

# TOPIC FOUR:

# LEARNING STYLES

FOR VET LEARNERS AND PROFESSIONALS  
IN THE HOSPITALITY INDUSTRY



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## TOPIC 4 'LEARNING STYLES' FOR SUSTAINABLE HOSPITALITY DIGITALISATION

### SESSION PLAN FOR VET LEARNERS AND HOSPITALITY INDUSTRY PROFESSIONALS

No	Content	Explanation/header
1	Problem/Topic	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.
2	Estimated time consumption on the learning process/Activities	Between 5-10 hours
3	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.
4	Learning activities	<p>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.</p> <p>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.</p> <p><b>Reading material</b></p>

- 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
- "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

		<p><a href="https://www.researchgate.net/publication/327869001_VARK_Learning_Styles_and_Online_Education_Case_Study">https://www.researchgate.net/publication/327869001_VARK_Learning_Styles_and_Online_Education_Case_Study</a></p> <p><b>Video material</b></p> <ul style="list-style-type: none"> <li>The following videos are suited for most of the 8 learning styles, as they in various ways combine different learning styles.</li> </ul>
5	Goals	<p>Upon finishing this part, you should be able to:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>Define and understand the concept of sustainable hospitality digitalization.</li> <li>Explore in-depth eight different learning styles and their characteristics.</li> <li>Understand the relationship between learning styles and technology adoption.</li> <li>Identify strategies to leverage different learning styles for effective digitalization in the hospitality industry.</li> <li>Develop an action plan to apply learning styles in sustainable hospitality digitalization initiatives.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Skill in designing and implementing learning activities that engage learners with diverse learning styles and preferences.</li> <li>Ability to provide feedback and guidance tailored to the individual learning style of learners to enhance their understanding and retention of information.</li> <li>Skill in facilitating a supportive and inclusive learning environment that encourages learners to explore and leverage their preferred learning style.</li> <li>Ability to assess the effectiveness of instructional strategies in catering to different learning styles and make adjustments as needed.</li> </ul> <p>Attitude:</p>

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

		<ul style="list-style-type: none"> <li>● If you engage in reading, writing, and speaking activities, then you can cater to the linguistic learning style and improve your language skills and comprehension.</li> </ul>
7	Guide lines (points)	<ul style="list-style-type: none"> <li>● PowerPoint;</li> <li>● Case study;</li> <li>● In-class discussion;</li> <li>● Test.</li> </ul>
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,</p>

they decided to incorporate the 8 learning styles model into their instructional design.

*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

		<p>information, encouraged critical thinking, and 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>
9	process schedule/models/f frameworks	<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>
10	Checklist	<p>In order to accommodate the 8 different learning styles, we strongly suggest that you take the “test” below in a manner that resonates with you.</p> <ul style="list-style-type: none"> <li>● Name three instructional strategies that can be effective for visual learners.</li> <li>● Explain how group work can benefit interpersonal learners in the learning process.</li> </ul>

**Digital Course Part: Digital Guest Platform Playbook Session Plans for Hospitality VET Learners and Professionals**

		<ul style="list-style-type: none"> <li>● Identify one instructional strategy that can be effective for linguistic learners.</li> <li>● Describe how field trips can benefit naturalistic learners in the learning process.</li> <li>● Explain why providing structured and organized information can be effective for logical learners.</li> <li>● Give an example of an activity that can engage musical learners in the learning process.</li> </ul>
11	Link to the next topic – suggestions – feed up	<ul style="list-style-type: none"> <li>● Topic 8 Teaching styles</li> <li>● Topic 15 Development of Entrepreneurial Ideas and Professional Networks</li> </ul>
12	Activities and environment for 8 learning types:	Please make sure that every session plan includes the activities and environment <b><u>for 8 learning styles</u></b> . 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

	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><b>Memo:</b></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	<b>Memo:</b>	

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.