

TOPIC FOUR:

LEARNING STYLES

for Hospitality VET Educators,
Business Field Coaches and Team Leads



PREPARED BY:

HOTEL SCHOOL Viesnīcu biznesa koledža, SIA
ERHVERVSAKADEMI DANIA
Italian Hospitality School SRL
City Unity College Nicosia
DigitalGuest APS
INERCIA DIGITAL SL

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TOPIC 4 'LEARNING STYLES' FOR SUSTAINABLE HOSPITALITY DIGITALISATION

SESSION PLAN FOR HOSPITALITY VET EDUCATORS, BUSINESS FIELD COACHES AND TEAM LEADS

No	Content	Explanation/header
1	<p>Length of session 3 hours (180 minutes)</p> <p>This timing can be split is several shorter sessions in case of fixed timing of the lectures/ workshops.</p> <p>(in total with the physical breaks)</p>	<p>Example:</p> <p>75 min Lectures in-class/online 15 min introduction 60 min lectures 105 min in class/online exercises 20 min group discussion; 20 min in-group exercise; 15 min group reflection; 20 min individual exercise; 15 min individual feedback. 15 min conclusions and QA session.</p> <p>180 min Total unit study time 100%</p> <p>The Educator allocates 180 min 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.</p>
2	Problem/Topic	<p>The hospitality industry is rapidly evolving, and digitalization has become a key component of sustainable hospitality practices. To successfully implement digitalization in the hospitality industry, it is essential to understand the different learning styles of employees and how they impact the adoption of new technologies. This course aims to provide hospitality professionals with an in-depth understanding of learning styles and how they can be applied to achieve sustainable hospitality digitalization.</p>
3	Estimated time consumption on	3 hours

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	the learning process/Activities	
4	Suggestions on solutions	By the end of this session the learners will understand the differences between 8 learning styles and their application in sustainable hospitality digitalization.
5	Goals / learning outcomes	<p>By the end of the unit, the student should have competence to demonstrate an understanding of the learning styles, their application in the context of sustainable hospitality digitalization, and practical skills to design and implement effective training programs to ensure that this course caters to diverse learning styles while aligning with sustainability values and goals in the hospitality industry.</p> <p>The Aim of the Session Learning Styles: Overall, the course aims to provide learners with a holistic understanding of learning styles, their relevance in the context of sustainable hospitality digitalization, and practical strategies for designing effective training programs that cater to diverse learning styles while aligning with sustainability values and goals.</p> <p>The Module Learning styles aims to:</p> <ul style="list-style-type: none"> • Understand learning styles; • Apply learning styles to Hospitality Digitalization; <ul style="list-style-type: none"> • Enhance training and development programs; • Align with sustainability values and goals; • Encourage critical thinking and problem-solving <p>The following activities are used during the session: Lectures and seminars, Workshops, Virtual Learning Environments (VLEs), Blended learning. At availability, it is highly recommended to apply for mix of activities: Tutorials, Guest speakers, Field Trips and Work-based learning – the subject of individual opportunities of the VET Learners' Educators and Organizations in different countries.</p>

Upon finishing this part, the student should be able to:

Knowledge:

- Define and understand the concept of sustainable hospitality digitalization.
- Explore in-depth eight different learning styles and their characteristics.
- Understand the relationship between learning styles and technology adoption.
- Identify strategies to leverage different learning styles for effective digitalization in the hospitality industry.
- Develop an action plan to apply learning styles in sustainable hospitality digitalization initiatives.

Skills:

- Skill in designing and implementing learning activities that engage learners with diverse learning styles and preferences.
- Ability to provide feedback and guidance tailored to the individual learning style of learners to enhance their understanding and retention of information.
- Skill in facilitating a supportive and inclusive learning environment that encourages learners to explore and leverage their preferred learning style.
- Ability to assess the effectiveness of instructional strategies in catering to different learning styles and make adjustments as needed.

Attitude:

- Skill in designing and implementing learning activities that engage learners with diverse learning styles and preferences.



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		<ul style="list-style-type: none"> ● Empathy towards learners who may have different learning styles and a willingness to adapt instructional strategies accordingly; ● Flexibility in designing and implementing instructional activities that cater to different learning styles, even if it requires additional effort or resources; ● Positive attitude towards utilizing a variety of instructional strategies to create an inclusive and engaging learning experience for all learners; ● Commitment to continuous improvement and willingness to learn and apply new approaches that cater to the diverse learning needs of VET learners.
6	"If...then the student can...."	<ul style="list-style-type: none"> ● If identify your preferred learning style, then the student can tailor the study strategies accordingly, which can enhance their learning outcomes; ● If the student engages in hands-on activities and simulations, then the student can cater to the kinesthetic learning style and improve own understanding of practical concepts; ● If the student collaborates and participate in group discussions, then the student can meet the needs of interpersonal learners and enhance own communication and teamwork skills; ● If the student reflects on your own learning progress and set personal goals, then the student can cater to the intrapersonal learning style and take ownership of own learning journey; ● If the student incorporates visual aids such as diagrams and videos, then the student can cater to the visual learning style and enhance your understanding of visual information; ● If the student engages in reading, writing, and speaking activities, then the student can cater

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		to the linguistic learning style and improve own language skills and comprehension.
7	Guide lines (points)	<ul style="list-style-type: none"> ● PowerPoint; ● Case study; ● In-class discussion; ● Test.
8	Cases for practice (individual/in groups)	<p>Case Study: Applying the 8 Learning Styles for Vocational Education and Training (VET) Learners</p> <p><i>Introduction:</i></p> <p>ABC Vocational Institute offers a wide range of vocational education and training (VET) programs for adult learners. The institute recognizes that VET learners have diverse learning preferences and aims to provide effective instructional strategies to accommodate their needs. As part of their instructional design, the institute has incorporated the 8 learning styles model to enhance the learning experience of their VET learners. In this case study, we will explore how ABC Vocational Institute applies the 8 learning styles to optimize the learning outcomes of their VET learners.</p> <p><i>Background:</i></p> <p>The VET learners at ABC Vocational Institute come from diverse backgrounds and have varying levels of prior knowledge and skills. Some learners are visual learners who prefer visual aids, while others are auditory learners who prefer listening to explanations. Some learners are kinesthetic learners who prefer hands-on activities, while others are linguistic learners who excel in reading and writing. ABC Vocational Institute recognizes that understanding and catering to these learning preferences can significantly impact the effectiveness of their training programs. Therefore, they decided to incorporate the 8 learning styles model into their instructional design.</p>

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Implementation:

ABC Vocational Institute applied the 8 learning styles model in their VET programs through the following strategies:

Visual learners: The institute used visual aids such as diagrams, charts, and videos to help visual learners understand complex concepts. They also incorporated visual cues in their presentations and materials to enhance the visual experience for these learners.

Auditory learners: For auditory learners, the institute included lectures, discussions, and audio recordings in their instructional design. They also provided opportunities for learners to participate in discussions, debates, and presentations to improve their listening and speaking skills.

Kinesthetic learners: ABC Vocational Institute incorporated hands-on activities, simulations, and practical exercises to engage kinesthetic learners. They encouraged learners to participate in real-world projects, role-plays, and problem-solving activities to reinforce their learning.

Linguistic learners: To cater to linguistic learners, the institute provided reading materials, writing tasks, and opportunities for learners to express themselves through writing and speaking activities. They also provided feedback and guidance to help learners improve their linguistic skills.

Logical learners: ABC Vocational Institute used logical and analytical approaches to engage logical learners. They provided structured and organized information, encouraged critical thinking, and

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		<p>provided opportunities for learners to apply logical reasoning in practical situations.</p> <p>Interpersonal learners: The institute promoted collaborative learning among interpersonal learners by incorporating group work, team projects, and peer discussions. They also provided opportunities for learners to interact and learn from each other through group activities and projects.</p> <p>Intrapersonal learners: To accommodate intrapersonal learners, ABC Vocational Institute allowed time for self-reflection and encouraged learners to set personal learning goals. They provided opportunities for learners to reflect on their learning progress, set targets, and monitor their own learning.</p> <p>Naturalistic learners: Finally, the institute incorporated nature-related activities such as field trips, outdoor observations, and practical experiences to engage naturalistic learners. They encouraged learners to connect with the natural environment and apply their skills in real-world situations.</p>
<p>9</p>	<p>Process schedule/models/frameworks</p>	<p>The learning process for the topic involves engaging learners through a variety of activities and environments that cater to their preferred learning styles, providing opportunities for personalization, assessment, review, and follow-up to enhance their understanding and application of the topic.</p>
<p>10</p>	<p>Checklist</p>	<p>In order to accommodate the 8 different learning styles, we strongly suggest that the student takes the “test” below in a manner that resonates with you.</p> <ul style="list-style-type: none"> ● Name three instructional strategies that can be effective for visual learners. ● Explain how group work can benefit interpersonal learners in the learning process.

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		<ul style="list-style-type: none"> ● Identify one instructional strategy that can be effective for linguistic learners. ● Describe how field trips can benefit naturalistic learners in the learning process. ● Explain why providing structured and organized information can be effective for logical learners. ● Give an example of an activity that can engage musical learners in the learning process.
11	Link to the next topic – suggestions – feed up	<ul style="list-style-type: none"> ● Topic 8 Teaching styles ● Topic 15 Development of Entrepreneurial Ideas and Professional Networks
12	Activities and environment for 8 learning types:	Please make sure that every session plan includes the activities and environment <u>for 8 learning styles</u> . Formulate and integrate it in the descriptions:
13	The Linguistic Learner or Verbal Learners (aka Linguistic Learners)	Activity: Debate or Discussion Environment: Classroom or Meeting Room
14	The Naturalist or Natural/ Nature Learners	Activity: Outdoor Field Trip or Nature Walk Environment: Natural Outdoor Setting or Nature Reserve
15	The Naturalist or Natural/ Nature Learners	Activity: Outdoor Field Trip or Nature Walk Environment: Natural Outdoor Setting or Nature Reserve
16	The Musical or Rhythmic Learner or Aural (audio) Learners	Activity: Music or Rhythm-based Activity Environment: Music Room or Audio Lab
17	The Kinesthetic Learner or Physical (tactile) Learners:	Activity: Hands-on Experiment or Simulation Environment: Laboratory, Workshop, or Interactive Learning Space
18	The Visual or Spatial Learner or Visual (spatial) Learners	Activity: Visual or Spatial Presentation or Visualization Environment: Visual Arts Studio, Virtual Reality Environment, or Interactive Visualization Tool
19	The Logical or Mathematical	Activity: Problem-Solving or Critical Thinking Task

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	Learner or Logical (analytical) Learners:	Environment: Logic-based Puzzle Room, Math Lab, or Digital Logic Simulation Tool
20	The Interpersonal Learner or Social Learners (aka Linguistic Learners):	Activity: Role-playing or Group Problem-solving Environment: Interactive Learning Space or Simulation Environment
21	<p>Memo:</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>The Kinesthetic Learner or Physical (tactile) Learners: The Kinesthetic learner is a person that learns best by actually doing something. (Verma, E, 2023).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p>	
22	Memo:	

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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.

23 Learning activities, 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 your preferred learning style we do strongly recommend that you read the chapter on Digitalization 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*.

Books:

- "Multiple Intelligences: New Horizons in Theory and Practice" by Howard Gardner;
- "Learning Styles: Concepts and Evidence" by Harold Pashler, Mark McDaniel, Doug Rohrer, and Robert Bjork

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- "The VARK Guide to Learning Styles" by Neil D. Fleming
- "Learning and Study Strategies Inventory (LASSI)" by Claire Ellen Weinstein and David R. Palmer

Articles:

- "Learning Styles: Concepts and Evidence" by Harold Pashler, Mark McDaniel, Doug Rohrer, and Robert Bjork;
- "Learning Styles and Pedagogy in Post-16 Learning: A Systematic and Critical Review" by Frank Coffield, David Moseley, Elaine Hall, and Kathryn Ecclestone;
- "The Impact of Learning Styles on Student Success in Online Versus Face-to-Face Environments" by Carol A. Yeager and Donna D. Dyer
- "The Relationship Between Learning Styles and Academic Performance in a Virtual Learning Environment" by Malgorzata S. Sadeddin.

Case material

- COMPATIBILITY OF TEACHING STYLES WITH LEARNING STYLES: A CASE STUDY
<https://files.eric.ed.gov/fulltext/EJ1236991.pdf>
- VARK Learning Styles and Online Education: Case Study
https://www.researchgate.net/publication/327869001_VARK_Learning_Styles_and_Online_Education_Case_Study

Video material

- The following videos are suited for most of the 8 learning styles, as they in various ways combine different learning styles.

PR1 Sustainable Hospitality Digitalisation Guidebook for VET Learners and Professionals (initial, continuous learners);

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	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'
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Timing (180 min)	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
15 minutes	Introduction to the Topic	<p>Greeting, warming-up activity</p> <p>Task: Learning Style Self-Assessment. Provide each learner with a learning style self-assessment questionnaire or a link to an online assessment tool and ask learners to complete the assessment individually, reflecting on their preferred ways of learning, such as visual, auditory, kinaesthetic, or a combination of styles.</p> <p>Educator: encourages learners to reflect on their own learning styles and create awareness about the diversity of learning styles among the course participants.</p> <p>Learners: brief discussion among the learners, share their preferred learning styles and characteristics with the group, and discuss any similarities or differences. Summarize the results and highlight the diversity of learning styles among the course participants</p>	Discussion of the learning style and self-assessment.	<p>Online tool</p> <p>Link: https://how-to-study.com/learning-style-assessment/</p>
60 minutes	Lecture Topic	<p>Lecture: Learning styles</p> <p>Topics:</p> <ul style="list-style-type: none"> • Introduction to Learning Styles; • Visual Learning Styles; • Auditory Learning Styles; 	Lectures and seminars	SHDG PPT slides Video Moodle

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		<ul style="list-style-type: none"> • Kinesthetic Learning Styles; • Reading/Writing Learning Styles; • Best Practices in Designing Learning Programs for Diverse Learners; • Applying Learning Styles in Digital Learning Design. <p>Video resources:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=1dVPMANz928 • https://www.youtube.com/watch?v=qcCtPgZlGTs • TED Talk: https://www.youtube.com/watch?v=855Now8h5Rs <p>Educator: the educator's role is to facilitate a dynamic, interactive, and inclusive learning experience that accommodates diverse learning styles and empower students to apply their learning styles effectively in the context of sustainable hospitality digitalization.</p> <p>Learners: learn about various aspects of learning styles.</p>		
<p>20 minutes</p>	<p>Group Discussion</p>	<p>Topic: Understanding and Applying Learning Styles in Different Contexts Task: involves students working in small groups to discuss and analyse scenarios or examples from various contexts, considering how different learning styles impact the learning process. They will share their findings and insights with the class, discussing the benefits and challenges of accommodating diverse learning styles in different situations and reflecting on strategies for effectively addressing diverse learning needs</p>	<p>Lectures and seminars In-class: In-group</p>	<p>SHDG PPT slides</p>

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		<p>Educator: divides learners into small 3-5 people groups and provides each group with a set of scenarios or real-life examples from different contexts. Instructs groups to discuss and analyse each scenario or example from the perspective of different learning styles.</p> <p>Learners: This group discussion task aims to promote critical thinking, reflection, and collaborative learning among students, as they explore the practical applications of learning styles in real-world contexts and discuss strategies for adapting teaching and learning approaches to accommodate diverse learning styles.</p>		
20 minutes	Group Exercise	<p>Topic: Learning Style Showdown</p> <p>Task: involves students working in groups to create presentations or demonstrations that showcase how different learning styles can be applied in specific learning situations.</p> <p>Educator: divides learners into groups of 3-5 members. Provides each group with a set of learning style cards, representing different learning styles. Instructs the groups to select a leader who will facilitate the exercise and keep time. Explain that each group will have a designated amount of time to come up with a creative presentation or demonstration that showcases how their assigned learning style.</p> <p>Learners: receive the cards with material on them. They work collaboratively in groups to create presentations or demonstrations that showcase how different learning styles can be applied in specific learning situations. They actively engage in brainstorming, planning, and implementing strategies that align with</p>	<p>Teambuilding In-class: In-group Role-play</p>	<p>SHDG PPT slides Worksheet (cards) Pens Moodle base Internet</p>

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		<p>their assigned learning style (e.g., visual, auditory, kinaesthetic, reading/writing). They also participate in discussions, reflect on their experiences</p>		
20 minutes	Individual Exercise	<p>Individual online query in the Moodle system and/or using the handouts/ worksheets</p> <p>Task: 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)</p> <p>Educator: provide the access to the test and explain the task;</p> <p>Learners: individually perform online query in Moodle system.</p>	<p>Reading, handout about the topic, query, multiple choice or short-answer questions.</p>	<p>Worksheet SHDG Moodle Internet</p>
15 minutes	Group Reflection	<p>Seminar: Learning Styles Share and Compare</p> <p>Task: Each group member takes turns sharing their personal learning style(s) based on the self-assessment quiz and reflections from the course. Group members compare and contrast their learning styles, discussing similarities and differences. This activity promotes reflection, discussion, and comparison of personal learning styles within a group setting. It encourages participants to critically reflect on their learning style(s) and how they can effectively apply them in different learning situations.</p> <p>Educator: Facilitates a group discussion on the strengths and limitations of different learning styles based on the shared insights. Encourages participants to reflect on how their learning style(s) may impact their approach to learning and studying in different contexts (e.g.,</p>	<p>Debriefing session In-class: In-group Online</p>	<p>SHDG Moodle Internet Worksheet Pens Cards</p>

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		<p>classroom, workplace, personal interests). Have each group summarize their discussion and share key insights with the larger class. Wrap up the activity with a whole-class discussion on the overall findings and reflections on learning styles.</p> <p>Learners: learners would be actively engaged in reflecting on their personal learning styles, sharing and comparing insights with their peers, and engaging in meaningful discussions to deepen their understanding of learning styles in different contexts.</p>		
15 minutes	Individual Feedback and Evaluation	<p>Self-assessment form – 5 min</p> <p>Educator: provide the access to the form.</p> <p>Learners: 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;</p> <p>Unit Feedback Form – 5 min Students fill in the form about the module.</p>	<p>Online, individually : Filling in the self-assessment form</p> <p>Individually : Filling-in Unit Feedback Form</p>	<p>Self-assessment form Feedback form</p>
15 minutes	Conclusion Closing the unit and short introduction of the next unit	<p>Final reflection on the unit</p> <p>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</p> <ul style="list-style-type: none"> Recap of key concepts covered in the course; Q&A session; Next steps for implementing learning styles for sustainable hospitality digitalization. 	In-class: In-group	PPT slides Video



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		<p>Educator: makes conclusion and introduction to the next Unit on Digital skills.</p> <p>Appreciation for collaboration and Farewell</p>		
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