TOPIC FIVE:

DIGITAL SKILLS

for Hospitality VET Educators, Business Field Coaches and Team Leads
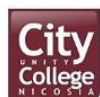
SUSTAINABLE HOSPITALITY
DIGITALISATION TOOLKIT

2023

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TOPIC 5 'DIGITAL SKILLS'
SESSION PLAN FOR Session Plans
FOR HOSPITALITY VET EDUCATORS, BUSINESS FIELD COACHES AND TEAM LEADS

No	Content	Explanation/header
1	Length of session 3 hours (3 x 45 minutes) This timing can be split is several shorter sessions in case of fixed timing of the lectures/ workshops. (in total with the physical breaks)	Agenda/overview: Lesson 1: 30 min. Readings individually. 15 min. Sum-up readings in groups in a 30 second video. BREAK Lesson 2: 30 min. Lectures in-class/online 15 min. Walk & talk BREAK Lesson 3: 30 min. Watch video + Case work in groups. 15 min. Presentation of mock-up/prototype
1	Problem/Topic	In this session the student will work with understanding the current trends within the digitalization of the hospitality sector in general – seen from through a sustainable lens. 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/
2	Estimated time consumption on the learning process/Activities	3 hours (3 x 45 minutes)
4	Session Plan Outcome	**1. Increased Digital Literacy:** Students should gain a deeper understanding of digital concepts, terminology, and best practices. They should be able to navigate and critically evaluate digital information, identify credible sources, and understand the importance of digital security and privacy. **2. Enhanced Technical Proficiency:** Students should develop practical skills in using digital tools and technologies relevant to their academic or professional pursuits. This could include proficiency in using productivity software, creating and editing digital content, utilizing online collaboration tools, and leveraging digital communication platforms effectively.

		3. Improved Digital Communication: Students should learn to communicate effectively and appropriately using digital platforms. They should be able to compose clear and concise digital messages, understand digital etiquette, and employ strategies for virtual collaboration and effective online teamwork. **4. Problem-Solving and Critical Thinking: Students** should cultivate problem-solving and critical thinking skills within a digital context. They should be able to identify digital challenges, analyze problems, and apply appropriate strategies and tools to find solutions. They should also develop the ability to think critically about the impact of technology on society, ethics, and digital citizenship. **5. Digital Safety and Security:** Students should understand the importance of digital safety and security practices. They should be able to identify and mitigate risks associated with online activities, protect their personal information, and demonstrate responsible behavior in digital environments. **6. Self-Directed Learning**: Students should develop the ability to independently explore and acquire new digital skills beyond the classroom. They should become confident in utilizing online resources, tutorials, and communities to enhance their digital skills and adapt to technological advancements. **7. Creative Digital Expression:** Students should be encouraged to explore and express their creativity through digital means. They should gain confidence in utilizing digital tools for digital storytelling, multimedia creation, graphic design, and other forms of digital expression. Upon finishing this part, the student should be able to: Knowledge: - Learn basic essential digital skills include being able to: use devices like a computer, tablet or mobile phone for simple, personal and work tasks. - Find and use the information on the internet. - Understand how to be safe and responsible online. - About Communication and Netiquette - Improve your Functional Skills Skills - Learning to apply the knowledge goals above through training and self-study
5	"If….then you can…."	After completing this part, you will be able to: Embrace new technology

		● Understand how you can add value outside of automated systems and AI. As automation becomes the norm, our roles must adapt to the digital environment. ● Research the industry or profession that interests you and read job descriptions to understand what skills you already have and what you will need to develop.
6	Cases for practice (individual/in groups)	Here are some "best practice" cases that we would recommend that you work on in order to better understand the topic of this session. Depending on your learning style we suggest that you choose the ones that fit you the most. ● Mitel is a global market leader in business communications. See more here: https://www.mitel.com/blog/5-best-practices-for-digital-transformation-success-and-speed ● An official website of the European Union. See more here: https://digital-skills-jobs.europa.eu/en/inspiration/good-practices ● At Study.com the also have a whole section of Cases and articles to study (Free, but login required). See more here: https://study.com/academy/lesson/what-is-digital-literacy-definition-example.html
7	Test	● Please describe the connection between digital, digitalization, and green skills and why it is so important to understand. ● Please describe briefly how the COVID-19 pandemic has helped to increase people's digital skills. ● How developing your digital skills can help you to find a job?
8	Checklist	● Do you understand the difference between digital, digitalization, and green skills? ● Is it clear to you why is it important to develop digital skills nowadays? ● Could you be able to describe some advantages of improving your digital skills? ● Can you name some sectors where having digital skills is necessary if you want to apply for a job? Please name some technology you may use.
9	Link to the next topic – suggestions – feed up	● Topic 2 Digitalisation ● Topic 7 The Tools of Digitalisation in Hospitality ● Topic 14 Economic Benefits from Sustainable Hospitality Digitalisation Practices

		• Topic 15 Development of Entrepreneurial Ideas and Professional Networks
10	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
11	The Linguistic Learner or Verbal Learners (aka Linguistic Learners):	Squeak: With this tool, students can develop their own Projects. Squeak is a tool programming that allows research, creates simulations, books interactive, quizzes, or trivial, do experiments… ACTV: do a desk research about the evolution of technology in the last 50 years and how improving your digital skills can benefit you in the future.
12	The Naturalist or Natural/ Nature Learners	Take some photos of different kinds of technology and design an infographic to share with people to show how improving your digital skills can help you in the future.
13	The Musical or Rhythmic Learner or Aural (audio) Learners	Follow the instructions of this tutorial and create a PPT on google slides about how improving your digital skills can benefit you in the future. How To: Quick Tutorial for New Google Slides Presentation
14	The Kinesthetic Learner or Physical (tactile) Learners:	Create own CV in Google Doc or Canva
15	The Visual or Spatial Learner or Visual (spatial) Learners	Create a survey about this topic with Google form and a PPT to show the results using graphs, diagrams, etc.
16	The Logical or Mathematical Learner or Logical (analytical) Learners:	DIPITY: With this tool, you can create a very attractive timeline, about some fact that we are studying and insert audio, videos, links and maps of Google Maps.Once done, you can view and share. Activity: create a timeline on Technology Evolution and how people have improved their digital skills over the last 50 years.
17	The Interpersonal Learner or Social Learner (aka Linguistic Learners):	STORYBIRD: it's a tool that allows us to build stories and tales. In addition to promoting the use of written language encourages the development of creativity and the imagination to compose texts. Activity: write a story on STORYBIRD or GOOGLE DOC about the importance, advantages, and disadvantages of improving your digital skills.
18	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).	
19	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.	
20	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 the preferred learning style, we do strongly recommend that to read the chapter on Digital Skills 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://study.com/academy/lesson/what-is-digital-literacy-definition-example.html

- https://www.academia.edu/10670324/digital_skills?sm=b

- https://www.liverpoolcityregion-ca.gov.uk/digital-skills-case-studies/

- https://www.forbes.com/sites/jasonbloomberg/2018/04/29/digitization-digitalization-and-digital-transformation-confuse-them-at-your-peril/?sh=c6438402f2c7
- https://study.com/academy/lesson/the-cultural-impact-of-digital-communication.html

- https://www.sciencedirect.com/science/article/abs/pii/S0747563217301590

- https://study.com/academy/lesson/promoting-digital-self-monitoring-skills.html

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 *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://youtu.be/iIB5-AcazN4

- https://youtu.be/tijFGo8pcSA

- https://youtu.be/A8yQPoTcZ78

- https://youtu.be/XqV_Yz-gjkI

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/technology/digital-leadership/
- https://ecornell.cornell.edu/certificates/hospitality-and-foodservice-management/hospitality-digital-marketing/

- University of Surrey:
https://www.surrey.ac.uk/postgraduate/international-hospitality-management-digital-innovation-online-msc

- Derby University:
https://www.derby.ac.uk/undergraduate/marketing-courses/digital-marketing-bsc-hons/

The following activities are used during the session: Readings, videos, workshop, blended learning, peer-to-peer dialogues, walk & talks, Virtual Learning Environments (VLEs).

Timing (approx.)	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
30 minutes	Introduction to the Topic	Readings individually PR1 text on digital skills page 64 of the PR2 'Pedagogy of Sustainable Hospitality Digitalisation' for	Discussion / online comment of the brainstormed lists, comparison to the theoretical part, Online query in the end of the module;	Additional, optional readings: https://www.academia.edu/10670324/digital_skills?sm=

		VET Educators and hospitality business field coaches and team leads		
15 minutes	Understanding the Topic	Sum-up readings in groups in a 4 minutes video.	The video demonstrates that the participants have understood the topic and they are able to discuss about it.	https://study.com/academy/lesson/what-is-digital-literacy-definition-example.html
30 minutes	Understanding the topic in theory and practice	Lecture in class/online The lecture Highlights	Key content from the PR1 text on Digital Skills including relevant theoretical sources and practical case examples. See next part below	SHDG Worksheet PPT slides/video 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 Minutes	Development of the Topic	Walk & talk outside Educator: ask students to explain and discuss the key take aways from the lecture Learners: the key take aways in pairs 2&2	Students upload 5 key sentences from the walk & talk	SHDG Worksheet PPT slides/video 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'
30 minutes	Value creation	Watch inspirational Digital skills video with Doug Belshaw, a researcher about open education. Educator: Motivates students how the video and case work can benefit	Answers to the questions, checklist, testing	SHDG PPT slides/video Moodle base Internet Video: https://youtu.be/A8yQPoTcZ78 https://www.youtube.com/watch?v=GgEGbMPJcAo&ab_channel=TEDxTalks Key topics: Digital Skills, general skills, service, hospitality, meetings, self-management, special tasks. 1. How would you rate your current level of digital skills, and what specific areas do you feel confident in or need improvement? 2. What digital tools or technologies do you use regularly, and how effectively

		their organisation. Learners: Gain new knowledge from the entire day and the TED talk video to their own organisational context in order to		do you utilize them to enhance your productivity or learning? 3. What digital skills do you believe will be essential for your future academic or professional endeavors, and how do you plan to acquire or strengthen them?
15 minutes	Value creation + testing the learning outcome		Presentation of the prototype	Presentation of mock-up/prototype
+	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	Online, individually: Filling in the self assessment form Individually: Filling-in Unit Feedback Form	Self-assessment form Feedback form

		the workshops in the raised questions and understanding the unit information		
5 minutes	Conclusion Closing the unit and short introduction of the next unit	Final reflection on the unit Educator asks students to share their opinions.	In-class: In-group Online: Individually, online query in the end of the module	PPT slides/ Video Worksheet SHDG Sustainable Hospitality Digitalisation Guidebook for VET Learners and Professionals (initial, continuous learners); Other