



NATIONAL KAOHSIUNG UNIVERSITY  
OF HOSPITALITY AND TOURISM  
國立高雄餐旅大學

# TH&E Education in the Post-Pandemic Era - Strategies for Survival and Growth

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# Background of NKUHT



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5000 students:  
Hospitality  
Tourism  
Culinary  
International



fourth year in campus

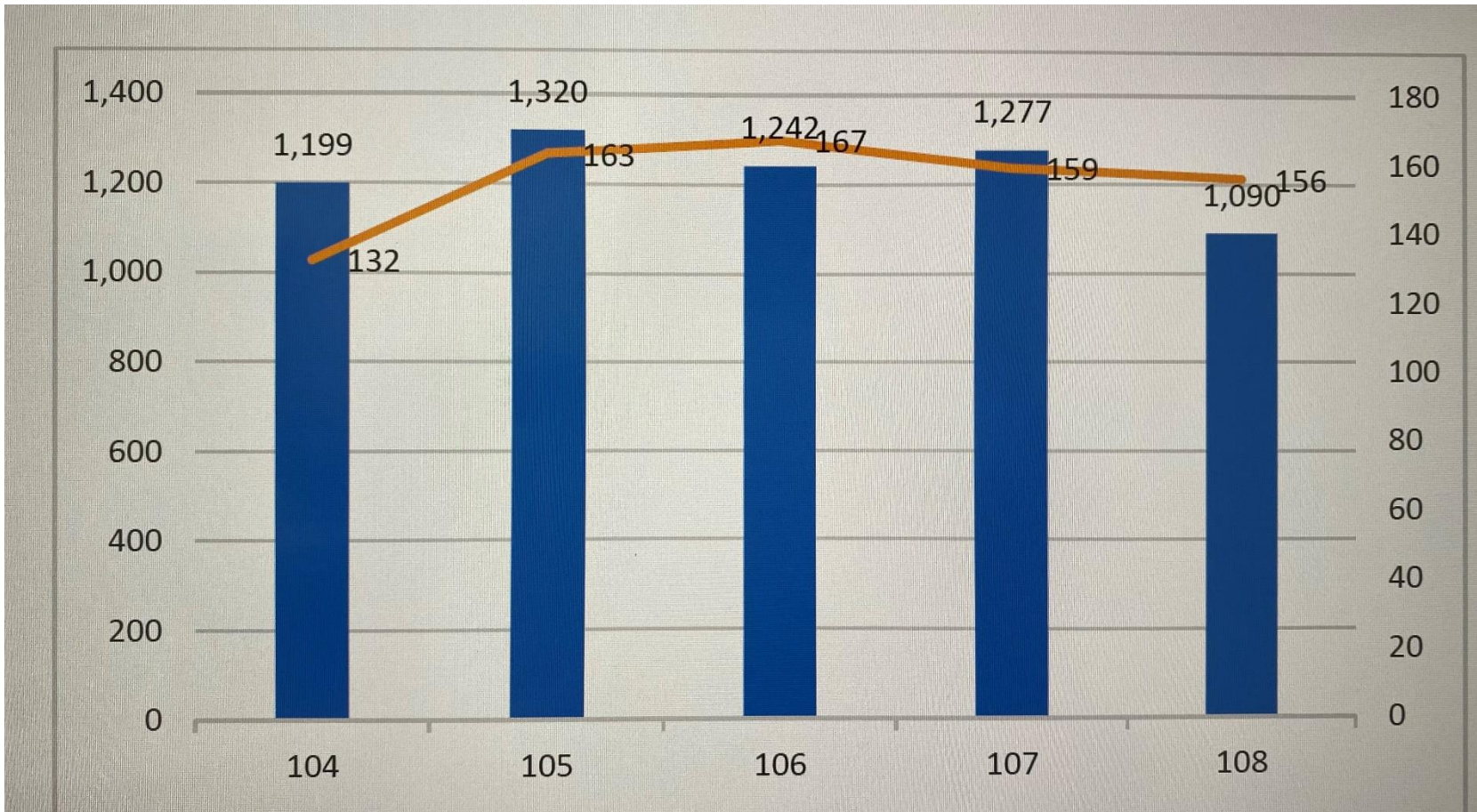
third year internship  
in the industry

first and second years  
in campus

# The internship



3



**Number of students**

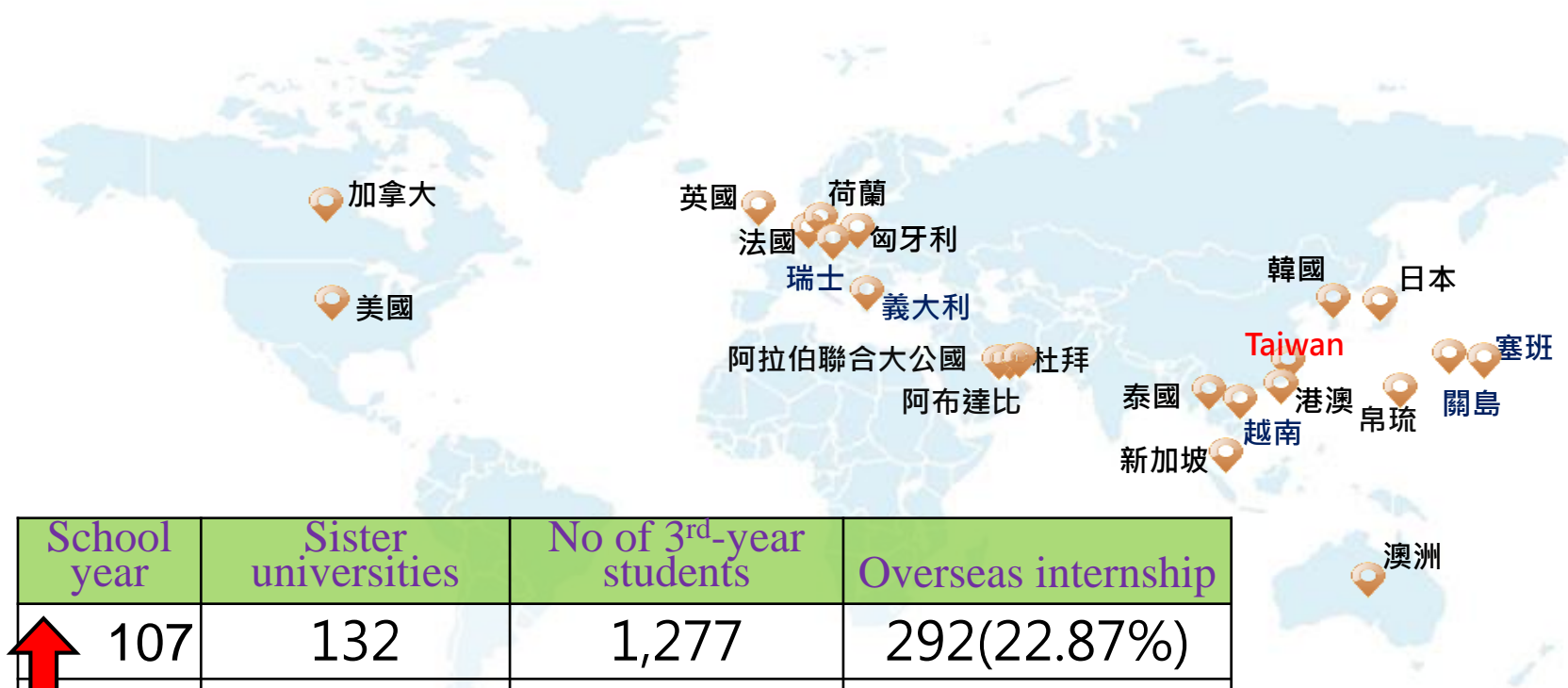


**Number of Companies**

# Global internship partners



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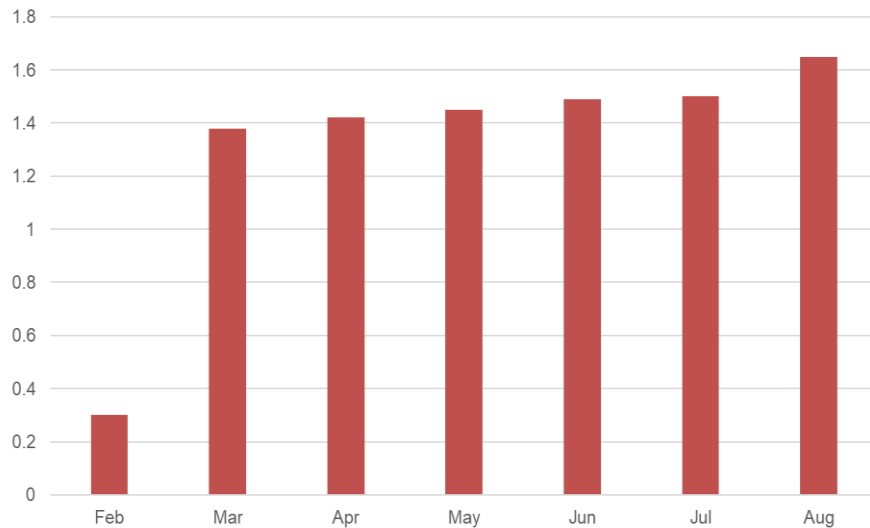
School year	Sister universities	No of 3 <sup>rd</sup> -year students	Overseas internship
107	132	1,277	292(22.87%)
106	122	1,254	264(21.54%)
105	112	1,226	264(21.05%)
104	91	1,133	226(20.31%)

# The Pandemic Era



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## The number of learners impacted by school closures worldwide



**1.6 billion learners in more than 190 countries and all continents**

## The impact on the industry



# II The Impact of COVID-19



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Terminated Internship in the spring semester (10 credits)

Organize online learning

Redesign the curriculum

Explore the “new normal” from an education perspective

Social distancing vs interpersonal chemistry

Distant learning vs social presence

# A study on the social presence in online courses



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This study explores the experiences, interactions, and social presence of 14 students who participated in the 2020 spring term graduate-level program (five courses) at NKUHT

The conceptualization of social presence embedded within

Garrison et al.'s (1999) Communities of Inquiry framework and

Whiteside's (2015) Social Presence Model

1 How did the students perceive social presence during their online learning experience?

2 How did teachers enhance online learning environment using social presence?

# Findings (1)



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Category	Indicators	Frequency
Instructor Involvement	Materials	31
	Teaching style	28
	Activities	23
	Others	2
Affective Association	Emotion	33
	Self-disclosure	15
	Use of humor	14
	Others	4
Interaction Intensity	Continuing conversations	17
	Asking questions	12
	Other's self-disclosure	10
	Others	7
Community Cohesiveness	Support	14
	Sharing with others	13
Total		223

## Instructor Involvement

- Pertains to how the instructors effectively immersed themselves and adapted to suit the course in an online format. According to the learners, this was evident from **the materials used, the teaching style implemented, and the supplemental activities** facilitated by the teachers.

## Affective Association

- Relates to the connection among **the use of emotions, self-disclosure, and use of humor**. Such variables were employed to establish a sense of personality and characteristic for each participant that can help others identify one another.

## Interaction Intensity

- Limitations in terms of reproducing the social cues, interactivity, feedback, and feeling of connectedness as compared to traditional face-to-face classrooms. Foremost, **non-verbal nuances such as movements and haptics** are almost imperceptible in the flow of real-time video conferencing.

## Community Cohesiveness

- Students note having low sense of community and belongingness towards the online class due to **the limited support each learner had contributed to their classmates**. This was in the form of sharing information, resources, and guides.

Learners perceived low SP due to the lack of intense interaction brought about by the reduction in social cues, traditional classroom norms, and feedback. Teachers strived to replicate the in-class experience by facilitating online breakout sessions and group activities.

# The challenges before the pandemic



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Low birthrate in the recent decade in Taiwan

The influence of technology on the workplaces

National curriculum reform for secondary schools



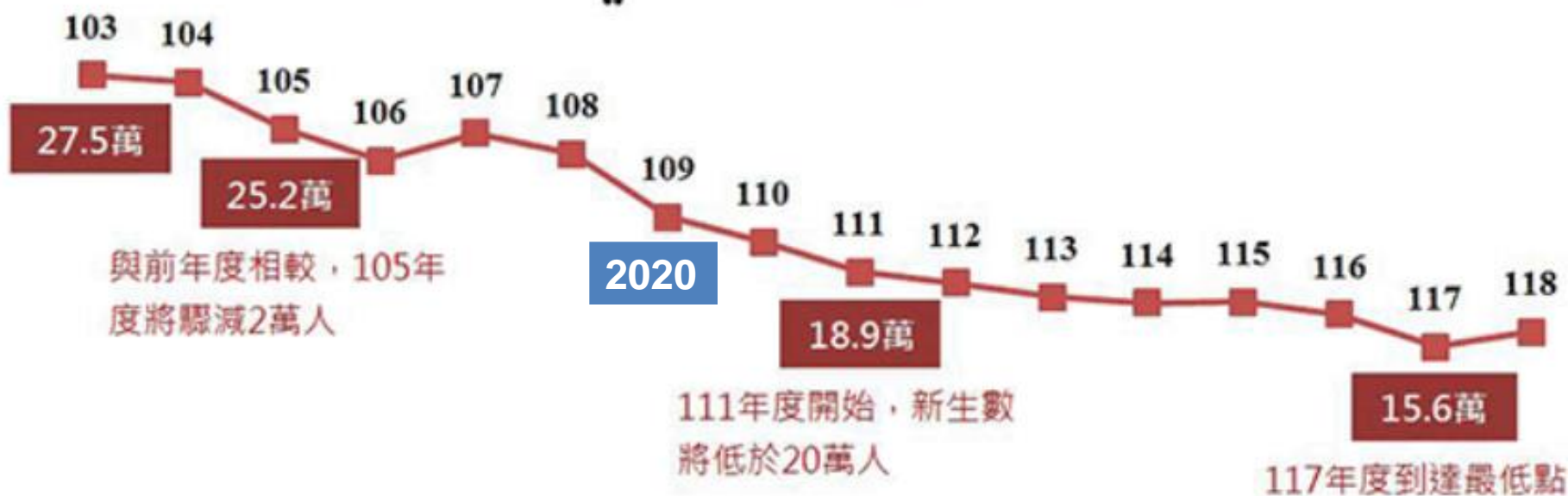
# Low birthrate in Taiwan



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大學新生數推估



製圖：《天下雜誌》調查中心

資料來源：教育部統計處

# The influence of technology



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## 新技術：AR/VR

Discover the world in VR!



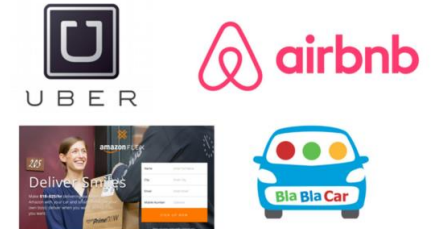
## 新技術：AI



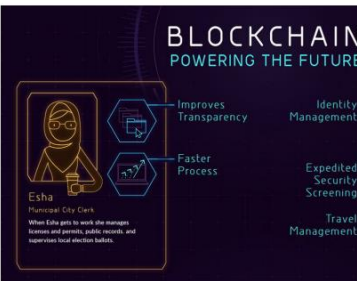
## 新技術：大數據



## 新業態：分享經濟



## 新技術：區塊鏈



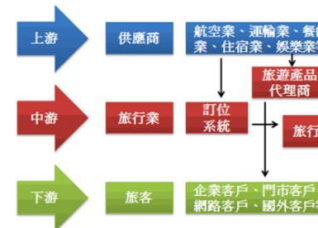
## 新平台：社群媒體



## 新平台



## 新業態：產業鏈



## 新業態：生態系



# National curriculum reform for secondary schools (2019)



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## 參考課程計畫

### 1 追溯高中課程學習

系統可以自動連結學生修課紀錄中的課程大綱，便於瞭解高中課程內容。

### 2 校校是明星

瞭解各高中開設的校訂課程，逐漸建立高中的品牌認知。

## 審閱學習歷程

### 1 資料整合並優化審查品質

以清晰一致的資料架構檢閱學習歷程，減輕評閱負擔優化審查品質。

### 2 真實瞭解學生學習

學期結束即上傳，經由教師認證，學習歷程能真實反映課程學習成果，強化資料公信力。

### 3 有助全方位審查

補充考試無法呈現的學習面向。

From **skill-based**  
to **literacy-based**

圖 / 教育部 文 / 國教署、高教司

# III The Strategies for Survival and Growth



Distant/Blended learning-flexible and individualized learning (Learning Engagement )

Alternative pedagogical resources from national and international platforms (Teacher support)

Alignment of education and industry (Future talents)

# The marketing theory of 4Ps for the post pandemic era



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Product - Technology involvement (AR,VR, AI)

Place – Borderless, Time-limitless, and mobile learning

Price - Flexibility and segmentation pricing policy (revenue management)

Promotion - Self-Media and Social Media, Return on investment (ROI)

modernize the education systems for the 21st century

equip learners with the 21<sup>st</sup> century competences

Education Goals/ Teaching Contents/ Instruction Approaches/ Evaluations of the learning outcomes

Alone, you go fast.  
Together, we go far.

The End  
Thanks

