TOPIC ONE:

SUSTAINABILITY

for Hospitality VET Educators, Business Field Coaches and Team Leads

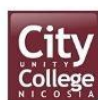SUSTAINABLE
HOSPITALITY
DIGITALISATION
TOOLKIT

2023

TOPIC 1
SUSTAINABILITY
SESSION PLAN FOR HOSPITALITY VET EDUCATORS, BUSINESS FIELD COACHES AND TEAM LEADS

No	Content	Explanation/header
1	Length of session **5-10 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)	3-4 hours: Self-study before the lessons: Here it is crucial to address the different learning styles of the students in the material chosen. 2-3 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. 2 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
2	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/
3	Learning outcome	By the end of the session, the student should understand the meaning of sustainability in the context of digitalization in the hospitality industry please start reading the dedicated chapter in the Sustainable Hospitality Digitalisation Guidebook and Pedagogy for Sustainable Hospitality Digitalisation digital brochures. It is also the perfect way to gain more knowledge on this topic if you are *The Linguistic Learner or Verbal Learner.* Knowledge: • Understand the different ways of defining and approach sustainability benefitting of the digital revolution and how this affects the way the hospitality sector operates today. • Understand the triple bottom line and its use in the hospitality industry.

		• Understand the sustainable effects of the digitalization efforts of the hospitality sector. Skills Learning to apply the knowledge goals above and participate in discussions on sustainable use of
4	"If….then the student can…."	After completing this part, the student will be able to: • Work with sustainable digitalization innovation and development in a hospitality setting • Work with applying a sustainable digital strategy in small to medium sized hospitality companies. • Be able to participate in discussions on sustainability in digitalization of hospitality companies in the future.
5	Guide lines (points)	The starting point of this session plan is to acknowledge which of the 8 learing styles that fit you best, and then seek you the learning material/activity that suits you best. Take the "learning style test" here before you proceed: https://how-to-study.com/learning-style-assessment/ Subsequently, it is important that you acquaint yourself with the "Goals" listed above for this session, as they will guide you through the material and what you should get out of it. After this we invite you to look at the learning activities and choose the learning activity that best suits your learning style. Again, we strongly engourage you to use the "Goals" listed for this session plan as you guide. Having completed that, you can dive into the many different "Cases for practice" that we suggest, where you will gain a deeper understand of the topics in this session plan. Finish up with the "Test" and the "checklist" and you have completed the course.
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 learing style we suggest that you choose the ones that fit you the most. • The Hotelier Academy provides a wide variety of cases within several topic related to current trends on the hotel sector. See more here: https://www.hotelieracademy.org/category/hotel-case-studies/ • The Access Group has collected a selection of case studies that cater to the different learning styles. See more here: https://www.theaccessgroup.com/en-gb/hospitality/case-studies-testimonials/

		• 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/course/hospitality-tourism-management.html
7	Link to the next topic – suggestions – feed up	• Topic 2 Digitalisation • Topic 9 Indicators • Topic 3 Sustainable Hospitality • Topic 11 Sustainable Budgeting • Topic 14 Economic Benefits from Sustainable Hospitality Digitalisation Practices • Topic 15 Development of Entrepreneurial Ideas and Professional Networks
8	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).	
9	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.

Timing (approx.)	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
30 minutes	Introduction to the course/preparing the students	Video prepared by teacher to introduce the students to the course, and to set the frame/expectations for the self-study	Brainstorming on the video	Video prepared by the teacher beforehand
3 – 4 hours	Self-study/preparing for lessons	Topics and learning material	Self-study	

Timing (approx.)	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
3-4 hours	Lesson (psysical or online	Lectures and seminars	Use the questions from the checklist	Material studied beforehand: for lectures use 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'

Materials prepared by the teacher.

Reading material
The dedicated chapter in the Sustainable Hospitality Digitalisation Guidebook for VET Learners and Professionals (initial, continuous learners) brochure is the perfect way to gain more knowledge on this topic if the student is The Linguistic Learner or Verbal Learner.

Case material
•   The following case material is suited for The Kinesthetic Learner or Physical (tactile) Learners
•   https://smarttourismdestinations.eu/- reports on the work on sustainability and digitalization within the EU. Policies and case examples are presented.
•   https://cayugahospitality.com/articles-case-studies/
•   https://hotelpropeller.com/the-best-hospitality-case-studies-you-can-learn-from/

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://smarttourismdestinations.eu/webinars/ - webinars on the work on sustainability and digitalization within the EU. Policies and case examples are presented.

Timing (approx.)	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
• https://www.theaccessgroup.com/en-gb/hospitality/sectors - examples and demos on systems used in the different parts of the hospitality industry to digitalize procedures in order to save paper and become more efficient in handling guests. 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/ Derby University: https://www.derby.ac.uk/online/hospitality-management-courses/				
20 minutes	Development of the Topic Group Dynamic	Lectures and seminars Task: Describe and list the key terminology; Educator: ask the learners to list the key terminology related and the concepts of sustainability Learners: student briefing on the key aspects and concepts of the	Lectures and seminars In-class: In-group Individually: online query in the end of the session plan;	Worksheets PPT slides developed by the educator Session plans for Learners 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'

Timing *(approx.)*	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
		sustainability		
60 minutes	Group work on a specific case	Working in group	Case studies for reading, visiting the website, comparing and contrasting	Possible cases to choose from: The Hotelier Academy provides a wide variety of cases within several topic related to current trends on the hotel sector. See more here: https://www.hotelieracademy.org/category/hotel-case-studies/ The Access Group has collected a selection of case studies that cater to the different learning styles. See more here: https://www.theaccessgroup.com/en-gb/hospitality/case-studies-testimonials/ 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/course/hospitality-tourism-management.html
30 minutes	Class Reflection	Discussing learnings from case work	Collective learning	Cases provides above, additional researched case studies;

Timing *(approx.)*	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
10 minutes	Individual Feedback and Evaluation	Self-assessment form – 5 min

Virtual Learning Environments (VLEs), Blended learning: Feedback forms can be allocated in the Moodle system | Online, individually: Filling in the self-assessment form

Individually: Filling-in Session Feedback Form | Self-assessment form Feedback form |
| 60 minutes | Test | Written test where the students have 60 minutes to answer the question suggested. | The students must hand in the answers to the test. Minimum pages 2-3 | Please find definitions on how to understand "sustainability" in the context of the hospitality industry.
Find examples on how different parts of the industry work with sustainability. Choose as an example look at amusement parks, restaurants, hotels, ZOOs, and camping areas. Compare your findings from the question above with examples from your country, neighborhood, or present workplace – do you see any similarities? |

Timing (approx.)	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
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 ⎯⎯⎯	In-class: In-group Online: Individually, online query in the end of the module	PPT slides Worksheet Moodle questionnaire

Timing *(approx.)*	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
		Appreciation for collaboration and Farewell		

TOPIC TWO:

DIGITALISATION

for Hospitality VET Educators, Business Field Coaches and Team Leads

SUSTAINABLE
HOSPITALITY
DIGITALISATION
TOOLKIT

PREPARED BY:

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Erasmus+ Project
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2023

TOPIC 2 'DIGITALISATION'
SESSION PLAN
for Hospitality VET Educators, Business Field Coaches and Team Leads

No	Content	Explanation/header
1	Length of session 3 x 45 min Total 135 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)	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
2	Problem/Topic	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/ Digitalisation presents numerous opportunities for hospitality companies and professionals. Digitalisation allows companies to stay permanently connected with their customers, track their preferences over time and improve their service experience. With digital skills and mindset, hospitality employees can add value to their businesses and make the services more unique and personalized. Digitalisation involves the use of sustainable and efficient methods that help support an organization's market position, improve customers service, simplify the booking process and increase the number of bookings. The Module "Digitalisation" aims to offer participants knowledge, skills and competencies in sustainable digitalisation of hospitality. The participants will learn how to apply methods and tools within hospitality and be proficient in the tools related to work in the hospitality sector. This enables participants to lead, support and engage in

organisational processes that promote sustainable digital business development in order to both improve the business value of the organisation and to improve the sustainability of the organisation. Participants will also be able to evaluate practice-oriented examples of digitalisation and critically consider and analyse digitalisation issues, problems and solutions in the hospitality industry. This critical evaluation and discussion perspective is key to study as digitalisation is very powerful and disruptive phenomenon that is not necessarily sustainable. To sum-up, participants will be trained in the sustainable use of digital resources.

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

3	Estimated time consumption on the learning process/Activities	3 hours/ (3*45minutes) lessons
4	Learning outcomes	Upon finishing this part, the student should be able to: Knowledge: ● Understand the context and importance of digitalization 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 digitalization" ● Understand the future trends of the digitalization efforts of the hospitality sector. 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: ● Work with sustainable digitalizational innovation and development in a hospitality setting ● Work with applying a sustainable digitalization strategy in small to medium sized hospitality enterprises ● Be able to teach hospitality enterprises in the future trends of sustainable digitalization.
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 learing style we suggest that you choose the ones that fit you the most. ● The Hotelier Academy provides a wide variety of cases within several topic related to current trends on the hotel sector. See more here: https://www.hotelieracademy.org/category/hotel-case-studies/ ● The Access Group has collected a selection of case studies that cater to the different learning styles. See more here: https://www.theaccessgroup.com/en-gb/hospitality/case-studies-testimonials/ ● 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/course/hospitality-tourism-management.html
7	Test	● Please describe the connection between sustainability and digitalization 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 digitalization 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 digitalization?
8	Checklist	● Do you understand the difference between digitalization as a concept and sustainable hospitality? ● Is it clear to you why especially the implication and implementation of digitalization 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 and digitalization?
9	Link to the next topic – suggestions – feed up	• Topic 6 Trends in the Hospitality Sector Spain • Topic 5 Digital Skills • Topic 7 The Tools of Digitalisation in Hospitality Dania:
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	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).
12	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.

13	The Linguistic Learner or Verbal Learners (aka Linguistic Learners):	The learning activities have been tailored to suit the linguistic learner by involving readings of texts and verbal dialogues.
14	The Naturalist or Natural/ Nature Learners	The learning activities have been tailored to suit the naturalist learner by involving an outside walk & talk in the nature.
15	The Musical or Rhythmic Learner or Aural (audio) Learners	The learning activities have been tailored to suit the musical or rhythmic learner or audio learner by involving a TED talk interview that can either be used as video or as audio as well.
16	The Kinesthetic Learner or Physical (tactile) Learners:	The learning activities have been tailored to suit the kinesthetic learner learner by involving the design of a mock-up or a prototype of the case solution.
17	The Visual or Spatial Learner or Visual (spatial) Learners	The learning activities have been tailored to suit the visual learner by involving the design of a mock-up/protype as mentioned above in order to visualize the problems and solutions in the field of sustainable digitalization.
18	The Logical or Mathematical Learner or Logical (analytical) Learners:	The learning activities have been tailored to suit the logical learner by involving a classic learning structure from first understanding and defining the topics before participants are asked to produce solutions.
19	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.
20	Learning **activities**	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 sustainability in the hospitality sector before embarking on the learning activities below. Reading material ● The dedicated chapter in the PR1 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://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/ 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.
- TED interview with Nubank-founder and social entrepreneur, Cristina Junqueira
- 4https://www.ted.com/talks/cristina_junqueira_and _elena_crescia_how_to_discover_your_business_s_com petitive_advantage

Key topics: Digitalisation, strategy, service, hospitality, positioning, data, guest experience, pains and gains,

How can you re-imagine and improve your business position in the market by making your business more digital?
How can different industries learn from the digital bank case example
How can you identify customer pain in the market and find out how digitalization can help transform the pain to a gain.
Why is it that people want to help themselves and don't want to have to deal with customer service?

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/

Timing *(approx.)*	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
30 minutes	Introduction to the Topic	Readings individually	Checklist questions Test questions	Sustainable Hospitality Digitalisation Guidebook for VET Learners and Professionals (initial, continuous learners); text on digitalisation. Additional, optional readings: https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/
15 minutes	Understanding the Topic	Sum-up readings in groups in a 30 second video.	The video demonstrates that the participants have understood the topic.	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;

30 minutes	Understanding the topic in theory and practice	Lecture in-class/online The lecture highlights key content from the PR1 text on digitalisation including relevant theoretical sources and practical case examples.	See next part below	SHDG Worksheet PPT slides
15 minutes	Development of the Topic	Walk & talk outside Educator: ask students to explain and discuss the key take-aways from the lecture Learners: student explains the key take-aways in pairs 2&2	Students upload 5 key sentences from the walk & talk	SHDG Worksheet PPT slides

30 minutes	Value creation	Watch inspirational digitalisation business case - video interview with Nubank-founder. Educator: Motivates students how the video and case work can benefit their organisation. Learners: Transfer knowledge from the entire day and the TED talk video to their own organisational context in order to build value to take home from the course. Answer the questions in the right column.		SHDG PPT slides Moodle base Internet Video: TED interview with Nubank-founder and social entrepreneur, Cristina Junqueira https://www.ted.com/talks/cristina_junqueira_and_elena_crescia_how_to_discover_your_business_s_competitive_advantage Key topics: Digitalisation, strategy, service, hospitality, positioning, data, guest experience, pains and gains, How can you re-imagine and improve your business position in the market by making your business more digital? How can different industries learn from the digital bank case example How can you identify customer pain in the market and find out how digitalization can help transform the pain to a gain. Why is it that people want to help themselves and don't want to have to deal with customer service?

15 minutes	Value creation + testing the learning outcome			Presentation of mock-up/prototype
	Individual Feedback and Evaluation	Self-assessment form – 5 min	Online, individually: Filling in the self-assessment form Individually: Filling-in Unit Feedback Form	Self-assessment form Feedback form
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 Worksheet SHDG other

TOPIC THREE:

SUSTAINABLE HOSPITALITY

for Hospitality VET Educators, Business Field Coaches and Team Leads

SUSTAINABLE HOSPITALITY
DIGITALISATION TOOLKIT

PREPARED BY:

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No. 2021-1-LV01-KA220-VET-000033140

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**	Teambuilding In-class: In-group Online: Individually, online query in the end of the module;	SHDG PPT slides Worksheet Pens Moodle base Internet
		Research, interpret and use published data to report on sustainable hospitality cases and good practices		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'
		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.		
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

TOPIC FOUR:

LEARNING STYLES

for Hospitality VET Educators, Business Field Coaches and Team Leads

SUSTAINABLE HOSPITALITY
DIGITALISATION
TOOLKIT

PREPARED BY:

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

2023

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HOTEL SCHOOL
HOTEL MANAGEMENT COLLEGE

City UNITY College NICOSIA

ITALIAN HOSPITALITY SCHOOL

Dania ERHVERVSAKADEMI

inerciadigital
Boost your digital skills

digital guest

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	Length of session 3 hours (180 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)	Example: 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. **180 min Total unit study time 100%** 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.
2	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.
3	Estimated time consumption on	3 hours

	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	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.
		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.
		The Module Learning styles aims to:
		• Understand learning styles;
		• Apply learning styles to Hospitality Digitalization;
		• Enhance training and development programs;
		• Align with sustainability values and goals;
		• Encourage critical thinking and problem-solving
		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.

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.

		- 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…."	- 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 studnet 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

		to the linguistic learning style and improve own language skills and comprehension.
7	Guide lines (points)	● PowerPoint; ● Case study; ● In-class discussion; ● Test.
8	Cases for practice (individual/in groups)	Case Study: Applying the 8 Learning Styles for Vocational Education and Training (VET) Learners *Introduction:* 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. *Background:* 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.

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

provided opportunities for learners to apply logical reasoning in practical situations.

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.

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.

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.

9	Process schedule/models/ frameworks	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.
10	Checklist	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. ● Name three instructional strategies that can be effective for visual learners. ● Explain how group work can benefit interpersonal learners in the learning process.

		● 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	• 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 **for 8 learning styles**. 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	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).	
22	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.
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

- "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);

| | | 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' |

Timing (180 min)	Stage/ Purpose	Learning Activity/ Task	Methods of Checking/ Assessment for Learning	Resources
15 minutes	**Introduction to the Topic**	**Greeting, warming-up activity** **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. **Educator:** encourages learners to reflect on their own learning styles and create awareness about the diversity of learning styles among the course participants. **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	Discussion of the learning style and self-assessment.	Online tool **Link:** https://how-to-study.com/learning-style-assessment/
60 minutes	**Lecture Topic**	**Lecture:** Learning styles Topics: • Introduction to Learning Styles; • Visual Learning Styles; • Auditory Learning Styles;	Lectures and seminars	SHDG PPT slides Video Moodle

		• Kinesthetic Learning Styles; • Reading/Writing Learning Styles; • Best Practices in Designing Learning Programs for Diverse Learners; • Applying Learning Styles in Digital Learning Design. **Video resources:** • https://www.youtube.com/watch?v=1dVPMANz928 • https://www.youtube.com/watch?v=qcCtPgzlGTs • TED Talk: https://www.youtube.com/watch?v=855Now8h5Rs **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. **Learners**: learn about various aspects of learning styles.		
20 minutes	**Group Discussion**	**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	Lectures and seminars In-class: In-group	SHDG PPT slides

		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. **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.		
20 minutes	**Group Exercise**	**Topic:** Learning Style Showdown **Task:** involves students working in groups to create presentations or demonstrations that showcase how different learning styles can be applied in specific learning situations. **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. **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	Teambuilding In-class: In-group Role-play	SHDG PPT slides Worksheet (cards) Pens Moodle base Internet

		their assigned learning style (e.g., visual, auditory, kinaesthetic, reading/writing). They also participate in discussions, reflect on their experiences		
20 minutes	**Individual Exercise**	**Individual online query in the Moodle system and/or using the handouts/ worksheets** **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) **Educator**: provide the access to the test and explain the task; **Learners:** individually perform online query in Moodle system.	Reading, handout about the topic, query, multiple choice or short-answer questions.	Worksheet SHDG Moodle Internet
15 minutes	**Group Reflection**	**Seminar:** Learning Styles Share and Compare **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. **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.,	**Debriefing session** In-class: In-group Online	SHDG Moodle Internet Worksheet Pens Cards

		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. **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.		
15 minutes	**Individual Feedback and Evaluation**	**Self-assessment form – 5 min** **Educator:** provide the access to the form. **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; **Unit Feedback Form – 5 min** Students fill in the form about the module.	Online, individually: Filling in the self-assessment form Individually: Filling-in Unit Feedback Form	Self-assessment form Feedback form
15 minutes	**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 • 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

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

TOPIC FIVE:

DIGITAL SKILLS

for Hospitality VET Educators, Business Field Coaches and Team Leads

SUSTAINABLE
HOSPITALITY
DIGITALISATION
TOOLKIT

2023

Co-funded by the European Union

HOTEL SCHOOL
HOTEL MANAGEMENT COLLEGE

City UNITY College NICOSIA

ITALIAN HOSPITALITY SCHOOL

Dania ERHVERVSAKADEMI

inerciadigital
Boost your digital skills

digital guest

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