hospitality and Tourism Employees: Perceptions of Educational Preparation. *Journal of Human Resources in Hospitality & Tourism*, 4(2), pp.53–64.