

THE-ICE IPoE FORUM 2017 MELBOURNE

“Scholarly excellence in the age of compliance”

Advancing Hospitality Management Students Employability Through Virtual Field Trips

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Agenda

- Project background and aims
- Authentic learning
- Functionality of VFTs
- Implementation of VFTs - case studies
- Evaluation of VFTs
- Reflections and Q&A

Project Background

- Reduction in Government funding to public universities
 - Substitution of practical and WIL courses
 - Promotion of education to international students
- Employability becoming the top priority
- GUL&T seed funding in 2014
- OLT funding in 2015



Project Aims



The following were key aims of the VFTs project:

- Re-design, expand and trial VFTs;
- Implement VFTs in four partner universities and collect data (*pre and post surveys in 2017*);
- Develop the VFTs evaluation instruments (*pilot test using the original VFT in 2016*); and
- Promote wider adoption of VFTs.

Authentic Learning



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The value of authentic learning activities are not only restricted to learning in a real-world setting using various systems and procedures, but it can be achieved by designing a well thought out Web-based learning environments that offer students access to some of the same resources managers use in their decision making (Herrington, Reeves, Oliver & Woo 2002).

Authentic eLearning



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- Authentic Learning allows students to control their learning by constructing their knowledge and understanding through observation, reflection, experimentation and interactions through
 - Real-world settings;
 - Authentic assessment tasks; and
 - Technology.
- Authentic Learning helps to
 - Bridge the gap between theory and practice;
 - Promote higher order learning;
 - Develop deeper understanding; and
 - Retain knowledge.

Functionality of VFTs



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[virtualfieldtrips.edu.au](http://www.virtualfieldtrips.edu.au)

<http://www.virtualfieldtrips.edu.au/>



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Accessing Specific Aspect of Interviews

Rather than listening to the entire interview, one can select a specific aspect (e.g., personal background, roles and responsibilities, sustainability, advice to fresh graduates.....) and only listen that segment.

<http://www.virtualfieldtrips.edu.au/vft/video.html>

Implementation of VFTs Case Studies



- Griffith University
- The University of Queensland
- Torrens University Australia
- Edith Cowan University

Griffith University VFTs Case Study 1 – International F&B Management



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| | |
|----------------------------|--|
| Program Goals | Develop communication; problem solving; industry knowledge and employability skills. |
| Learning Objectives | <ul style="list-style-type: none">• Contrast different F&B outlets found in 5 star hotels• Propose a suitable concept for a hotel restaurant• Develop a business plan for a hotel restaurant |
| L&T Activities | <ul style="list-style-type: none">▪ Integrate elements of VFT in lecture topics.▪ Design workshop tasks supporting theory/practice. |
| Assessment | <p>VFTs serve as a context for assessments through</p> <ul style="list-style-type: none">▪ Present a hotel restaurant's concept▪ Develop a hotel restaurant's business plan▪ Reflect on learning experiences▪ Include suitable exam questions |

Lecture Topics & Workshop Activities



Virtual Field Trip

| Lecture Topics | Workshop Activities |
|---|---|
| Introduction to course and VFTs. | Explore VFTs and familiarise with hospitality businesses. Conduct VFTs Pre-survey. |
| Restaurant concept development. | Assess the aspects of sustainability through 'Earthcheck' tab in the VFTs Home Page. |
| Future trends including sustainable practices. | Oral presentation of concept development. |
| Menu and wine lists planning and design. | Explore all F&B outlets of two hotels focusing on menus and wine lists. |
| F&B service and production areas planning and design. | Explore all F&B outlets of two hotels focusing on restaurants and bars design features. |
| Role and responsibilities of managers and operations quality. | Appraise interviews with F&B managers and executive chefs of two hotels. |
| F&B purchasing and control systems. | Appraise interview with purchasing manager (Intercontinental Hotel, Sydney). Analyse F&B reports (Intercontinental Hotel, Sydney). |
| Course revision. | Reflect on the use of VFTs reflections. Conduct VFTs Post-survey. |

The University of Queensland VFTs Case Study 2



Virtual Field Trip

Program Goals

Mastery of core principles and practices; Evaluation of operational efficiency; International hospitality industry

Learning Objectives

- Analyse and evaluate the diverse contexts
- Develop strategies for the continuous improvement
- Highlight the difference in operation of other segments

L&T Activities

- Comparison of business concepts
- Evaluation of menu and wine list

Assessment

- VFTs serve as a context for assessments through
- Reflect on learning experiences
 - Include suitable exam questions

Lecture Topics & Workshop Activities



Virtual Field Trip

| Lecture Topics | Workshop Activities |
|---------------------------------|---|
| Introduction to course and VFTs | Explore VFTs and familiarise with hospitality businesses. Conduct VFTs Pre-survey. |
| Restaurant concept development | Explore the business concepts of restaurants which are distinctive each other. |
| Menu planning and design | Explore and compare menu components of three different types of restaurants |
| Wine lists planning and design | Explore wine list components of a restaurant in a chain hotel |
| F&B service and production | Relevant materials embedded in lecture materials |
| Course revision | Reflect on the use of VFTs reflections Conduct VFTs Post-survey |

Griffith University VFTs Case Study 3 - Tourism Management Principles



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Learning Objectives

- Understand sustainable principles as applied to T&H business operation.
- Critically evaluate business practices.
- Propose recommendations to improve sustainability practices.

L&T Activities

- Integrate elements of VFTs in lecture and workshop topics.

Assessment

VFTs are not directly assessed but serve as an important tool to prepare students for individual assignment, which requires critical evaluation of tourism practices and how such practices align with or deviate from principles of sustainability.

“Some found it extremely useful after we did this activity.....” (Tutor)

Lecture Topics & Workshop Activities



The course utilised the VFTs in a number of ways:

- Course site linked to the VFT site.
- Exploring sustainable business practice, esp. EarthCheck cases studies.
- One EarthCheck case study chosen for in-depth discussion
 - Lecture - introduction to the hotel, video of interview with the hotel's sustainability officer, worksheet based on the interview.
 - Workshop - group work on Eaton Hotel to identify information relevant to main requirements of the assignment (i.e., link sustainable practice to sustainable principles, identify the hotel's key areas of strengths and potential areas of weaknesses, and research solutions to improve the identified weaknesses).

"Yeah, it was very helpful for the assignment and gave a good starting point to see what was required" (student)

Evaluation of VFTs



Virtual Field Trip

| Process | Product | Presage |
|--|---|--|
| Learning-Activities <ul style="list-style-type: none">Cognitive stylesLearning stylesLearning beliefs / attitudesAcademic self-efficacyEngagement | Learning outcomes <ul style="list-style-type: none">Skills (<i>Bloom, TH&E TLOs</i>)KnowledgeSatisfaction (<i>VFT, assessment, course</i>) | Student Factors <ul style="list-style-type: none">ExpectationsDemographicsPrior experience (<i>work/study</i>)GPA Learning Environment <ul style="list-style-type: none">VFT AttributesPedagogyAssessmentSupport |

Based on Biggs' (1999) Presage-Process-Products Model

Pre-Survey Instrument

VIRTUAL FIELD TRIPS PRE-VFT QUESTIONNAIRE



This survey seeks your views about the use of virtual field trips in the hospitality industry and should take no more than 20 minutes to complete. The survey is part of an Australian government funded project titled *Enhancing Student Employability Skills through Virtual Field Trips in the Hospitality Industry*. This project is being led by Griffith University and will evaluate and promote pedagogies that enhance the learning outcomes of virtual field trips in the hospitality industry.

GU/1/17

SECTION 1: LEARNING OUTCOMES

Read each question and respond by writing in the space provided or by marking the circles like this: ☉

1. What is your student identification number?

Note: this information will only be used to link your pre-VFT and post-VFT surveys and will not be retained for further analysis.

→

2. The following statements are about your expectations of how the virtual field trip may benefit your learning. Please rate your agreement with each statement on a scale of 1 (strongly disagree) to 7 (strongly agree).

I expect that the virtual field trip tool will develop my...

| | STRONGLY DISAGREE | | | STRONGLY AGREE | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Knowledge of food and beverage (F&B) operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of how the elements of F&B operations interact with each other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of 'real world' problems faced by F&B operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of key F&B roles and terminology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of F&B target markets and marketing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of F&B finances | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to understand F&B operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to apply what I learn in the VFT to F&B operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to compare F&B operations across multiple properties | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to analyse operational aspects of F&B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to solve F&B operations problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to create new F&B concepts and delivery strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to apply knowledge and skills to design menus, F&B services, experiences and settings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to integrate theoretical and operational knowledge of hospitality businesses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to work with others to acquire and share ideas of F&B operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to collect and analyse information to develop solutions for hospitality business problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to reflect on my own conduct and the performance of other students to improve my skills and knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. The following statements relate to your general level of confidence. Please rate your agreement with each statement on a scale of 1 (strongly disagree) to 7 (strongly agree).

| | STRONGLY DISAGREE | | | STRONGLY AGREE | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Even when things are tough, I can perform quite well | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In general, I can obtain outcomes that are important to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident I can learn the concepts taught in this course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident that I can perform effectively in different tasks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Compared to other people, I can do most tasks very well | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident that I have the computer skills to complete the VFT requirements of this course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I will achieve most of the goals I have set for myself in this course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can succeed in almost any endeavour I set my mind to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Virtual Field Trip

Post-Survey Instrument

VIRTUAL FIELD TRIPS POST-VFT QUESTIONNAIRE



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GU/1/17

SECTION 1: LEARNING OUTCOMES

Read each question and respond by writing in the space provided or by marking the circles like this: ☺

1. What is your student identification number?

Note: this information will only be used to link your pre-VFT and post-VFT surveys and will not be retained for further analysis.

→

2. The following statements are about how the virtual field trip has benefitted your learning. Please rate your agreement with each statement on a scale of 1 (strongly disagree) to 7 (strongly agree).

| The Virtual Field Trip (VFT) developed my... | STRONGLY DISAGREE | | | | STRONGLY AGREE | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Knowledge of food and beverage (F&B) operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of how the elements of F&B operations interact with each other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of 'real world' problems faced by F&B operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of key F&B roles and terminology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of F&B target markets and marketing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of F&B finances | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to understand F&B operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to apply what I learnt in the VFT to F&B operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to analyse operational aspects of F&B | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to solve F&B operations problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to create new F&B concepts and delivery strategies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to apply knowledge and skills to design menus, F&B services, experiences and settings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to integrate theoretical and operational knowledge of hospitality businesses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to work with others to acquire and share ideas of F&B operations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to collect and analyse information to develop solutions for hospitality business problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to reflect on my own conduct and the performance of other students to improve my skills and knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. The following items relate to your general level of confidence. Please rate your agreement with each statement on a scale of 1 (strongly disagree) to 7 (strongly agree).

| | STRONGLY DISAGREE | | | | STRONGLY AGREE | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Even when things are tough, I can perform quite well | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In general, I can obtain outcomes that are important to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident I can learn the concepts taught in this course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident that I can perform effectively in different tasks | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Compared to other people, I can do most tasks very well | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am confident that I have the computer skills to complete the VFT requirements of this course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to achieve most of the goals I have set for myself in this course | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I can succeed in almost any endeavour I set my mind to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



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THE-ICE 11th IPoPE 2017
'Scholarly excellence in the age of compliance'
Wednesday 15 November 2017
WORKSHOP REFLECTION

Enhancing students' employability skills through Virtual Field Trips

Participant's Name: _____

Email Address: _____

Institution: _____

1. Do you see the possibility of applying aspects of VFTs in the courses you teach? If yes, please list the course(s), program (e.g. UG/PG) and semesters taught.

2. Select the appropriate course from above selection and identify at least two (2) lecture topics, outlining appropriate learning activity based on the VFTs.

| Lecture Topics | VFTs Activities |
|----------------|-----------------|
| | |

3. Design a suitable assessment task(s) that will assist in promoting students learning effectiveness.

4. We welcome your further feedback and comments on the value of VFTs, a learning and teaching tool.

Thank You



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**Your
Reflections**

**Please get in touch, if you would
like further information**

oltvirtualfieldtrips@griffith.edu.au



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