

To Study the Various Innovative Methods of Teaching for Under Graduate Level

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Abstract: *The specific purpose of the research is to verify and understand whether the faculty teaching in Hotel Management colleges utilize innovative methods of teaching to make class interesting in order to have direct and positive effects on the learners. To achieve the objective of the research, teaching pattern of various faculties from different Hotel Management colleges was studied. However, according to various researchers use of innovative methods in education will not only improve education but also strengthen learning skills of the learners.*

Keyword: Education, Graduate, Hospitality, Innovative, Teaching

1. Introduction

Education acts as the light which leads society to lightness from darkness, educates the individual and directs the mankind in the right direction. Serving the primary purpose of imparting knowledge, it also inculcates values and morals to make any individual self-dependent and professional. It is believed, the beginning of education for the child begins right at the home, further in the school and then college. If any of the purpose to be filled through education, if left incomplete is believed to be a failure. But the failure cannot be blamed on the education system; to illustrate education is two-way process of sending and receiving of information. It is a sport which requires both the teams to participate equally to achieve the objective of winning the target or goal. (Dr. Damodharan V.S., Mr.V. Rengarajan, 2017)

It is essential for the faculties to understand the student's mind and make education as thrilling and interesting sport rather than treating it as burden and boredom. According to different researches on education, various methods of teaching have been discussed. Generally classified in two – Traditional and Innovative. Traditional methods of teaching relate to old-school methods of blackboard and chalk, lecturing and reading where as innovative methods also termed as modern ways relate and emphasize on use of technology and multimedia tools for teaching. (Lee, Y., 2011). Traditional methods of learning are teacher-centred methods. Teacher-centred methods, learners acquire the knowledge from the teacher without any involvement making it passive in nature. It clings more towards theoretical knowledge including memorizing rules, laws and definitions. As the result of using this approach, students loose interest and understanding in the class. In contrast, use of innovative methods develops the interest in the class with the engagement of students. Active participation in different activities surge the accomplishment of the objective and better learning outcomes. Using this method, the interaction between student and teacher or with classmates is achieved. To enumerate, this methods involves games, quiz, role-play, simulation etc. (Ganyaupfu, 2013).

Innovative methods or student- centred approach practice to impart knowledge with development of skills to tackle problems in daily life. It emphasizes on more of practical training to build critical thinking, problem-solving

techniques to make better managers and professionals for the society (Ganyaupfu, 2013). In today's era, with rapid growth and changes in the society, it is essential to use technology and knowledge for the growth and survival. (Dr. Damodharan V.S., Mr. Rengarajan, V., n.d.).

Rapid growth and changes in the society, demands change and adaptation of new trends to face the global competition. It demands for change in every field and expects use of technology. This research explores education field and specifically teaching methods used. This research primarily focuses on Hospitality sector; as it is one of the fastest blooming sectors in India. The research is conducted in city of Pune, Maharashtra. City of Pune holds the pride for its education and is known as Oxford of East and is also the home for big IT industries like Infosys, IBM etc. Growth of IT sector and expansion of MNC's proved a boon for the hospitality industry. To illustrate, buzzing for business hotel brands like Marriott, Starwood and many other hooked on the opportunity and bloomed in the city. Simultaneously, with this expansion; increase in the requirement of employees was observed. This rise in the employment, approached hotel management institutes for good employees with excellent technical and practical knowledge.

Aims and Objective of the research

The primary objective of this study –

- To investigate different teaching methods used in hospitality education
- To check whether the teachers are aware of innovative teaching methods.

Significance of the research

Innovative teaching has been viewed as a constructivist, social-constructivist, and student-centred process whereby students are active learners in a supportive environment, engaging in authentic and relatable problem-solving activities to stimulate teach (Wood, W., 2009). Ferrari, et al, (2009) in their article define innovation as skill developed with creativity. They also suggest, involving creativity in teachings foster students creative potential. Zhu, C., Wang, D., Cai, Y.H., & Engles, N. (2013) suggest that innovative teaching requires four competencies: learning, social, educational, and technological for better performance. Correspondingly, these competencies encompass a willingness and readiness to learn, communication with

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students from different backgrounds, passion and knowledge ability, and a use of technology to further student understanding. Therefore, taken together, we can consider innovative teaching practices as “*an intentional series of student-focused actions an invested educator can take to stimulate students’ ability to meaningfully and creatively engage with the material in order to stimulate interest and advance their knowledge*” (Bildfell, A., 2015)

2. Literature Review

Hospitality Education in India

Hospitality in India has seen tremendous boom for past years. Expansion in the hospitality industry is the consequence of the growth in tourism industry. The developing economy and construction of different multinational companies to grab business opportunities has proved a boon for the industry. Today, to survive in the volatile competition; hospitality industry is developing and improving the services with the help of technology. But, involvement of technology in business is incomplete without humans. To survive and grow in the industry, hotel management graduates are required to have set of knowledge and technical skills, which is the responsibility of the educator. Apart from delivering lectures based on the curriculum, faculty of hotel management should be proactive to introduce and utilize innovative teaching methods (Kumar, 2014).

Hospitality education has been in India since 50 years. This industry was introduced after the construction of Taj Mahal, Mumbai in 1903 which expanded in later years. With the rise of hotels, need for hospitality graduates emerged. Hospitality education is now deep-rooted for about 5 decades with the institutes like IHM Mumbai and Delhi. According to the survey, there are about 50 hospitality institutes under National Council of Hotel Management and Catering Technology and many more affiliated to different universities (Chakravoty, A. & Lakhawat, P., 2016). Increase in hotel management aspirants of different nationality, ethnicity and age, need to develop and use different techniques for effective teaching is essential (Harrington, J., Ogbeide, G. and Ottenbacher, C., 2010, pp -108-130).

Need for Innovative Teaching in Hospitality

Hospitality education has long been viewed as “professional in nature” (Barron & Anastasiadou, 2009, p. 140 as cited in Harrington, J., et al., 2010, pp -108-130). Field of hospitality expects professional behaviour and hence it is necessary for the faculty to deliver lecture based on practicality. Consisting four main operational subjects, each subject has theory as well as practical’s for better understanding of learners (Johnson, 2009, p. 179 as cited in Harrington, J., et al., 2010, pp -108-130). Despite of understanding the need of practicality in the industry, hospitality schools in India fall short to match the international standards. That gap is due to the reasons like lack of infrastructure, less use of technology (multimedia tools), innovative and modern approach towards teaching (Chakravoty, A. & Lakhawat, P., 2016).

Despite of the need, there has been very less research conducted in the field of hospitality education. Hospitality is

the business which is completely man- managed. The content of the syllabus is blend of industry information and technical skills. Hospitality management educators differ from management educators due to service oriented nature of the industry. To meet the needs of the industry, various guidelines like organizing special programme for students to interact with industry professionals, internship for the students, vocational training is framed. Yet, other than this practical component there is a very little research done on the methods used by faculty in the classroom (Deale, C., O’Halloran, R., Jacques, P., & Garger, J., 2017).

Even though the growth, Indian hospitality faces a scarcity of trained manpower and high turnover. These problems are generally the effects of less practice and lack of knowledge and reality of hard working nature of the industry. To solve the purpose of the problems, hospitality schools has very important role to play in developing the professionals for the better future of the industry. The informative society expects involvement of modified teaching patterns for teaching. Teaching begin the continuous process becomes boring at one moment. To illustrate, lecturing is the method which has no or almost zero involvement of students, as the result of continuum only 10% of learners pay attention to the lecturer (Redecker, 2008 as cited in Zhu C., et al 2013). In similar fashion, it makes a very little sense to use traditional methods of teaching to achieve the objective of learning, however traditional method can prove helpful for subjects like Finance, Engineering and so on. Faculty need to draw the attention of undergraduates and consider use of new teaching methods (Simplicio, 2000 as cited in Zhu C., et al, 2013). It appears that innovative instructing is fundamental for the present and eventual chance of training to help undergraduates achieve their maximum capacity (Ferrari, Cacia and Punie, 2009). Innovative methods of teaching is a need for all educators keeping in mind to meet the end goal. Researchers also believe that, the use of innovative methods of teaching enhances the quality of education and has better learning outcomes.

With the change in time and technology, teaching method of PowerPoint presentation is quite common, but the question of learning outcome still remains unanswered. Likewise, use of audio-visual tools, multimedia tools are also featuring now-a-days in teaching. According to Nicolaidis, A. (2012), self-learning in higher education is necessary to develop critical thinking in the learners. Critical thinking also helps in making decisions, tackling problems etc. which is the most important part of hospitality education. Hospitality industry being skill based industry requires inculcation of innovative methods of teachings. In other words, problem-solving skills are required rather than problem-based learning. As graduates or learners of this field directly interact with the guests on daily basis and have to tackle different types of problems efficiently and effectively. Teaching content and methodology thus should be based on the aspect of their future world of work. To develop learner’s future, use of case studies related to the industry and step-by-step problem solving methodology should be practiced as they become obliged problem solvers who further then obtain problem solving skills (Nicolaidis, 2012)

Innovative Teaching Methods for Hospitality Education

Chakravorty, A. & Lakhawat, P. (2016) have suggested few innovative methods of teaching, which are termed as OBE (Outcome Based Education) methods by the authors. Use of OBE methods like role-play, simulation and case study prove helpful for the learners to reap the objective of learning without any obstruction. According to Nicolaidis, A. (2012) method of innovative short lecture can prove beneficial for the students to develop critical thinking. To illustrate, further explanation is given below for few innovative methods.

1) Simulation and role-playing

Simulation and role-playing are almost similar to each other. This methodology is basically enacting the real life situations based on daily activities. Enacting the real situations builds the social and problem solving skills of the learner, which is required in the hotels. This activity requires planning done by the lecturer and should have set of rules and set time in order to avoid any nuisance. Lecturer evaluation, peer-assessment and self-assessment can be used to evaluate student's understanding. This method can include scenarios which are cross-departmental and also gives chance for participation to students (Nicolaidis, 2012).

2) Innovative short lecture method

This type of methodology is rarely used by educators of hospitality, but it is recommended to build analytical skills of the students. To explain, this methodology uses combination of short case studies and group discussion or debate. Role of lecturer is equally important as students in this activity. Debates and interrogation brings different perspectives together. Lecturers also need to focus strengthening problem solving of the students (Nicolaidis, 2012).

3) Guided Practice

This type of methodology is widely practiced for operational subjects like Food Production and Food & Beverage Services. It basically involves demonstration of new skill by the lecturer and direct practice of the same skill by the students under the supervision. It benefits the learners with their technical skills, which are essential and play vital role in providing service to the customers. In addition, various researchers have described about the service quality and the need for it for enhancement of the customer experience (Chakravorty, A. & Lakhawat, P., 2016)

4) "Humour An Effective way of teaching"

This methodology is different from other methods. This methodology requires educators to give knowledge to learners in the most interesting way without losing the main objective or going off topic. It not only makes lecture interesting, but also creates cordial relationship between teachers and students. Humour lightens up the mood, relaxes mind creating better atmosphere for learning and understanding. This method also helps the learners to recall complicated subjects (Dr. Damodharan, V.S. & Rengarajan, V., 2017).

To summarize, above mentioned innovative techniques of teaching act as PBL (Problem – Based Learning) for the hospitality graduates. Proving beneficial to build problem-solving skills, critical and analytical thinking, this methods cannot completely be implemented over traditional methods, but undoubtedly can act as support the system for better quality of education.

3. Research Methodology

Based on different research quantitative method was adopted for this research. It is believed that quantitative research is about asking people for their opinions in a structured way which produces hard facts and statistics for further reference. This research is about 'Innovative Methods of Teaching in Hospitality Education'. Various research papers have been published on methods of teaching used in fields like Nursing, Engineering etc. but there is hardly any research dedicated to hospitality education. To explore the teaching techniques used in hotel management colleges, instrument tool of online questionnaire was used for the survey. According to Fink, survey is a system which allows to collect significant amount of data from a sizeable population and the collected information can be described, compared or explained (Gray, 2014).

The primary purpose of using this method is to obtain information about awareness of innovative teaching methods in the hospitality educators and also to understand their perspective about it.

Using online questionnaires has various advantages such as-

- Economical due to low cost in terms of both time and no money.
- Avoidance of biasness.
- Less time pressure on the respondents.
- Respondents' anonymity can be assured.
- Data analysis of closed questions is simple and, questions can be coded quickly.
- The inflow of data is quick and from many people.
- Eco-friendly method of survey.

The questionnaire designed was structured, as it included close-ended questions. Questions was based on use of teaching techniques, awareness about innovative teaching methods and impact of the same. Using 5 – point Likert Scale, educators responded to the items on the survey, where '1' indicated strong disagreement and '5' indicated strong agreement. In addition, various demographic questions were added to collect information about educators. It included name of the institute, number of teaching experience educators had etc. These data was compiled in Microsoft Excel to obtain descriptive statistics. Total 35 questionnaires were distributed to various Hospitality Schools in Pune. It included, AISSMS CHMCT, DY Patil, and Rangoonwala.

Ethical Considerations

No one was forced for the participation. An identity of the respondents is kept confidential and all the questionnaires and related documents have been kept safe with lock on my personal computer.

Data Analysis Method

Quantitative method using structured questionnaire was used to obtain data for this research. Online questionnaire included close-ended questions. For the purpose of data analysis method of Descriptive statistics was used. The data from these questions was coded in Microsoft Excel program. Simplifying, appraising and summarizing are the three main focal points of descriptive statistics (Zeller, 1999).

Validity

Small sample size might affect the validity of the study. However, the respondents of this research are the faculty of hospitality education in different institutes. Researcher trust them and feel that they are able to provide genuine and useful judgement on teaching methods for hospitality education based on their teaching experience.

Research Findings

Findings are presented in tables and discussed in sub-sections relevant to the context of literature. The data from the close-ended questions in the survey are analysed using descriptive statistics. It is to be noted here that some respondents did not complete the questionnaire fully.

Demographic profile of Respondents

Table 1

Gender	
Male	38%
Female	63%

Teaching Level	
Assistant Professor	91%
Associate Professor	9%

Teaching Area	
Food & Beverage	16%
Rooms Division	41%
Commerce & Finance	3%
Food Production	28%
Ancillary	6%

Mean Teaching Years by Gender	
Male	33%
Female	67%

Institution	
AISSMS CHMCT	66%
DY Patil	9%
MA Rangoonwala	3%
Fairmont	3%
MARIHMR	3%
BVDUIHMCT	3%
NOVEL'S NIBR CHMCT	3%

Table 1 represents demographic details of the respondents. According to findings, 63% of respondents are females while only 38% represent males. In the context of teaching area, the department of accommodation has the majority with 61% compared to other departments.

Table 2

Which methods of teaching do you follow to conduct classes from the following? Please (√)

PowerPoint Presentation	88
Blackboard & Chalk	6
Demonstration	3
Dictation and Explanation	0

Table 2 shows the various teaching styles used by the faculties of hospitality education. Majority of the faculties prefer to use PowerPoint Presentation for the better impact of teaching. The old method of dictation and explanation is fading with the time, though it still can be applied for teaching fundamentals and definitions of the subject.

Table 3

Do you think the above teaching methods are effective in comparison with other innovative teachings methods (E.g. crossword puzzles, gaming and simulation)?

Strongly agree	34
Agree	25
Neutral	25
Not Agree	13
Strongly disagree	0

Table 3 illustrates strong agreement of 34% respondents, however the similar results of 25% for agree and neutral identifies various thoughts, confusion or unawareness of the following methods within the faculties.

Table 4

Are you aware about the various innovative teaching methods?

Yes	94
No	6

Table 4 shows gratifying results of 94% respondents are aware regarding the innovative teaching methods, but being aware about something and the implementation of the same are worlds apart.

Table 5

Do you think does the innovative teaching method differ depending on the module of the subject (E.g. Practical's for Operational Subjects)?

Yes	94
No	6

Table 6: Do you think that students will like the following innovative teaching methods?

Sr. No	Particulars	Percentage	
		Yes	No
1	Exchanging "things" (e.g. work experience)	100	0
2	Small groups such as task oriented, discussion, Socratic	94	6
3	Crossword puzzles	94	6
4	Library research on topics or problems	50	50
5	Usage of Mobiles	81	9
6	Gaming and simulation	97	0
7	Use of motion pictures, educational films, videotapes	97	0

8	Committee projects--small groups	59	38
9	Surveys	75	22
10	Construction of scrapbooks	69	25

Table 6 summarises different innovative teaching methods that can be used to increase the interest, create environment for learning with the focus of better quality education. A large number of respondents agree to implement first method of teaching i.e. exchanging own experience. This not only gives the inner view of the industry, but also develops relationship between teacher and student. Compared to first method, tools of use of motion pictures and videos, gaming and simulation are the second most preferred.

Table 7
 What would be the impact of the following methods?

Sr. No	Particulars	No Impact	Minor impact	A Moderate impact	Major impact
1	Exchanging "things"(e.g. work experience)	3	22	47	25
2	Small groups such as task oriented, discussion, Socratic	3	13	47	31
3	Crossword puzzles	6	38	38	13
4	Library research on topics or problems	13	22	44	19
5	Usage of Mobiles	3	25	34	31
6	Gaming and simulation	3	9	38	44
7	Use of motion pictures, educational films, videotapes	0	9	44	44
8	Committee projects--small groups	9	16	31	38
9	Surveys	6	22	38	31
10	Construction of scrapbooks	13	22	44	16

As it can be seen from table 7, the impact of each innovative tool is rated by the respondents. The impact of each method is according to the respondent's perceptive. Comparing the results, major impact will be obtained with the use of gaming and simulation and use of motion and simulation. The least impact or minor impact s for library research and construction of scrapbook.

Table 8
 Innovative teaching techniques would make the class more interactive and fruitful for students

Strongly agree	81
Agree	19
Neutral	0
Not Agree	0
Strongly disagree	0

The surprising results in the table indicates strong agreement of 81% for making class interactive and would be helpful for students.

Table 9
 Would you like to implement and execute the above teaching methods in the class?

Yes	100
No	0

Understanding the challenge and accepting it, is the right attitude for student –centred approach. As seen in the table 100% of respondent's would like to implement this technique.

Table 10
 Would you like to have workshop, training sessions on innovative teaching methods to develop the innovative teaching skills?

Yes	100
No	0

Education is a two way process, given by teacher and received by learners. Use of teaching methods is followed by the teachers and thus the need of workshops and demonstration is required.

Discussion & Conclusion

The purpose of the paper was to identify the teaching methods used in hospitality education as well as check about the awareness about the innovative tools of teaching. The study has shown interesting results pointing towards accepting new methods of teaching in teaching. A. Nicoladies (2012) in his research, says innovative methods of teaching act as support for the system and is not the universal remedy for traditional methods. Imparting knowledge through lecture might not have major impact, when compared to gaming and simulation method. As seen above from the literature, it is clear that any problem based learning is beneficial for students. Real situation role plays and simulation help building the base to solve problems in future.

Various research papers have mentioned about the drastic change in the old method and have explained the need and importance of innovative methods of teaching. Innovative methods are student centric and require active participation of students rather than teachers (Nicolaidis, 2012). Involving innovative teachings methods helps in developing social and analytical skills of the learner. Use of innovative methods includes use of technology, multimedia tools and active participation. Different techniques creates a positive environment for learning and also encourages collaborative learning. Collaborative learning process can be understood as learning influenced through interactions among each other. For instance, any group activity or task like discussion, case study is collaborative learning (Hein, 2012).

Further in the research, Hein explains the contribution of innovative methods for building teacher- student relationships. According to her, in student- centred approach, teacher plays role of facilitator rather than instructor. As facilitator, educator builds moral partnership with students and it focuses on students and developing intellectual and social potential. According to the research by Rugutt&Chemosit, (2009), as cited in Hein (2012), students involved in collaborative acquisition were motivated and have improved schoolroom engagement with the great feeling of support.

The researchers recommend the use of innovative techniques for teaching to involve students and pinning their interest

towards learning. The teaching will be highly effective with the use of different teaching styles. Finally, it is the benefit of educational system to practice teaching methods involving students to build the partnership. This partnership develops sense of responsibility in students of their education. However, it is a challenge to create and practice this techniques. It is not only the responsibility of learners to give inputs and learn but educators are equally responsible for it. Planning is the most essential part of implementing constructive methods of teaching. Educators are required create to the atmosphere and also need to deliver the right and relevant information to learners through conversations.

To conclude, the researchers believe that the innovation and creativity in teaching can help and provide better education to students meeting the core objective of education. Problem based learning is must for the vocational field of hospitality, to create better professionals for the industry. It is only possible with the flexibility part of educators and anticipation from students. Workshops can be helpful for the faculties to understand the methods and implement it.

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