



# Guidelines for improving students’ reflective practice and digital evaluation skills: Derived from a study with hospitality students

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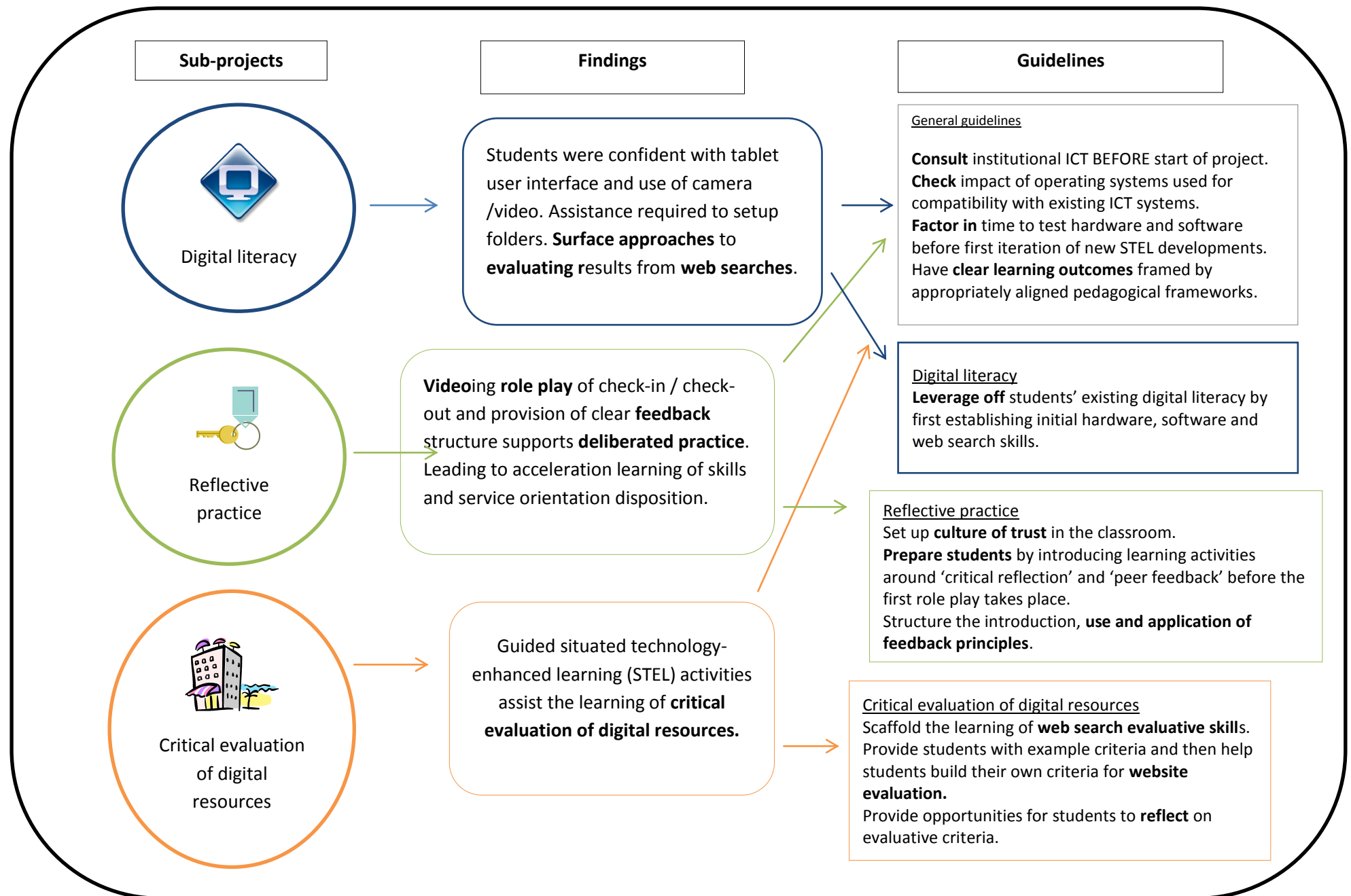
## Summary

In this report, projects to extend the digital literacy and self-reflective skills of hospitality students are described and explained. Situated technology-enhanced learning (STEL) principles are applied to firstly, find out the digital literacy skills of hospitality students to assist with improving critical evaluation of web-based resources; secondly, to increase the skill, knowledge and dispositional aspects of students' learning reception duties by using video to collect students' formative learning activities and to encourage students' reflective learning; and thirdly, to find situated learning alternatives to field trips to hospitality venues, currently unavailable in Christchurch due to the Canterbury earthquakes of 2011.

In the first sub-project, baseline critical evaluative skills were established and learning activities in following sub-projects were structured to assist students to improve selection and use of hospitality-based web resources. In the second sub-project, the principles of deliberate practice within a self-reflective and self/ peer and tutor feedback framework were used to augment role play as a teaching/learning method to learn the skills and adopt service orientation dispositions required for effective check-in and check-out of hospitality guests. With the third sub-project, learning activities based on 'virtual touring' were used to help students learn how to apply critical evaluative digital skills to a range of web resources for searching, evaluating and collating information on accommodation selection. Figure 1 below provides a visual representation and summary of the projects, its findings and guidelines.



**Figure 1: Visual representation of the project**



## Background

Front office / reception services sections have been the primary areas within the hospitality sector impacted on by the information and technology revolution. As such, a key skill in the training of hotel receptionists is high levels of digital literacy (Baum & Devine, 2007).

Hospitality training has a strong focus on utilising situated learning approaches to induct students into hospitality's culture of service and quality. In this project, the key hospitality industry skill of 'service orientation' (Cran, 1994) is used to describe dispositional or attitudinal skills required of hospitality workers. At CPIT, learning activities organised for hospitality students, revolve around practical 'learning by doing' through participation in simulated / realistic workplace activities in physical learning environments reflecting real-world hospitality settings. Learning activities are focused on providing students with ample opportunities to 'learn to become' (Hodkinson, Biesta & James, 2008).

At CPIT, use of technology to enhance student learning has been mainly teacher-directed through extensive use of slide shows (i.e. powerpoint) and CPIT learning management system (LMS), Moodle, as content repository. Front office students' digital skills are focused around the use of hotel reservations software. Therefore, this project is an extension of a project completed in 2011 (Chan, Fisher & Sauer, 2012) on leveraging the affordances provided by net tablets, to bring mobile learning into practical training areas. In the current project reported here, the utilisation of net tablets was framed by teaching and learning approaches to encourage greater student interaction, student generation and learner self-evaluation of content and in doing, increase students' skills as reflective practitioners. In hospitality settings, forced or strained performance is easily recognised by guests.

Embedding or effective embodiment of 'service orientation' requires the individual to firstly recognise aspects of their performance requiring improvement, purposeful effort to remedy, practise to perfect and continual honing to sustain. This project reports on the work undertaken to help hospitality students learn, practise and fine-tune the important 'service orientation' dispositional skill sets and digital evaluative skills critical to practice as hotel front office receptionists.

## **Rationale**

Front office / reception services skills cover a wide spectrum of practical skill sets, application of knowledge and dispositional skills. Cran (1994), proposes the learning of skills and knowledge to be relatively straight-forward but learning, acquiring and then continual or sustained 'service orientation' is challenging. Service orientation is defined as a set of individual dispositions that assist with service personnel to provide courteous but not obsequious responses or assistance to customers and workmates (Cran, 1994). The learning and practise of 'service orientation' skill sets is challenging for learners and trainers / tutors as performance of dispositional or attitudinal skill is dependent on intrinsic motivation, often requiring the transformation of internal belief systems. The learning of dispositional attributes is also an often overlooked focus of competency-based learning as dispositions are difficult to describe and quantify (Billett, 2008).

Another important reason for carrying out this project was the need to modify teaching approaches as a result of the Christchurch earthquakes of 2011 on the local hospitality sector. Field trips to hotels were no longer possible as the large, higher market-end accommodation organisations no longer existed or could not trade until substantial building renovations were completed. Therefore, there was a need to find a cost and time effective way to replace these field trips, with other methods for accessing real-world examples. Field trips are an important aspect of front-office programmes of study as they help students establish a learning context. Understanding of the types of hotels available in New Zealand and overseas, to a range of travellers, provides students with comprehension of how hotel organisations attract guests and meet the needs of target markets. The mass marketing of hotel options through the internet is now taken to be commonplace. The skills required to critically evaluate web-based resources is therefore now an important aspect of front office work. This project uses virtual field trip (VFT) learning activities as a vehicle for students to attain evaluative digital literacy skills.

## **Structure of this report**

Three sub-projects, including two major learning activities, are reported. All the three projects have strong synergies between each other. However, the authors acknowledge each individual project may also be useful as stand-alone approaches for the introduction



and deployment of situated technology enhanced-learning (STEL) in a range of vocational education contexts. To assist readers, we have used three icons to identify each sub-project and a summary diagram above (figure 1 – page 6). The icons identifying each project are:



for sub-project one on digital literacy.



for sub-project two on using video of role-plays to improve students' learning of service disposition.



for sub-project three to improve students' critical evaluation of web based content.

We suggest gaining a broad overview of the three projects by viewing figure 1, skim reading the report in its entirety followed by closer reading of the sub-project that holds the most interest.

## Literature framework

In the three sub-projects, we built on the work of many others in the fields of education and technology-enhanced learning (TEL) or elearning. In this section, we introduce the foundational literature that has informed each of the sub-projects.



### Digital literacy

There is a lengthy digital literacy continuum, from user friendly to requiring programming skills (Tuthill & Klemm, 2002). Our previous work with hospitality students (Chan et al., 2012) reveals many hospitality (front of house/service and baking) students as being 'differently digitally literate'. Some of our students, have had limited experience with mainstream

desktop computers running on the predominant Windows operating systems (OS). Instead, students' digital literacy is centred on mobile devices and game consoles.

Although, front office and hospitality management students may not have similar difficulties with engaging with desktop personal computers, anecdotal evidence from hospitality tutors reveal many front office and hospitality students are unprepared for the need to *critically review* digital information. Therefore, we cannot assume all of our students are 'digital natives' (Bennett, Maton & Kervin, 2008) or have the pre-requisite skills to review, evaluate and use digital information effectively. The need to improve digital information appraisal skills is important as much of the digital resource pertinent to the hospitality field requires the assessment of multimedia on-line / web-based material. Students learn a new form of literacy (Lankshear, 2003) to engage with current forms of media. Aspects of multimodal literacy – non-text-based literacies including audio and visuo-spatial (Kress, 2003; Jenkins et al. 2006) or multiliteracies (New London Group, 1996) – non-text literacies including diagrams, music, non-verbal communications, need to be included when assisting students to learn how to critically review digital information.

Structured and guided engagement with information and computer technology (ICT) may improve critical thinking skills of students (McMahon, 2009). However, it is important to assist students' adoption of digital and critical thinking skills through carefully scaffolding learning activities (Chan et al., 2012). Therefore, to begin, it is important to establish a base from which to help springboard students' future learning strategies and approaches.



## **Improving self-evaluative skills using videos of role play practice and structured feedback**

### **Role play as a learning strategy**

Role play as a method for assisting the skills development has varied in popularity over the last four decades and includes skills, issues, problem-based and speculative-based approaches (Armstrong, 2003). Advantages of role play relevant to this project include:

- providing practise in various types of behaviours/skills;
- opportunities for communications skills, other than written text to be practised;

- immediate feedback is possible;
- being generally student-centred to address needs of the learner as they learn a skill;
- replicating real-world situations;
- providing techniques to change dispositional outlook (adapted from van Ments, 1989).

These advantages, match the learning outcomes required for this sub-project, which are to improve the learning of front office reception skills including the adoption of dispositions congruent with a 'service orientation'. Armstrong (2003) suggests role play is used as a training method in the tourism management industry due to its emphasis on participatory, experiential learning approaches and application to real-world practice. These learning approaches align well with learning check-in / check-out processes which require students to combine motor skills (data entry, credit card processing) with customer service and orientation (greet and interrelate with guests).

Disadvantages of using role-play include:

- the requirement of a large component of time for practise;
- dependence on quality of observers to provide appropriate feedback;
- some reliance on students having requisite skills/knowledge to perform adequately during role play;
- role place learning dominating, possibly leading to exclusion of other learning outcomes (adapted from van Ments, 1989).

In this project, role play was used as the learning activity for students to learn and develop through deliberate and reflective practice, hotel front-office/receptions check-in and check-out procedures. Therefore, a skills approach is utilised. An adaption of the steps for role play by van Ments (1989) was used to structure role play activities for students to learn and deliberately practise how to check-in and check-out guests from Poly Towers (a CPIT virtual hotel). Additionally, the precepts discussed in the sections below on deliberate practice, structured feedback and reflective practice were incorporated into role play sessions.

### Video as tool for improving reflective learning

The process of using videos to collect student learning and then use these videos to encourage reflective learning is now widely used in sports skills acquisition (Summers, 2004) and becoming more common in teacher education (Rich & Hannafin, 2009) and training and education (Fukkink, Trienekens & Kramer, 2011). However, the use of video technology to improve learning in the vocational education sector is infrequent and examples available emphasise research approaches using video to study vocational education (for examples see Chan & Leijten, 2012 and Filliettaz, 2010) rather than improvement of skills learning. Advocates of using video feedback for learning (exemplified by Darden, 1999) recommend a structured framework for introduction and use of video feedback with students. Staged or scaffolded / teacher assisted learning activities are important to maximise the advantages of video feedback.

Two pedagogical principles underpin our use of videos to help hospitality students learn customer interaction skills. These are:

- **Deliberate practice** as defined by Ericsson, Krampe & Tesch-Romer (1993) and Ericsson (1996, 2006) and detailed in application to using video to improve student's skill learning (Williams, Farmer & Manwaring, 2008).
- **Reflective practice** as described by Schon (1983) and applied to student teacher learning (Harford, MacRuairc & McCartan, 2010).

### The role of deliberate practice

Through undertaking a series of cognitive psychological studies on experts in chess, musical performance, the visual arts and sciences, Ericsson (1996, 2006) and with others (Ericsson, Krampe & Tesch-Romer, 1993) describe and define deliberate practice. The seven principles of deliberate practice to achieve expertise include:

- a) Informative and immediate feedback is fundamental towards assisting learners to define knowledge and skills
- b) Measuring and analysing current performance is required to improve on performance
- c) Activities need to be specifically defined to improve performance aspects that require improvement

- d) Activities need to be repetitive to allow for reflection on outcomes and processes
- e) Learner motivation to improve performance is a prerequisite to achieving expertise
- f) Time and effort are required to attain expertise
- g) Teachers and coaches play a crucial role in guiding individual development (Van de Weil, Van den Bossche & Koopmans, 2011)

In an effort to assist law students to learn negotiation skills, Williams et al. (2008) described an intervention using student generated videos by applying the principles of deliberate practice as detailed in the above paragraph. In the past, video analysis of student learning involved:

- 1) Instructors watching the role plays and giving feedback during or after the event.
- 2) Arranging for video recordings and then having instructors review the videos with students.
- 3) Assigning students to write reflective journals about their learning and providing self- feedback.

In adopting the use of deliberate practice as a framework, Harford et al. (2010) undertook to;

- Identify common, observable and discrete skills required (in their case, negotiation skills between student and 'clients).
- Identifying these skills would meet a) and b) for deliberate practice to be initiated.
- Feedback on the identified skills would be elicited from students, meeting requirement c).
- Feedback to student from teachers or other students would also assure items d) and e) were met.

To the above items, our project also included clear guidelines to students and tutors for the provision of feedback as informed by the work of Hattie and Timperley (2007) and applied effectively to assist students learning welding (Chan & Leitjen, 2012). The use of three forms of feedback are advocated, these are:

- Feed up – are the learning objectives being met.
- Feed back – what is the performance level on learning?

- Feed forward – what does the learner need to do to improve learning or move to the next objective?

In implementing the above process, students were then encouraged to undertake a cycle of reflective practice, now discussed in the next section.

### **Reflective practice to bring about dispositional change**

Many models of reflective practice have been recommended with one of the most recognised based on the work of Schon (1983). Schon advocated the importance of practise but also emphasised the need to supplement practise with reflection. In becoming efficient problem solvers, learners need to also learn how to identify or frame a problem, implement appropriate strategies to solve the problem and then evaluate the effectiveness of strategies and approaches used.

One model which connects well with the feedback guidelines as described in the above section is Rolfe's framework for reflective practice (Rolfe, Freshwater & Jasper, 2001). The process can be (over-)simplified as:

- What? (Describe the situation).
- So what? (Theory and knowledge building).
- Now what? (How to improve the situation).

In this project, students were encouraged to use the feedback loop and to ensure they included the elements of 'so what' to improve understanding of the impact of their actions on customer service. In doing, student beliefs about 'service orientation' (Cran, 1994) are challenged, leading to a shift from just 'compliance or identification' to 'internalisation' of students' personal realignment of previous beliefs.



## **Improving critical evaluation of web-based resources**

### **Virtual field trips**

Utilising the mobility and interconnectivity of mobile devices to supplement field trip-based learning activities has been one of the original advances of mobile learning (Pachler,

Bachmir & Cook, 2010). However, in this project, the use of technology was to bring students into virtual work environments rather than for students to undertake and report on field trips. The replacement of real-world field trips by undertaking appropriate virtual field trips, directly addresses one of the current limitations, due to the impact from the 2012/ 2011 earthquakes, for Christchurch- based tertiary students. It is important for hospitality students to construct good underpinning understanding of the range of accommodation types and facilities. This knowledge is a pre- requisite for second year hotel management studies when students have to develop a range of hotel management and marketing strategies.

The concept of virtual field trips (VFTs) is a re-emerging form of pedagogy and a sub-set of mobile learning research (Pachler, Bachmir & Cook, 2010). Increased capability of wired and wireless access to 'realistic workplaces' and contextualised/ situated learning may therefore surmount the challenges presented by the 'tyranny of distance'. However, access to web information is but a first step for students. There is also the importance of employing reflective skills, as discussed above in this section, to critically evaluate information presented on websites.

### **Learning how to evaluate**

Access to a range of hotel websites through VTR is only the beginning of a learning process. Students still need to navigate apps and websites and construct schemas to assist with the consolidation of how types, number and quality of facilities are connected to individual hotel ratings, market niches and price range. Critical evaluation of websites is an important generalizable skill (Lankshear & Knobel, 2003) for students entering the contemporary workforce. Development of evaluative schemas is achieved by firstly providing students with evaluative criteria to appraise and then encouraging students to discuss and rationalise judgement standards for each criteria. Recording observations and reasons for making judgements help students build appropriate mental representations of the inter-relationships and connections between hotel ratings, facilities and hotel client profiles.

## Research focus

The project objectives are:

- a) Determine hospitality students' information accessing and evaluation digital skills.
- b) Extend, through appropriate teaching support and learning strategies using net tablets, students' critical reflection skills for the learning of customer interpersonal communication.
- c) Explore digital and virtual alternatives to hotel field trips and to improve students' critical evaluation of web based content.

## Research method

This is a mixed method study, bound together by aspects of participatory action research comprising three sub-projects. Although a narrative/descriptive case study was used to interconnect each of the sub-projects, the individual sub-projects were used to develop the guidelines reported at the end of this report.

The project endeavoured to build practitioner/research capability with hospitality tutors (Debbie and Heather), supported by a staff educator/developer/researcher (Selena). Students' contributions were also important in all of the sub-projects. Each project began with re-formulating the overall research question, followed by undertaking the study and data analysis. Findings from each sub-project were used to help improve the student learning outcomes across the three sub-projects. All the sub-projects ran through three to five iterations (student cohorts/courses) with each providing data to inform adaptations to fine tune the next set of student learning activities and outcomes. The researcher maintained a journal of tutor and student conversations as the project developed. The progressive changes made to sub-projects two and three were thematically evaluated and the learning from the evaluations informed the construct of the guidelines provided at the end of this report.





### **Sub-project 1 - digital literacy**

The first project was completed with each participant class. A survey of students' existing digital literacy was carried out through class observation of a web search learning activity.

Firstly, base line data was collected to fulfil objective one, by investigating hospitality students' digital literacy skills and studying existing information accessing and evaluation skills. The main question directing this sub-project was *'What digital literacy skills are used by hospitality students to access and interpret hospitality related digital information?'*

This was achieved by using classroom observations of students engaged in learning activities requiring digital literacy and information evaluation skills, undertaken near the beginning of students' study programme. These observations explored students' abilities to define, access, manage, integrate, evaluate, create and communicate using digital resources (Katz, 2005). Observations were undertaken by the researcher with groups of two to three students to quantify and describe individual students' actions as they completed learning activities involving the need to find and report on the contents of a hospitality related site. Worksheets completed by students formed part of the data to be analysed. The outcomes from sub-project one were then used to establish baseline approaches for undertaking sub-projects two and three. For sub-project two, to inform on scaffolds required to assist students to become critically reflective learners. For sub-project three, the parameters beyond present students' digital literacy from which digital/virtual alternatives to digital field trips may be structured.



## **Sub-project 2 - improving self-evaluative skills**

The main objective was to find out *'how to assist hospitality students' to improve their self-evaluative skills'*.

Here, net tablets were used to collect photos and videos of students, beginning a series of formative role-plays for checking-in or checking-out guests. The use of videos replaced a largely teacher-led learning activity, with a student-focused/directed 'learning contract' model. Students were provided with a demonstration of check-in / check-out by the tutor. Student questions after the demonstrations were elicited and answered. Students then studied a video recording of the tutor's role plays involving the checking-in or checking-out of guests and annotated notes into the checklist provided (see appendix 3). As students produced their own videos, aspects requiring improvement were identified through structured and tutor facilitated group peer feedback, tutor feedback to individual student and whole class tutor guided feedback (see appendix 3 for feedback forms). Refinement of interpersonal communication, self-presentation skills, service orientation disposition and hospitality /tourism content knowledge through both tutor and peer guided reflective analysis of gathered evidence was achieved.

Data collection for this aspect of the project (which overlapped with data collection for sub projects one and three) were carried out through focus groups and class room observations. Five cycles of focus group and class room observations were undertaken to firstly introduce students to the concept of 'self-evaluation' to improve the learning of 'customer skills'. Secondly to improve teaching strategies to support students as they engaged with using videoed performance to improve communication skills and 'customer-focused' dispositions. Interventions used were documented and thematically analysed for applied teaching and learning processes contributing towards helping students become critically reflective learners. From these findings, guidelines to assist students to use video as a tool to enhance critical reflection were produced.



### **Sub-project 3 – Improving critical evaluation skills for web-based resources through VTF**

From the findings of sub-project one, considerations and approaches for the third objective of this study were developed. This was to extend students' critical reflection skills for accessing traditional and digital resources through appropriate teaching support and learning strategies. Case study methodology was used to extract the salient factors assisting students to move into higher level critical thinking required to work with the wider range modalities (visual, audio, visio-spatial) for assessing information.

Students worked on a range of learning activities to explore the vast range of hotel types. Many students had no prior experiences of staying in a hotel. The learning activities simulated the process of using appropriate net tablet apps to book accommodation for a specific customer profile. Students evaluated hotel booking apps and assessed the suitability of recommended hotels through comparing virtual resources provided by hotel websites. Students consolidated their understanding of the range of accommodation choices available through analysis of the facilities reported by hotels (see appendix 4 for the worksheets used). As the learning activities progressed, students constructed their own criteria for evaluating hotel websites, attaining important critical evaluation skills of web-based resources.

Focus groups with tutor and students were convened to collate ideas, observations and reviews. Findings derived from the other two sub-projects informed this sub-project. By tutors, researcher and students working together, student-centred solutions were found to extend students' and tutors' growing digital literacy skills.

Therefore the objective in this section was '*What digital/virtual alternatives to hotel field trips are effective for learning about hotel reception practice?*' and '*How should complex digital/virtual learning tools be introduced to hospitality students?*'

As the use of VFT is reliant on several components (software/hardware capability, organisational information, communication and technology (ICT) structure, tutor digital literacy and pedagogical understanding, student's digital literacy), guidelines for selecting

appropriate VFT platform and recommendations for introducing these into vocational education contexts were developed.

## Findings:

Findings from each of the sub-projects are detailed in this section. To begin, a summary of student demographics is provided to provide context for the findings discussed in each sub-project section.

### Demographic information on student participants

Across the three projects, a total of 61 students in five student cohorts participated. These students participated in one, two or all three sub-projects as each project was run and evaluated. All the students were enrolled in the first year of a Diploma in Hospitality programme.

Table 1 provides a breakdown of each cohort of students' participation in the project.

Cohort	Sub-project 1	Sub-project 2	Sub-project 3
Term 1 2012	√	√	
Term 2 2012	√	√	
Term 3 2012	√	√	√
Term 4 2012		√	√
Term 1 2013		√	√

Table 1: Participation in project

A summary is provided in table 2 of the demographic information of student participants from each of the sub-projects:

Sub-project	No. of students	% recent school leavers	% Māori/Pacifica	% International	% Female
one	38	76.3	0.5	26.3	57.8
two	61	77	11.5	24.6	64
three	34	73.5	14.7	17.6	67.6

Table 2: Details of student participants



### **Sub-project 1 -\_investigate hospitality students' digital literacy skills**

*Prior experience with digital interfaces:* In-class observations with three groups of students learning front-office reception skills course reveal students to have a range of digital skills. Before using tablets for learning activities at CPIT, all the students reported having used a range of mobile devices including mobile phones (with a variety of operating systems) and ipod touches.

*Ownership of devices:* Across the research cohort, all students owned a mobile phone, 75% brought a laptop to class, 30% owned tablets of which the majority were ipads. Students who did not own tablets owned a multi-media device, most commonly, an ipod touch or ipod classic. Students in second semester classes were more likely to have used tablets or to own a tablet. Therefore, all students owned a mobile learning device although the primary use of the device was for social and leisure activities.

*Using the tablet user interface:* Three groups of students were observed during their first encounter with tablets. The majority of the students were recent school leavers. Students intuitively engaged with the tablet's touch interface and proceeded to explore apps already available. Students required little guidance to work out how to use the camera and video. Assistance was required by students to sort out a file system to store their individual videos.

*Web searching skills:* Cohorts of students, working in pairs and individually were observed in an introductory exercise to evaluate their web searching skills. The learning activity was to find a hotel in an assigned country suitable for a business traveller. Students were familiar with the use of browser search capabilities but exhibited shallow approaches. An informal survey of all the student groups indicated that all selected the FIRST link offered by the search engine to explore. Once into the hotel's website, students were task focused to find answers. Students were familiar with website navigation and identification of hyperlinks relevant to learning activity tasks. Retracing the steps back to original websites was challenging for some students.

*Summary:* Therefore, in this sub-project, we found students to be open to the use of tablets, confident with touch interfaces and web browser functions. Students required guidance with file management, tracking of web browser activity and evaluation of websites for authenticity and relevance.



## **Sub-project 2 - assist hospitality students to improve on self-evaluative skills**

*Learning front office skills:* Here, the videoing capability of tablets was used to collect evidence of students' developing front office and customer relationship skills. Students were learning and practicing how to check-in and check-out guests. The check-in/check-out processes required students to learn a set sequence of tasks. During the check-in/check-out sequences, students had to maintain a pleasant customer service orientated demeanour.

Tasks included:

- Issuing guests with guest check-in forms for customers to complete.
- Using a desk-top computer running the Opera Reservation System to find and allocate rooms.
- Processing credit card and cash payments from guests.
- Retrieving and returning pre-checked in guest forms to a card index filing system.
- Issuing keys.
- Providing guests with information about hotel services.

See figure 2 on page 26 for a summary of the process discussed in greater detail below.

*Using video to assist the learning of front office skills through role play:* The net tablets were used to video individual's role playing check-in or check-out and to share role play performance. Students worked in groups of three, cycling through roles as receptionist, guests and video operator. Viewing of individual student's role plays was supported by checklists and feedback sheets (see appendix 2) and structured to fit into a tight timeframe

(see appendix 5). Construction of the checklists was informed by the need to identify task components for deliberate practice and included aspects of multitasking.

*Feedback processes:* Videos of individual student's role plays were appraised by each individual student, in student groups of three and through whole class teacher-led learning activities. Feedback sheets included feed up, feedback and feed forward (Hattie & Timperley, 2007) and framed as 'what?', 'so what?' and 'now what?' questions (Rolfe, Freshwater & Jasper, 2001).

*Findings on using video to assist learning of front office skills through role play and appropriate feedback:* The opportunity for students to view and receive detailed feedback for each performance assisted in learning. The main improvements in learning were through:

- Accelerated learning of the front office check-in/check-out process. The opportunity to video students' role play activity has decreased the in class time required for practice. In the past, the tutor had to observe each group of students through at least two iterations to provide formative feedback. With the use of video, students proceed with each role play independently. The tutor provides feedback to the group after their first role play to model the feedback cycle. Students are then able to proceed with deliberate practice both during and outside of timetabled class time. Recordings of role plays can then be viewed by the tutor both during and out of class time.
- Improved students' self-awareness of their customer skill interactions. In the past, feedback from the tutor of students' department was completed retrospectively and some students found it difficult to remember their actual performance. Video evidence confronts students with a physical record of their 'service orientation'. Formative feedback provides students with strategies to improve performance and ensuing videos record progressive improvements in students' approaches.
- Increased ability of students to identify and then deliberately practice check-in/check-out activities that required multitasking, for example, entering guest information into computer while maintaining a pleasant conversation with the guest. Again, the videos provide evidence of skill attainment, offering students the opportunity to identify and centre on skills to be practiced and improved.



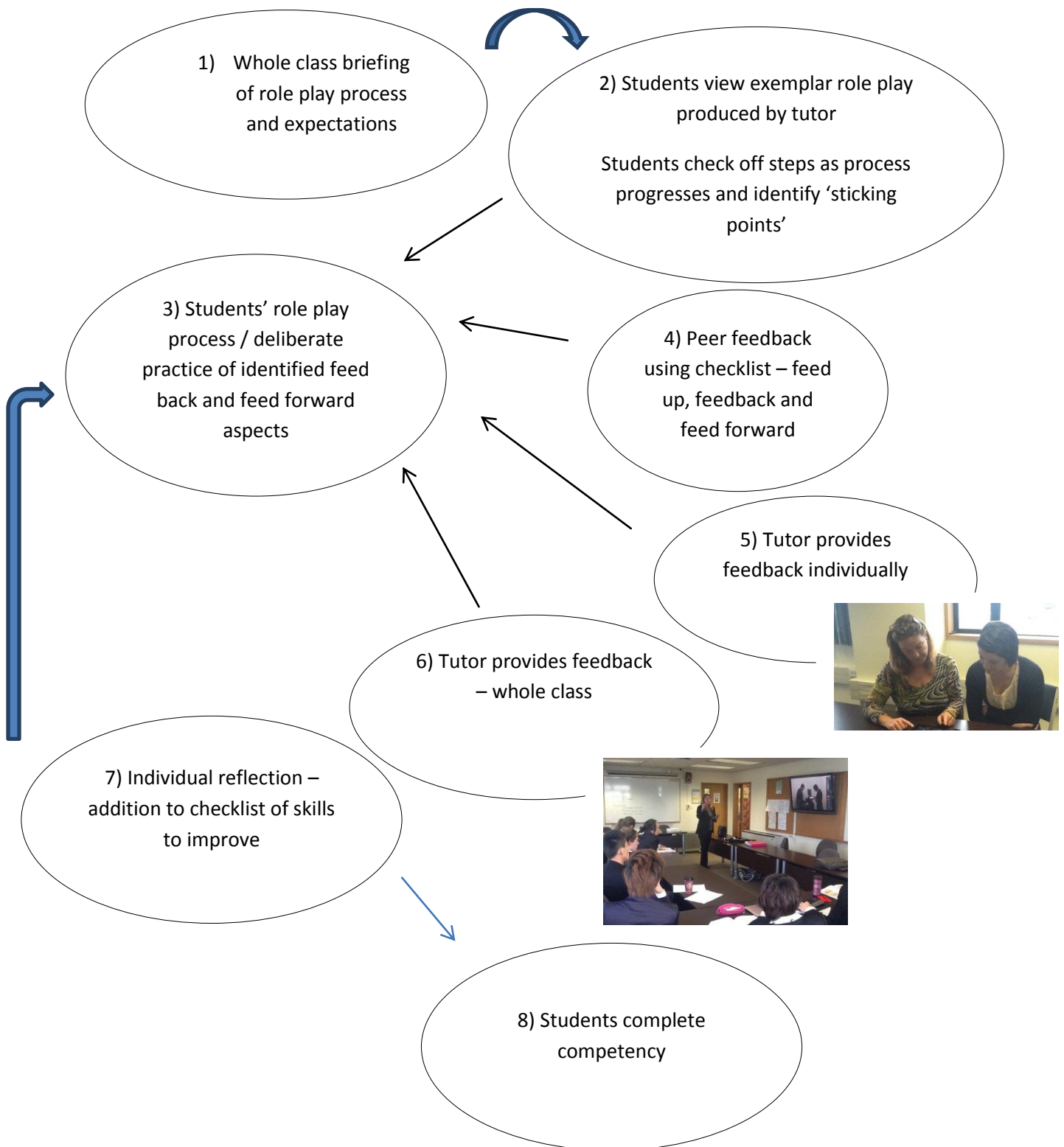
- Visibility of students' 'service orientation' through 'body language' signals and these were discussed in peer feedback, tutor to group feedback and tutor to whole class feedback sessions. The tutor was able to draw on examples of the non-verbal aspects of 'service orientation' using current class examples. The immediacy of feedback was an important advantage of videoing the role plays.
- Development of a vocabulary to describe aspects of 'service orientation'. When compared to observation of 'live' role plays, videoed role plays could be played back several times. This led to reinforcement of the specialist language used in the hospitality industry.
- Learning of 'judgement' as to appropriate behaviours contributing to the required level of 'service orientation' required of front office receptionists. The videos could be compared to gauge appropriateness of performance and levels of 'service orientation' offered to 'guests'. The videos become a shared learning resource amongst the students in the class, leading to improved understanding of the nuances of service orientation.

*Summary:* The findings from this sub-project support the use of videos to support role-play learning activities of real-world tasks. In particular, videos are helpful when tasks are complex, consist of multiple steps and require occasions when students have to prioritise process tasks with customer service orientation focus.

Video footage captures each motor skill step, students' actions and student and 'guest' interactions. Each aspect of check-in or check-out is analysed and accompanied by directed and prompt feedback. Students' learning repertoire was extended and accelerated by the opportunity to learn from their own performance and from watching the tutor and other students. Immediacy of feedback reinforced good performance and targeted areas for improvement. The video record also provided a progressive record for individual students of their building confidence.

Figure 2

Role play feedback cycle



**Student feedback – sub-project 2** - assist hospitality students to improve on self-evaluative skills

Student evaluations (see appendix 1) were undertaken with two groups of students (19 students) at the end of their module on front office reception. The comments collected from students indicate a high degree of engagement with the process of using tablets to video their role plays.

53 % of the students indicated using the ipads to video themselves at least three to four times while they role-played check-in or check-out procedures.

100% of students stated they found the process useful with 53% finding the process very useful.

The reasons provided for their answer to the usefulness of the process revolved around the following:

- The ability to view their own performance from the point of view of an observer.  
“I found it useful to watch other people and learn from them”.  
“It gave us a chance to see ourselves and where we went wrong and get feedback”.  
“Being able to look back and reflect on my performance was very helpful”.  
“Being able to watch yourself and know what your (sic) doing wrong”.
- Capacity to learn from other’s mistakes as well as their own  
“Because it’s easier to criticise yourself and see mistakes to fix them if you can see yourself”.  
“Reviewing service from a different perspective. See mistakes that I cannot remember and need to work on”.  
“Watching it (the video) over was helpful because I could correct my mistakes”.  
“You could see the process clearly and knew what steps you were missing out on or the order of the steps”.
- Tutor’s contributions were appreciated. In particular, the provision of a ‘model’ video, provided students with an example and a standard to be met.  
“Videoed herself and gave us feedback on our video”.  
“Filmed herself and showed the class her performance”.

“Ran through the videos with us and provided feedback”.

“Watched the videos as a class and gave feedback that helped us with assessment criteria”.

- Sequencing of the number of sessions and the time allowed to learn check in and then check out needed to be equalised.

“Have check-in and check-out too close together”.

“the time limit for check-out was very slim, especially the time allowance for filming”.

“Spend less time on check-in. We could focus on that for a solid week and be good at it, then move on.”

- Suggestions for improvement centred on technical issues.



### **Sub-project 3 - Improve critical evaluative skills of web resources through VTF**

*Learning how to search and evaluate apps and information from web pages:* In this sub-project, learning activities were structured to help students gain a better understanding of the range of hotel / accommodation types available for different traveller /guest profiles. The opportunities provided by using tablets in class activities meant the class did not have to relocate to a computer suite

- Evaluate hotel booking websites and apps for relevance to customer and hotel use – In this activity, students were asked to search for the price of a standard hotel room through web searching. The students had to find the same hotel by viewing the sites brought up by the web browser. These sites included the hotels own official website and a range of hotel booking and hotel review sites. The prices quoted differed from site to site and students learnt how to differentiate between the different sites. The students were also guided to view the prices quoted from perspectives as potential customers and as hotel front of house management. The advantages and disadvantages from both points of view were discussed with guidance from the tutor. From this activity, students learnt about the many layers of pricing available in hospitality retail. The digital and multimedia literacy skills required to access, evaluate usability, make sense of site content could be practiced.
- Explore hotel reservation processes using web searchers and book rooms using different hotel booking methods – Here students used a variety of web sites and applications (apps) to book a room for a set number of days at one hotel. The purpose of this activity was for students to learn how different web sites and apps provided different access points to booking a room in a hotel. Again, students were able to note the ways in which various on-line bookings worked. Evaluation of booking sites user friendliness, reliability and validity helped students draw up their own guidelines for implementing web based marketing of hospitality / accommodation portals.

- Evaluate hotel and hotel review websites for information about hotel facilities – This activity encouraged students to view virtual representations of hotel facilities. Students could view still, still-panoramic and videos to obtain a sense of the types of accommodation, food and beverage outlets and guest facilities. Most hospitality students have not visited or stayed in business or luxury hotels. Field trips to local hotels that were normally part of the hospitality programme, could not be carried out due to the impact of the Christchurch earthquakes of 2010 and 2011. Therefore, the hotel virtual tours were a pragmatic approach to introducing students to a range of hotel types and their accompanying facilities.

*Summary:* Using net tablets in the way described in the project, provided students with a much more guided introduction to hotel types and grades. Field trips would have provided a richer multi-sensory experience but using VFT meant students could access a wider range of hotels beyond those accessible by physical means.

### Student feedback – sub-project 3

In this sub-project, student evaluations (see appendix 2) were undertaken with two groups of students (9 + 12 students) at the end of the front office reception module. Students reported a wide range of previous experience with hotel booking sites. Student prior experiences with hotel booking sites are summarised in table 2

No. of booking sites	0	1	2	3	4	5	6
No. of students	6	9	2	2	2	0	0

Table 3: Students’ prior experiences with using hotel booking sites

All but one of the students found accessing the booking sites as examples to be very useful (9) or useful (11) in helping them learn how a hotel booking system worked.

Comments from students on the usefulness of the learning activity include:

- Enhanced learning by providing concrete examples

“It give me (sic) information I wanted to know”.

“As it was interesting to see different booking styles and being able to do it individually gave us more opportunity to learn”.

“Able to see first-hand the information and details provided to the subject”.

“It was very useful because it helps our learning in a fast way”.

“It made it more real, seeing the system”.

- Provided an opportunity to learn by discovery

“She let us search for them rather than just telling us. Then after we found them, she explained what each one was.”

“great product knowledge”.

“help me to discover that there were sites and apps you could go on to view all hotel rates and compare them to each other”.

“the sites and apps we used had a reasonable amount of information in them but also sometimes hard to navigate around to find certain things.”

- Not having to go to a computer suite to undertake the activity

“We were able to use the internet while in a classroom setting”.

“Easy to use and great for researching at desk and not having to use computer suite”.

## Discussion



### **Sub-project 1** - investigate hospitality students' digital literacy skills

This was an important diagnostic activity to inform sub-projects 2 and 3. The information gleaned through conducting classroom observations provided direction on how to introduce, leverage and extend students' digital skills.

Through the findings, we were confident with introducing students to the concept of videoing role play. Students found this activity to be straightforward. In sub-project 3, we proceeded through scaffolding students by firstly using a guided 'hotel' search activity. The tutor modelled hotel website evaluation, beginning with some obvious criteria. Students were encouraged during group discussion sessions to construct their own evaluative criteria. These were then shared and discussed in the class, helping students to broaden website evaluation skills. Therefore, the information obtained from this sub-project on students' abilities to evaluate web searches, provided the foundation for ensuring that students learnt higher level evaluative skills as learning activities progressed.



### **Sub-project 2** - assist hospitality students to improve on self-evaluative skills

In the above literature review section, van Ments (2005) warns of several disadvantages of using role play as a training method. These disadvantages include a large component of time for practice; dependence on quality of observers to provide appropriate feedback; may sometimes rely on students having requisite skills/knowledge to perform adequately during role play; and may dominate the learning to exclusion of other learning outcomes. Each of these is now used to discuss if using videos assisted in working through these disadvantages.

#### **Time required for practise**

As discussed above, deliberate practice to learn a set of occupational skills requires time to practise, diligence and support. In this project, the student feedback indicated willingness to work through the necessary skill acquisition through repetitive role plays. However, only



three to four role plays were videoed for the purposes of peer and tutor feedback. The immediacy of feedback provided by using tablets to record role plays and the ease with which the recorded role play could be shared with peers, tutor and the whole class, enhanced opportunities for learning through viewing exemplars and learning from mistakes. There was also increased development of 'judgement' on what was to be 'good practice' especially for hard to describe dispositional 'service orientation' traits.

#### **Dependence on quality of observers to provide appropriate feedback**

We applied previous work on improving feedback with trades students (Chan & Leijten, 2012) to ensure that students were ready to provide feedback. We also used 'team building' exercises to ensure the class environment supported students and assisted with building the confidence to accept feedback from their peers. Students who did not want their videos shown to the whole class would change their minds, once they saw the benefits they could obtain from having their performance critiqued by other students. Therefore, providing a safe and supportive learning environment was a key to the success of using videos to improve the learning of 'service orientation' type skills and dispositions.

#### **Students having requisite skills/knowledge to perform adequately during role play**

Providing an exemplar through tutor and then class critique of the tutor's performance assisted students to learn the language of feedback pertinent to the front office context. The tutor's video was also a model from which students and peers could gauge performance. A check list of check-in / check-out procedure (see appendix 3) provided students with prompts for each step in the process. Therefore, guided and scaffolding of learning activities were important.

#### **Role plays dominating the learning to exclusion of other learning outcomes**

The curriculum for the course required a range of learning outcomes to be completed. Time provided for tutor contact with the class was at a premium. Using net tablets to video student role plays actually maximised tutor contact time as students could undertake role plays outside of timetabled class time, using their independent learning time to practise and record check-in or check-out processes.

### **Future plans**

Plans to move beyond what has been achieved with this sub-project include setting up a video drop-box on the CPIT learning management system (LMS) for students to archive their videos. The tutor is then able to provide feedback between classes to students. Immediacy of feedback is important but providing written instead of oral feedback, means a record is kept of feedback, providing students with a reference source to access and work through. The other future plan will be for students to submit videos of themselves when they (and their peers) have self-assessed that they are ready for assessment. This allows the assessment to be carried out when the student is ready, rather than for students to have to complete an actual physical assessment later in the course.



**Sub-project 3** – attain critical evaluation skills of web resources through VTF

### **Efficacy of situated technology-enhanced learning (STEL)**

This project confirmed the advantages of using STEL in vocational settings. The opportunity to use net tablets within students' familiar classroom and speciality workrooms (i.e. front office reception counters) provided access to web-based resources as and when they were required by learning activities. Small group work was also achievable through using net tablets.

### **Learning how to evaluate**

The prime learning outcome of this sub-project was to assist student to build their own schema to undertake evaluative tasks. Students had to evaluate

- websites for appropriateness,
- apps for their ease of use and relevance, and
- hotels (through the information available on websites) to appraise how number and type of facilities influenced hotel grading and market segments.

### **Themes summarised from researcher's journal**

The themes reported in this section are derived from analysis of project notes. These notes were thematically analysed to produce a range of themes. The general themes, common to all the three sub-projects are summarised and discussed in this section.

#### ***Technology challenges***

In sub-projects two and three, support was required from the CPIT Learning Technologies Unit (LTU) to test various pieces of hardware, and configurations of hardware to allow planned learning activities to occur. A method for displaying students' work stored on net tablets had to be set up. This involved finding and testing wired and wireless combinations to allow for the display of net tablet screen images on data projectors and monitors.

Due to institutional policies on the deployment of wireless devices, the project trialled but did not fully exploit wireless options for linking hardware i.e tablet to projector or monitor. Wireless options for displaying tablet screens would provide more user friendly methods for sharing information between students. Removal of the need to tether mobile devices to monitors or data projectors would allow student performance to be more spontaneously displayed and shared. Otherwise, the tutor tended to have to prompt sharing or use examples of her own work rather than of students' performance.

#### ***Engaging students***

STEL has been found to engage students in learning activities towards learning of a range of skills, knowledge and dispositions (Chan et al., 2012). Engaged students learn more effectively and contribute towards their own and others learning. The use of STEL provides students access to tools that have potential to enrich vocational learning environments beyond the physical limitations of present classrooms. Wireless access to the internet was a key to ensuring that sub-project three worked successfully.

#### ***Learning through each project iteration***

When organised and utilised correctly, participatory action research yields rich, authentic findings to inform the introduction and development of STEL. Educational developers may plan learning activities based on sound pedagogical frameworks. However, it is tutors who have to develop new skills to deliver and facilitate new learning activities. Additionally, students may experience learning activities in different ways than conceived. It is therefore important to match tutor capability and student expectations to original project objectives.

Flexibility in adjusting project objectives ensures new STEL developments become sustainable beyond the introductory phase.

A clearly structured research objective needs to be kept at the forefront as each project evolves. This is to ensure improvements and amendments to projects do not divert from initial focuses. However, flexibility is also important, so that serendipitous and worthwhile occurrences are not discounted and further developed.

## Guidelines

We have provided four sets of guidelines here. The first one extends on the work completed in 2011 on situated technology-enhanced learning (STEL)(Chan et al., 2012). We would encourage readers to retrieve the original STEL report from the Ako Aotearoa website.

Reading the original STEL report will assist with understanding the precepts of STEL when applying the following guidelines to engaging students to improve learning. In particular, the original STEL report introduces and discusses the grounding frameworks of STEL. The pedagogical frameworks for STEL are mobile learning (mlearning), learning theories of constructivism / connectivism, situated learning and aspects of multimodal and multiliteracies.

The guidelines presented in this section bring together the learning from the project team from applying recommended frameworks (as described in the above literature review section and in the original STEL project) to each sub-project. The deliberation of the effectiveness of each of the frameworks as each project iteration concluded was developed through synthesis of tutor feedback, student suggestions and evaluations and researcher reflection.

The guidelines presented here are to:

- Assist with the use of STEL to help students learn skills and dispositions relevant to hospitality and service industry occupations;
- Contribute to extending tutors' teaching STEL strategies; and
- Inform educational / academic developers on STEL professional development direction.

## General guidelines

The recommendations in this section are proposed to assist the introduction of STEL into vocational learning environments.

### Dealing with technical challenges

Introduction of STEL into vocational education learning spaces often requires technical support to ensure all hardware components (tablets, data projectors, monitors, desktop personal computers, and printers) are compatible. Prior testing is required to ensure the technology works when it is required for planned learning activities.

Guidelines for this section are:

- Consult institutional information and technology (ICT) systems and learning technology support BEFORE the start of the project.
- Be aware of the impact software (i.e. operating systems) may have on compatibility with existing institutional ICT systems.
- Factor in time to test hardware and software for first iterations of new STEL developments.

### Targeted learning activities

Selective and judicious use of STEL augments good teaching and supports effective student learning. Learning activities utilising STEL have to be well-structured and focused on the achievement of constructively aligned learning outcomes (see Biggs (2003), for details of constructive alignment principles).

One advantage of using net tablets is their mobility and ease of use. They can be distributed, used and then removed, as and when required to support student learning. This flexibility allows for focused learning activities to be undertaken, without the distraction of having to either shift students from a classroom into a computer suite or have students indulge in off-task activities when the session is situated in a computer suite.

The guidelines in this section are:

- Have clear learning outcomes.
- Frame learning outcomes with appropriately aligned theoretical /pedagogical frameworks.
- Learn the capabilities of the TEL hardware and software (i.e. apps) so as to maximise their deployment.



### **Guidelines from sub-project 1** - investigate hospitality students' digital literacy skills

#### **Leverage off students' digital literacy**

Here, the recommendations are to undertake a diagnostic activity before introduction of STEL into vocational learning environments. The findings from the diagnostic activity will assist in informing that STEL is initiated at a suitable level of students' digital literacy, leading to assured completion of learning activities.

The guidelines are:

- Establish students' initial digital literacy for hardware, software and digital search skills.
- Set up a scaffolded learning structure to ensure students acquire the required digital literacy to engage fully in planned learning activities using STEL.
- Encourage student feedback and contribution to gather user relevant suggestions to improve STEL-based learning activities.



### **Guidelines from sub-project 2** - assist hospitality students to improve on self-evaluative skills

#### **Set up culture of trust in the classroom environment**

- Establish a culture of sharing and inclusiveness of valuing each student's contributions.
- Tutors need to model how to provide and accept feedback – this can be done through a short session using a 'neutral example' i.e. feedback on tutor's example.
- Value students' contributions.

In this aspect of building trust between learners and learners and between learners and tutor, the tenets of Māori pedagogy may provide guidance. Suggested resources include the work of Macfarlane et al. (2008).

### **Prepare students**

As with all learning activities, it is important to ensure the tutor is prepared, the students have the requisite skills to undertake the activity and the class room climate fosters a learning environment. The ability to provide and accept feedback is a skill to be learnt. Provision of a structured session on 'how to give feedback' (Leijten, 2012) provides student with confidence and procedures.

Student preparation includes the following:

- Plan learning activity around the concept of 'critical reflection' and 'peer feedback' BEFORE the first role play begins.
- Provide learning activities to learn how to feedback and how to accept feedback assist students to maximise the benefits of role play learning activities.

### **Structure learning through feedback**

Ensuring students were ready to provide and receive feedback on their role-play performance was an important aspect of this sub-project.

- Provide students with opportunities to practise providing and accepting feedback in small groups and with one-one tutor sessions BEFORE undertaking whole class feedback.
- Provide students with a structure for 'critique' so that feedback is on the procedures to be learnt.
- Tutors must model the 'language' of good feedback and encourage students to use correct protocols and processes.





### **Guidelines from sub-project 3** - attain critical evaluation skills of web resources through VTF

The learning activities in this sub-project revolved around learning activities that contributed to developing and enriching students' evaluative skills. Hence the guidelines in this section are related to using STEL to help students acquire skills to evaluate digital resources.

#### **Learning evaluative skills**

Learning how to evaluate requires guidance and practise.

The guidelines proposed here reflect a scaffold approach to assist students, unused to exercising critical evaluation, to learn, practise and apply evaluative skills:

- Start with an evaluative skill that is familiar – evaluate a website using specific / provided criteria.
- Progress to a similar task but encourage students to construct additional criteria.
- Move towards more complex evaluative criteria in terms of number and level of judgements required.
- Provide opportunities for students to unpack their understanding through discussions and forums.
- Encourage students to record concepts as they develop.
- Assist students to understand how they construct schemas of their evaluative criteria.

## Conclusion

Three sub-projects were carried out to evaluate the opportunities provided by using situated-technology enhanced learning (STEL) (Chan et al., 2011). The first sub-project established students' digital literacy as 'mixed with some requiring assistance'. The second sub-project exploited the video capabilities of net tablets to improve the outcomes of role play in learning skills and attributes important to the vocational outcomes for the student participations. The use of video to record role play activities and structured frameworks for providing peer and tutor feedback, was found to accelerate the learning of front-office reception checking-in and checking-out processes. The third sub-project utilised net tablets to access real world /virtual examples of hotel facilities. Students were able to 'visit' a range of hotel types unavailable in Christchurch. An added advantage was for students to learn how to access a range of hotel / accommodation searching sites and to critically evaluate and use these as a precursor to accessing sites as part of front office receptionist roles.

We have observed the rapid rise of mobile device ownership amongst the CPIT student body across the life of the project. Bring your own device (BYOD) is a contemporary challenge for educational institution ICT support and staff development. Helping students to utilise their own devices for mobile learning (mlearning) and STEL provides opportunities for just-in-time and 'learnable moments' to occur. As reported here, assisting student to maximise the learning potential of their mobile devices requires careful consideration, planning and staff capability development. The opportunity to undertake the sub-projects detailed in this report has assisted with building pedagogical and technology-enhanced learning capacity at CPIT and extending the applications possible through implementation of STEL. Future work should identify specific needs of learners in situated /vocational learning environments and match appropriate STEL strategies to maximise student engagement and outcomes.

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# Appendices

## Appendix 1

### Sub-project 2 evaluation– using videos to assist deliberate practice and reflective learning

1. Circle the devices you have used prior to using the video on the iPad project

iPod touch    iPhone    iPad    Android    Smart Phone    None

2. a) Indicate below how many times your own check-in / check-out practice has been videoed.

\_\_\_\_\_ b) Was this enough times?    Yes    No

3. a) How useful did you find videoing towards learning check-in/ check-out skills?

Not Useful                      Useful                      Very Useful

b) Please provide a reason for your answer above in 3a)

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4. What did the tutor do that helped you to learn check-in/ check-out?

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5. What did the tutor do that did not help you learn check-in/check-out?

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6. Please suggest any ideas to improve the use of video in learning check-in / check-out skill.

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## Appendix 2

### Sub-project 3 evaluation:

1. Circle the travel booking sites you have used BEFORE you started this course.



Write down any travel booking sites you have used BEFORE the course that are not represented above:

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2. a) How did you find using the tablets in class help you learn about hotel booking systems?

Very Useful

Useful

Not useful

b) Please give a reason for your answer above.

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3. What did the tutor do that helped you to learn about hotel booking systems?

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---

4. What did the tutor do that did not help you learn about hotel booking systems?

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---

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Please suggest any other ideas to improve on using tablets in your course to learn about hotel booking systems.

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## Appendix 3

### Worksheets used to support role plays

#### Check list for checkin-check out role plays

			Good	Work On
<b>Presentation</b> – Uniform, body language, hair, makeup, jewellery				
<b>SMILE</b> – Are you smiling whenever you look at your guest				
<b>Professional Speak</b>	<b>Do's</b>	<b>Don'ts</b>		
	Good Morning	Hi, G'Day		
	Please may I have	What do you want		
	How may I help you	Can I help you		
	Certainly	Yer, OK, sure, cheers, urm		
	Sir / Madam	Frist Name		
	Would you like	Do / don't you want		
	Please may I take	Can I grab		
<b>Pauses</b> –be aware of long silent pauses				
<b>Staring</b> – be aware of staring at the computer, your guest needs your attention				
<b>Guest</b> - Is your guest bored – don't let them be				
<b>Efficiency</b> - Does your guest want to get moving				
<b>Are You.....</b>				
<b>Making conversation</b>				
<b>Building a positive rapport</b>				
<b>Giving your attention to the guest</b>				
<b>Multitasking</b>				



## CHECK IN

	Good	Work on
<b>Greeting</b> – Good Morning / Afternoon, Welcome to PolyTowers, how may I help you?		
<b>Collect</b> – registration card from alpha file		
<b>Say</b> – number of nights, room type, number of people		
<b>Ask for / check</b> – address, telephone number, payment method, signature		
<b>Be busy</b> – on computer checking in while guest is registering		
<b>Alerts, Routing</b> – Act upon any requests (read your screen)		
<b>Select</b> – appropriate room number		
<b>Check</b> – registration card is completed correctly		
<b>Credit card</b> – request imprint politely		
<b>Imprint Card</b> – check signature on registration card and return card to guest		
<b>Offer</b> – dinner, wake up call and newspaper		
<b>Complete Check In</b> – ensure message “Check In Successful’		
<b>Key</b> – Programme room key		
<b>Key card</b> – complete key card		
<b>Offer Porter</b> – if yes give key to Porter		
<b>Direct to room</b> – have a plan		
<b>Wish a Pleasant Stay</b>		
<b>Update</b> – profile, spelling, address etc (once guest has gone)		
<b>File</b> –registration card in Guest Ledger (behind room number)		

Different colours signify multitasking

## FEEDBACK

### Self Reflection

What did I do well?	What can I improve on?
<b>WHAT I WILL WORK ON</b>	

### Peer Review

What did they do well?	What can they improve on?
<b>WHAT SHOULD THEY WORK ON</b>	

## Appendix 4

### Worksheets to support sub-project 3

# Hotel Search Activity

In groups, you are to use the tablets to complete this activity

Find a hotel which would meet the needs of the following guests:

1. Family of four (2 adults and 2 children aged 6 & 10) wanting a holiday in the sun for a week in Australia or a Pacific Island
2. A company can hold a conference for 100 people and the conference delegates can stay in the hotel
3. A Business woman needs to stay when she has to meet clients in the Wellington CBD, have a lunch meeting, and to work in her room.
4. A couple can stay overnight in Auckland – their flight from New Plymouth arrives in Auckland at 9.00pm and they leave for Rarotonga at 6.00am the next morning.

Using the browser on the tablets you are to find appropriate hotels. Record the name of the hotel, the URL address, and the key features and facilities or services which the hotel offers which make it appropriate for these guest types.

1.

Hotel Name: \_\_\_\_\_

URL Address: \_\_\_\_\_

Facilities/Services:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Box above repeated 4 times

# How can you book a room?

By now you know that there are many methods for booking a room. Reservations can come to the hotel by telephone or email directly from the guest, from their company, or from their travel agent. You can also book a room via the internet. This activity is designed to see how many different websites or “apps” hotels are listed on.

Each group will be allocated a city and an enquiry date to use for the activity.

Using your tablets you are to search for a hotel in that location. Once you have chosen a hotel you are then to use as many methods as you can find by using the tablet to try to make a booking at the hotel. Please try to use at least 2-3 applications which you can download and use (if free!).

Hotel Name
------------

Booking enquiry date
----------------------

(1) Website or App name	Room type name	Rate offered
<i>This box repeated – 8 times ---</i>		(note if room only or a package)

Now that you have had the opportunity to use several different Computer Applications and looked at many different websites, you are to critically analyse each one.

What was good about each one – think about how easy they were to use, how much information was given, was it useful? Was it hard to find the information you were looking for?

Method	What did you like about this website or app?	What didn't you like about this website or app?
(1)		
(2)		
(3)		
Method	What did you like about this website or app?	What didn't you like about this website or app?
(4)		
(5)		

(6)		
(7)		
(8)		

From the perspective of the hotel, please explain what you thought would be a good method and why they would prefer guests to use this method to make a reservation.

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# Reservationist – Product knowledge activity

As a reservationist you need to be able to describe all of your facilities and services, location information, and match your property with different target markets based on their requirements.

Using the tablets provided to you by your tutor you are to find a hotel, research all of the facilities and services available at the hotel, find out where the hotel is located and what is nearby the hotel.

Your tutor will allocate a country or city to you to search in.

City: \_\_\_\_\_

Hotel Name: \_\_\_\_\_

Star Rating/Standard of hotel: \_\_\_\_\_

Main Facilities:

Rooms: \_\_\_\_\_

(Names of different room types, main features and rate for each room type)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Other facilities or services offered: \_\_\_\_\_

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---

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Location: \_\_\_\_\_

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What is located nearby the hotel? \_\_\_\_\_

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Who would be the main target markets for this hotel? (and why?) \_\_\_\_\_

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Once you have found out all of this information your group is to present this information to the class. You will have to answer questions from your classmates about your hotel and the nearby area (including directions to the hotel from airport/transport/ or any other landmarks)

Your presentation to the class should include a “virtual tour” of the property, using any video or photographs appropriate from their website

## Appendix 5

### Timeline for programme

HMFO301 is a 200 hour programme. 112 hours are delivered by a tutor in scheduled classrooms. The remaining 88 hours are non-teaching hours and are to be used by you to catch up, keep up to date, complete unfinished work, to practise Opera and Check In and Check Out.

Opera can be practised in rooms O302, L248 and X205. These are the only rooms along with U315 that have access to Opera.

Check In and Check Out must be practised in U315 and in groups of three. You cannot practise Check In and Check Out on your own.

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Date</b>								
<b>Mon</b>					Reservation Theory Assessment		Conventional Chart Assessment	
<b>Tues</b>								
<b>Wed</b>			Check In videoing completed x 2 each	Check in practical assessments	Debtor Control Theory Assessment	Check Out videoing completed x 2 each	Opera Test	Vertical Tabular Ledger assessment Housekeeping Theory Assessment
<b>Thurs</b>		General Front Office Theory Assessment	Watch check in videos	Check in practical assessments		Watch Check Out videos	Check Out practical assessments	

Monday and Tuesday mornings before classes are always a good time to meet and practise Check In and Check Out. If you wish to record your practise just ask a member of staff for your ipad.