

Implementing Possibilities and Perspectives of Flipped Learning in Hotel Management Institutions

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Abstract

Nowadays many modern educational frameworks and policies are been introduced in education segments to develop its structural enhancements in teaching. The educational higher bodies and the policy makers are more interested in introduction or adoption of trendy, easy and adaptable pedagogy methodologies to provoke the learning capability of the students. The paper discusses the possibilities of introducing of flipped learning an alternative method for the traditional training techniques to teach the students at hotel management institutions. The study was carried out among the instructors at the hotel management institution to document the possibilities in adopting flipped learning objective for training the students.. The result shows that the possibilities overwhelms as the students are more active and interested in adopting this method of learning, as it enhances even the slow learners pursue their curriculum successfully

Keywords; *Flipped Learning; Hotel Management; Institution; Possibility; Student*

I. INTRODUCTION

The Hotel management courses are categorized as a professional course more oriented towards operation of hotel industry. Undergoing of any graduation or diploma course can place hotel management students into any major or ancillary departments at hotels. The syllabuses of these courses familiarize or train the students practically than theoretical in acquiring the knowledge about the control and management of material or human resources at hotel industry.

Majority of the teaching and training schedules for the hostel management students always constitutes a package of hands on trainings, demonstrations, lectures, role plays, etc. with a specific period of industrial exposure training to make the student understand and develop the liking towards the industry. Study materials are concerned with a

limited set of information about the hierarchal setups, layouts, standard operating practices and procedures followed at hotel industry.¹

Indian education system is the third largest system in world. It is being governed by many educational bodies and organization like University Grand Commision(UGC), All India Council for Technical Education (AICTE) etc to improvise the education quality. Recent growth in technology and advancement in various fields of education has made the educational bodies to improve the higher education teaching methodologies. The traditional method of teaching is not always fruitful to the students at current internet world hence many new methodologies of teaching has been promoted and compelled to be adopted by these education bodies in the educational institutions in India.²

The traditional method of teaching at the higher

education institution has the same techniques of the basic education levels, these outdated techniques increases the stress level and reduces the learning ability of the students. These methods are mere spoon feeding from a tutor completely depending upon the depth and knowledge of the instructor about the subject³. The hotel management instructors work experience at the hotel influences his teaching of technical aspects and methods into the students at institutions. Besides the year of experience of the hospitality educator his knowledge about the industry may be outdated as the industry reforms and updated itself regularly.

There exists a lack of creative thinking or a focused learning among the students.⁴ No creative aspects can be created among the hotel management students in just lecturing the standard operational procedures at the industry or a repetitive demonstrations can impose a interactive learning or improves the communication and decision making quantities of the students. A boring atmosphere is created in making a student with a dictatorial representation of teaching just imposing concepts into the minds of the students. Traditional teaching treats the students as just listeners that distracts the students from learning any new concepts or ideas.⁵

The hotel management institutions have the responsibility to create students with both theoretical knowledge for active management, maintain records, follow legal procedures etc. Beside they also should posses a practical knowledge of experiences in handling situations, decision makings or treating the guest for an eternal satisfaction of the guest. Hereby outdated traditional teaching methods in educational institutions could not create an effective trustworthy man power for the hotel industry.⁶

Introduction and implementation of new methods of learning into hotel management studies is more recommended to initiate a well groomed and knowledgeable employee for the industry. Flipped learning is a student centered learning method⁷ that

provides more attention towards their attentive learning prospects. It is an inverted method of traditional teaching⁸ where the students plays the role of the teacher in collection study facts, presenting in the classrooms, the teacher just acts as the listener organizing different comments and facts from the student individuals or group.⁹

The teacher in a flipped class acts as a facilitator, organizer, mediator and observer in assigning the work for the students and carrying out the discussions among the students in sharing the knowledge from one student to other.¹⁰ This method of teaching offers a good opportunities for the students to express their own ideas and concepts. This concept of teaching helps the teachers at higher education level to impart much new information to the students.¹¹

The major part of the teaching is played by the students at the flipped learning they owe the responsibility to collect conceptual information apt for their next class subject to be discussed. An active participation of the students are rendered in the flipped learning method, students carries out the whole class in exchange of subject concepts.¹² For an instance to discuss a basic operating procedure in a classroom the students can be assigned to collect the practice and procedures in different hotels in the city and can be discussed in the classroom that makes the class more lively and informative, being the students directly involves in collection of subject materials regarding the operating procedure.

The flipped learning followed in a classroom will always develop the student cognitive thinking it helps the student to learn the concepts of the subject by understanding in an elaborative manner. It makes the student an independent or autonomous learner in acquiring new skills and knowledge also impart and share to other students in his classroom.¹³ This pedagogy learning involves in providing prior materials before the classroom discussion, it provokes the student's attitude makes the student into a deep learner. All group of students, the slow

learner or an active learner are engaged in the teaching and learning processes.¹⁴

The teaching models at flipped learning replace the teacher's dictatorial instructions at the classroom to student centered activity learning model. It engages and bonds the student teacher relationship in having good one to one conversations and exchange of concepts.¹⁵ The study materials are mostly referred from the internet sources like audio- video materials that impart a lively and enthusiastic learning attitude among the students.¹⁶ For example a week's practical menu at a Basic or Advanced Training Kitchen or a recipe for cocktail or mock-tails at service department can be formulated using various internet sources watching lively videos or browsing information. This brings in a self learning interest among the students and makes them understand a variety of recipes or the familiarity about a cuisine.

Flipped Learning model of teaching is apt for the students at first year or the final year in their studies provided upon the assignment allotted to the students.¹⁷ This innovative pedagogy method of teaching always initiates the learning attitude among the students or at least does not harms any learning mood of the students.¹⁸ Thus this study involves in finding out the possibilities in adopting the flipped method of learning among the hotel management students.

II. MATERIALS AND METHODS

The purpose of this work is to examine whether the flipped learning is applicable to be implemented as a teaching method for the hotel management students. Three aspects were considered in the study as follows:

- The possibility to implement the teaching model for the hotel management students.
- Faculty's experiences implementing the Flipped Learning method of teaching.
- Student's attitude towards flipped learning from the Faculties point of observation.

To carry out the study the research has been structured as follows in the implementation of flipped learning at hotel management institutions. The study has been executed in a framed structure to answer the following research questions:

- How the flipped learning model can be adopted to teach the hotel management students.
- Possibilities to student engage themselves with the flipped learning videos.
- Methods to make the hotel management student involve in adopting the learning through the videos.
- Faculty's active strategies to make the students active learning with flipped model.
- Concise the learning within prescribed class timing.
- Faculty's observation of Student's attitude towards the flipped learning model.

The study was carried out among the faculties at hotel management institution ranging from the lecturer to the professors. There were no restrictions with regard to any demographic facts like age, gender and location of the respondents.

A well structured questionnaire was framed to evaluate and examine the faculty's perception, understanding and knowledge about flipped learning. Implementation possibilities of flipped learning model in class room for hotel management students and finally the influence of adopted flipped learning model as a teaching tool among the hotel management students.

The questionnaire is uploaded online and the links has been emailed and sent through whatsapp application as a message to the faculties working in hotel management institutions.

The data collected from the faculties are fed into the SPSS (24) statistical software and analyzed with various statistical tools.

III. RESULTS AND DISCUSSION

The main feature of the study is to identify the

possibilities in implementation of the flipped learning concepts for hotel management students. The study has been conducted among the faculties at hotel management institutions for a period of 30 working days during the month of August and September 2019. The data from the faculties are checked, sorted and fed into SPSS software and checked for the reliability. The test shows that the data collected are reliable with an alpha coefficient (0.811) suggesting that the feedback from the respondent are high relative with a good internal consistency.

Population of the study:

The questionnaire was distributed to 247 teachers working in the hotel management institutions with strength of at least 100 students per academic year constituting from all courses and year of studies. The distribution was done with no regard to any boundaries to the teachers during the month of July and the respondents were asked to respond the questionnaire after the 30 working days during the months of August and September after the conduction of 10 flipped learning classes as teaching tool. The respondents were requested to observe the practical possibilities in implementation of flipped learning as a teaching tool and monitor periodically the student's attitude towards the flipped learning method.

Demographics facts of the study:

Among the faculties 79.5 percentages were male and 20.5 percentages were female. The age of the faculties ranges from 27 years to 59 years and the average age of the respondent is 30.2 years. 83.7 percentages of the employees were from the private institutions and 16.3 percentages belongs to governmental and government aided institutions. The year of experience of the teachers also plays a major role in teaching, 63 percentage of the teachers were having teaching experience of 2 to 5 years, 29.5 percentage of employees with 5.1 to 10 years of experience and 7.5 percentages of the teachers were

having above 10 years of experience in teaching hotel management students.

Teacher's familiarity with Flipped learning:

The teachers were asked about their familiarity and understanding of flipped learning concepts, 89 percentages of the teachers are aware of the flipped learning methods of teachings. About 63.7 percentages of the employees are practicing flipped learning as their teaching tool, 71.6 percentage of teachers accepts that the syllabus for the hotel management students can be actively covered using the flipped learning online materials available and 81.5 percentages of the employees feel comfortable in conducting their classes using the flipped learning model of teaching than the traditional teaching method.

Implementation Possibilities of Flipped learning:

The hotel management teachers have a positive opinion that the flipped learning program can be possibly implemented as a teaching tool for the students with no restriction to any major or allied subjects. The syllabus of the four major subjects like Accommodation Operation, Food and Beverage Production, Food and Beverage Service and Front office Operations can be covered using the flipped learning concepts. For example, teaching a recipe at food production, a practical session to serve wine, welcoming concepts for guest at hotel, a room cleaning or a laundry procedure at housekeeping can be also vividly taught to the students besides the practical demonstration or a hands on training.

The study materials for the flipped learning concepts are available online in various online sites eg. YouTube. Video materials are also primed by the faculties during their demonstrations and lectures and made available online for the students for their future references. 92.4 percentages of the teachers agree to the fact that they prefer online videos more compared to making of their own audio or visual study materials.

Advantageous Facts in Implementing Flipped Learning:

The hotel management teachers felt comfortable in execution of flipped learning as their daily teaching modules. The 69.4 percentages of the employees considers that all students from the class were able to participate in the learning the boredom of repeated lectures. 78.2 percentages of the teachers have an opinion that flipped learning has made the slow learners to understand concepts easily and were able to involve in class activities like answering questions and scored good marks in the evaluation test.

Under the teachers observation among the students the motivations and engagement to the subject has been increased (77.2%), the interaction between the faculty and student is developed (61.9%), The objectives of the subject can be easily conveyed and presented among the students (88.2%), the team building attitude and co-ordination among the students are comparatively changed (79.6%). The coordination among the student is a main quality for the student to work in hotel industry as being an employee at any department there must be a good cooperation and coordination among them within the department and with other department to attain the maximum guest service.

IV. CONCLUSION

Flipped learning is considered a boon for the hotel management teachers, there exist all possibilities in implementing the flipped learning model in the daily schedules of teaching. The teacher's burden is reduced in making the student to understand subject concepts. Student and teacher relationship is more positively developed. Flipped learning makes the classroom lively and informative for the hotel management students. It develops the students coordination in learning, improves their attitude towards handling situations, problem solving, decision making abilities, the main qualities required for the students to be a worth full employee at the hotel industry. Flipped learning improves the

student's digital knowledge, creative thinking and finally a good learning outcome.

Ethical Clearance :Nil

Conflict of Interest: Nil

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