TOPIC THREE:

SUSTAINABLE HOSPITALITY

for Hospitality VET Educators, Business Field Coaches and Team Leads

SUSTAINABLE HOSPITALITY
DIGITALISATION TOOLKIT

2023

TOPIC 3 "SUSTAINABLE HOSPITALITY"
SESSION PLAN
FOR HOSPITALITY VET EDUCATORS, BUSINESS FIELD COACHES AND TEAM LEADS

No	Content	Explanation/header
1	Length of session 2-4 hours This timing can be split is several shorter sessions in case of fixed timing of the lectures/ workshops. (in total with the physical breaks)	1-2 hours: Self-study before the lessons: Here it is crucial to address the different learning styles of the students in the material chosen. 1-2 hours: Lessons (physical or online) with the students. Again, it is crucial to address the different learning styles of the students, and thus adapt to the appropriate learning style. 1 Hour: Test after completion of lesion. 1 hour for the students to take the test, and 1 hour for the teacher read and give feedback on the test. Depending on the learning style of the student we recommend that you adapt your feedback accordingly The Educator allocates time for individual and in-group assignment preparing and presenting in between the tasks or alternatively arranges the break between the contact hours to perform the tasks.
2	Problem/Topic	In this session the student will work with understanding the current and expected future trends within sustainability of the hospitality sector in general. Note! We have adapted the materials to the 8 different learning styles, so to gain the most from this session, we strongly encourage you to test the students for the preferred learning style before proceeding. Take the test here: https://how-to-study.com/learning-style-assessment/
3	Estimated time consumption on the learning process/Activities	Between 2-4 hours/lessons
4	Goals / learning outcomes	Upon finishing this part, the student should be able to: Knowledge: • Understand the context and importance of sustainability inside the hospitality sector and how this affects the way the hospitality sector daily

		operations are reshaped in accordance with these principles. • Understand the concept of "sustainable hospitality" • Understand the future trends of the sustainability efforts of the hospitality sector. Skills • Learning to apply the knowledge goals above through training and self-study
5	"If….then the student can…."	After completing this part, the student will be able to: • Work with sustainable innovation and development in a hospitality setting • Work with applying a sustainable strategy in small to medium sized hospitality enterprises • Be able to teach hospitality enterprises in the future trends of hospitality sustainability
6	Test	• Please describe the connection between sustainability and how the implementation of it into the daily operations has affected the hospitality sector? • Please account for the currents trends that occurred as a consequence of implementation of sustainability into the hospitality sector operations, and how they mutually affected each other • Why, in your opinion, did the Covid19 pandemic not speed the process of sustainable tourism?
7	Checklist	• Do you understand the difference between sustainability as a concept and sustainable hospitality? • Is it clear to you why especially the implication and implementation of sustainability has had such a tremendous impact on the hospitality sector? • Can you name some of the current and future technologies that will affect the hospitality sector and the extent of their importance in terms of sustainability?
8	Link to the next topic – suggestions – feed up	• Topic 1 Sustainability • Topic 6 Trends in the Hospitality Sector • Topic 9 Indicators • Topic 11 Sustainable Budgeting • Topic 14 Economic Benefits from Sustainable Hospitality Digitalisation Practices • Topic 15 Development of Entrepreneurial Ideas and Professional Networks

9	Activities and environment for 8 learning types:	Please make sure that every session plan includes the activities and environment **for 8 learning styles**. Formulate and integrate it in the descriptions:
10	The Linguistic Learner or Verbal Learners (aka Linguistic Learners):	For the linguistic learner, we recommend reading the various assigned texts to the lessons.
11	The Naturalist or Natural/ Nature Learners	Perhaps dive into additional extra curriculum scientific papers besides the offered via these lessons
12	The Musical or Rhythmic Learner or Aural (audio) Learners	We recommend listening to the eCornell podcast video.
13	The Kinesthetic Learner or Physical (tactile) Learners:	We recommend going through the various study.com links alongside a fellow student.
14	The Visual or Spatial Learner or Visual (spatial) Learners	We recommend going through the various study,.com links to gain visual insight to the subject at hand.
15	The Logical or Mathematical Learner or Logical (analytical) Learners:	We recommend going through the various study.com links alongside a fellow interpersonal learner styled person.
16	The Interpersonal Learner or Social Learners (aka Linguistic Learners):	For interpersonal styled persons, please look for advise in the section above. For intrapersonal learners we recommend reading all available material solo.
17	Memo: The Linguistic Learner or Verbal Learners (aka Linguistic Learners): The linguistic learner is one who learns best through linguistic skills including reading, writing, listening, or speaking. (Verma, E, 2023). The Naturalist or Natural/ Nature Learners: The naturalist learns by working with, and experiencing, nature. If this sounds a lot like a scientist, it's because that's how scientists learn. The naturalist loves experiences, loves observing the world around them, and captures the best information or knowledge through experimentation. (Verma, E, 2023). The Musical or Rhythmic Learner or Aural (audio) Learners: The musical or rhythmic learner is one who learns using melody or rhythm. (Verma, E, 2023). The Kinesthetic Learner or Physical (tactile) Learners: The Kinesthetic learner is a person that learns best by actually doing something. (Verma, E, 2023). The Visual or Spatial Learner or Visual (spatial) Learners: A visual or spatial learner is a person who learns best if there are visual aids around to guide the learning process. For example, someone who can learn best from diagrams, pictures, graphs would be a visual or spatial learner. (Verma, E, 2023).	

The Logical or Mathematical Learner or Logical (analytical) Learners: The logical or mathematical learner must classify or categorize things. They also tend to understand relationships or patterns, numbers and equations, better than others. (Verma, 2023).

The Interpersonal Learner or Social Learners (aka Linguistic Learners): The interpersonal learner is someone who learns by relating to others. Often, these people share stories, work best in teams, and compare their ideas to the ideas of others. (Verma, 2023).

The Intrapersonal Learner or Solo Learners: The intrapersonal, as opposed to interpersonal, learner is someone who works and learns best when they are alone. (Verma, 2023).

18	Memo:
	The course elements include the elements and features to meet the needs of all styles of learning digitalization. As the course is aimed at a wider audience, to make more effect of the course, it is based on the principles of including the elements and activities according to three Learning Approaches. The course elements are based on the approaches: the Behaviourist Approach, when activities are built to respond to some form of stimulus, the Cognitive Approach, when the activities are based on knowledge and knowledge retention, and the Humanist Approach, based on explanations of individual experiences – in that case by representing good practices and challenges by sustainable hospitality companies and their challenges in digitalization. Approaches to embedding sustainability and ESDGC in the content of hospitality digitalization are used. On the basis of the Theory of Planned Behaviour that allows to assess of thoughts before and after education, the surveys can be offered and analyzed to measure the output of the session plan, increased capacity of digitalization skills, and development of entrepreneurial ideas to benefit from competences.
19	**Materials and resources**	There are several kinds of learning activities in session plan that will address most of the 8 learning styles described in the two books published in conjunction with this project. Regardless of the preferred learning style we do strongly recommend to read the chapter on sustainability in the hospitality sector before embarking on the learning activities below. Reading material • The dedicated chapter in the Sustainable Hospitality Digitalisation Guidebook digital brochure is the perfect way to gain more knowledge on this topic if you are *The Linguistic Learner or Verbal Learner.* Case material • The following case material is suited for *The Kinesthetic Learner or Physical (tactile) Learners* • https://sustainablehospitalityalliance.org/resource/business-case-for-sustainable-hotels/

- https://study.com/academy/lesson/sustainability-environmental-issues-in-the-hospitality-industry.html
- https://study.com/academy/lesson/challenges-of-the-hospitality-industry.html
- https://oaky.com/en/blog/sustainability-in-the-hospitality-industry
- https://hospitalityinsights.ehl.edu/implementing-sustainability-training-sessions-hotel-personnel
- https://hospitality.arribatec.com/cic-hospitality-new-hotels/

Video material
- The following videos are suited for most of the 8 learning styles, as they in various ways combine different learning styles. We encourage the *The Kinesthetic Learner or Physical (tactile) Learners* to view them together with others who are interested in this topic. Perhaps a colleague at work or a fellow student.
- https://study.com/academy/lesson/challenges-of-the-hospitality-industry.html
- https://study.com/academy/lesson/hospitality-industry-trends-technology.html
- https://www.youtube.com/watch?v=B5jPlw72UK8
- https://www.youtube.com/watch?v=aZL9cNpZ_Ww&t=2146s
- https://www.youtube.com/watch?v=ccra5J3A4qk
- https://www.youtube.com/watch?v=ccra5J3A4qk
- https://www.youtube.com/watch?v=efgmEbjbGR8
- https://www.youtube.com/watch?v=Imbj0F-gUSw

Suggestions to courses on the topic
- The following suggests are especially suited to *The Interpersonal Learner or Social Learners (aka Linguistic Learners)*
- Cornell: https://ecornell.cornell.edu/certificates/hospitality-and-foodservice-management/
- Les Rocher: https://lesroches.edu/hospitality-management/hospitality-degrees/online-hotel-management/
- Cesar Ritz: https://www.cesarritzcolleges.edu/en/hotel-management-programs/

- GSTC: https://www.gstcouncil.org/sustainable-tourism-training/

Suggested lesson structure for 100 minutes for the class activity

Timing *(approx.)*	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
5 m	Introduction to the Topic	**Greeting, warming-up activity** **Task:** **Educator:** asks the learners to brainstorm to compare the difference between hospitality and sustainable hospitality **Learners:** brainstorm the list of the arguments to compare the difference between hospitality and sustainable hospitality	Discussion of the brainstormed lists, comparison to the theoretical part, Online query in the end of the session;	SHDG PPT slides Video Worksheet Moodle Session Plan
30 m	Development of the Topic	**Lecture:** Sustainable Hospitality **Video resources:** **Educator:** provides the resources listed above **Learners**: learn about the aspects and principles of the sustainable hospitality using the online resources listed above and: PR1 Sustainable Hospitality Digitalisation Guidebook for VET Learners and Professionals (initial, continuous learners); PR2 'Pedagogy of Sustainable Hospitality Digitalisation' for VET Educators and hospitality business field coaches and team leads, PR3 digital course 'Sustainable Hospitality Digitalisation Toolkit' with materials;	Lectures and seminars	SHDG PPT slides Video Worksheet Moodle

		PR4 Series of Webinars on 'Sustainable Hospitality Digitalisation'		
3 m	**Development of the Topic Group Dynamic**	Lectures and seminars Task: Describe and some of the current and future technologies that will affect the hospitality sector and the extent of their importance in terms of sustainability **Educator:** ask the learners to list some of the current and future technologies that will affect the hospitality sector and the extent of their importance in terms of sustainability. **Learners:** student briefing on some of the current and future technologies that will affect the hospitality sector and the extent of their importance in terms of sustainability?	Lectures and seminars In-class: In-group Individually: online query in the end of the module;	SHDG Worksheet PPT slides
2 m	**Development of the Topic Group Dynamic**	**Lectures and seminars** **Task:** Finding answers why especially the implication and implementation of sustainability has had such a tremendous impact on the hospitality sector? **Educator:** ask students to explain why especially the implication and implementation of sustainability has had such a tremendous impact on the hospitality sector **Learners:** students explain why especially the implication and implementation of sustainability has had such a tremendous impact on the hospitality sector	In-class: In-group Online: Individually, online query in the end of the module;	SHDG Worksheet PPT slides

20 m	Group Dynamic	**Workshops, Virtual Learning Environments (VLEs), Blended learning Task** **Research, interpret and use published data to report on sustainable hospitality cases and good practices** **Collect and compare the data on the sustainable hospitality practices for different sectors Task: Discuss the challenges in ensuring that Educator**: provides the students online links for research and explains the tasks to research and present; **Learners:** receive the online link (use SHDG, PowerPoint presentation and supporting materials.) Students collect the data related to the topic and to compare the data, present the collected data and the differences.	Teambuilding In-class: In-group Online: Individually, online query in the end of the module;	SHDG PPT slides Worksheet Pens Moodle base Internet PR1 Sustainable Hospitality Digitalisation Guidebook for VET Learners and Professionals (initial, continuous learners); PR2 'Pedagogy of Sustainable Hospitality Digitalisation' for VET Educators and hospitality business field coaches and team leads, PR3 digital course 'Sustainable Hospitality Digitalisation Toolkit' with materials; PR4 Series of Webinars on 'Sustainable Hospitality Digitalisation'
15 m	**Individual Exercise**	**Virtual Learning Environments (VLEs), Blended learning Individual online query in the Moodle system and/or**	Reading, handout about the topic, query,	Worksheet SHDG Moodle

		using the handouts/ **worksheets** The test contains the questions for theoretical part from the lectures and sharing opinion about the raised questions during the lecture (see the task list, checklist) **Educator**: provide the access to the test and explain the task; **Learners:** individually perform online query in Moodle system	multiple choice	
5 m	**Group Reflection**	**Seminar:** **Pros and cons / challenges of the sustainable hospitality**	**Debriefing session** In-class: In-group Debates Online: Individually, online query in the end of the module	Worksheet
5 m	**Group Reflection**	**Seminar:** **Task: Good practices and cases of the sustainable hospitality**	**Debriefing session** In-class: In-group Online: Individually, online query in the end of the module	Worksheet Pens
10 m	**Individual Feedback and Evaluation**	**Self-assessment form – 5 min** **Educator:** provide the access to the form, see the supporting materials Students fill in the self-assessment form how confident they feel after the lecture and the workshops in the raised questions and understanding the unit information **Unit Feedback Form – 5 min** Students fill in the form about the **Virtual Learning Environments (VLEs), Blended learning:** Feedback	Online, individually: Filling in the self-assessment form Individually: Filling-in Unit Feedback Form	Self-assessment form Feedback form

		forms can be allocated in the Moodle system		
5 min	**Conclusion Closing the unit and short introduction of the next unit**	**Final reflection on the unit** **Educator** asks students to share their opinions on the subject, on the organization of the training session, discuss open issues Students share their opinions on the subject, on the organization of the training session, discuss open issues **Educator:** makes conclusion and introduction to the next Unit on _____ Appreciation for collaboration and Farewell	In-class: In-group Online: Individually, online query in the end of the module	PPT slides Worksheet SHDG other