

MHOS101 Competence-based Pedagogy in the Hospitality VET Context

ECTS Value: 5 ECTS
Self-Study Hours: 60

Contact Hours: 25
Assessment Hours: 40

Overall Objectives and Outcomes

This module will equip students with the necessary knowledge, skills and competences to conduct teaching and 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; relevant assessment tasks; reflective learning 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 scheme of work in relation to learning outcome with a student centred pedagogical approach;
- c. Propose new models of schemes of work in the vocational educational environment addressing the challenging developments of the hospitality sector.;
- d. Create adequate assessment criteria to controlled elements of specific learning outcomes;
- e. 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;
- f. Deploy originality in the drafting of schemes of work and sample lesson plans for theoretical and practical learning in Hospitality.
- g. Evaluate the effectiveness of their teaching strategies;
- h. Develop a plan for continuous improvement in future learning, teaching and assessment strategies;
- i. Identify potential applications of robotics in various hospitality sectors.
- j. Explore the benefits and challenges of integrating robotics technology in hospitality settings.

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 consistent with a scheme of work 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. Evaluate the appropriateness of and develop different assessment strategies that can be implemented in the classroom;
- e. Explain the appropriateness of various classroom management strategies in relation to the level and teaching activities;
- f. Identify the strengths and weaknesses of their teaching, learning and assessment strategies;
- g. Understand the concept of robotics inclusivity in the hospitality context.

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 related to by specific student learning outcome
- 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.
- e. Review schemes of work and lesson plans pertaining to the relevant Hospitality topics included in the syllabus and provide a critical evaluation of their effectiveness within a vocational context.
- f. Practise various classroom management strategies.
- g. Reflect on their teaching practice in order to identify areas of development and improvement;
- h. Apply strategies to address the diverse learning needs of vocational students;
- i. Provide constructive feedback to students in order to help them improve in their learning.

Assessment Methods

This module will be assessed through: Class Presentation, Online Forum/Discussion and 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.
6. Bailey, R., Barrow, R., Carr, D. and McCarthy, C. (Eds.), (2010) *The SAGE Handbook of philosophy of education*, London: Sage.

7. Bolton, G. (2014) *Reflective practice: writing and professional development*, (4th edition), London: Sage
8. Gardner, J. N. (2012) (ed.) *Assessment and Learning* (2nd edition), London: Sage

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.