

Programme in Flexible Learning

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Developing Key Competences in the Hospitality Industry

The Programme in Flexible Learning
at the Gozo Centre for
Hospitality Education.

GOZO

Sister Island of Malta



- ◆ 31,000 inhabitants
- ◆ High % of returning emigrants
- ◆ High influx of tourists
- ◆ Strong feeling of insularity and parochialism

The Gozo Centre for Hospitality Education, Qala.

Building new premises to provide:

- ◆ Formal training courses in Hospitality Services
- ◆ Community-oriented training initiatives
- ◆ Use learning technologies for pedagogical extension and innovation



Formal Courses at GC4HE

Levels

- ◆ Pre-foundation
- ◆ Foundation
- ◆ Certificate
- ◆ Diploma
- ◆ Part-time

Specialisation

- ◆ Food preparation and service
- ◆ Housekeeping
- ◆ Front Desk operations
- ◆ Hotel Management
- ◆ Tour Guiding

Adapting to the Knowledge Society

- ◆ New forms of generating, communicating, storing and disseminating knowledge
- ◆ Demands fundamental changes in the content and process of vocational training
- ◆ Technology-intensive social processes that should be reflected in formal and informal education
- ◆ Shift in individual attitude – LLL as a process of adaptation to the knowledge-based society

Motivation

New Gozo Centre for Hospitality Education:

- ◆ Investing in innovative learning approaches
- ◆ Develop a Programme in Flexible Learning
- ◆ Invest in:
 - Developing pedagogical framework
 - Technological infrastructure
 - In training newly recruited staff, support units.

Community-oriented Centre

Targeting

- ◆ Students taking formal training in any of the courses related to the Hospitality Services.
- ◆ Students needing upgrading to qualify for enrolment in any of the formal courses
- ◆ Disengaged and disaffected
- ◆ Persons with social problems

Adult training

- ◆ Women planning to enter the Hospitality industry
- ◆ On-the-job training for Hospitality services employees
- ◆ Part-time upgrading courses for Hospitality services employees
- ◆ Personal enrichment courses – Developing Hospitality skills at home.

Pedagogical Framework

- ◆ Based on three conceptions of Learning:
(Acquisition, Participation, Contribution).
- ◆ Flexible learning approach (to minimise constraints)
- ◆ Modular
- ◆ Customisation (of content, delivery mode, schedule)
- ◆ Embedded in local 'National Qualifications Network'
- ◆ Technology-intensive
- ◆ Embedded in the EU competencies framework

A Process-oriented Strategy for KC

- Each competence is described by interactions:
- ◆ Along three dimensions; Domain, Technology, Community.
 - ◆ Across three pedagogical levels: Novice, Experienced, Expert.
 - ◆ Including two levels: Experiential and Metacognitive.

Dedicated Virtual Learning Environment

- Applying advanced design features to maximize:
- Vividness
 - User control
 - Interactivity
 - Flexible (adapting to mobile learning technologies)
 - Collaborative

Applying the interactions approach

Designing learning experiences around the eight Key Competences proposed by EU

Communication in mother tongue

- ◆
- ◆ Separate training in Maltese and English
- ◆ Receptive and Productive Language skills:
 - ◆ Technical language for different services
 - ◆ Through technology-intensive experiences (CBSs)
 - ◆ For communicating with clients and colleagues

Communication in Foreign Languages (Italian, French, German)

- ◆ Understand spoken messages
- ◆ Initiate, sustain and conclude conversations.
- ◆ Read and understand text (Eg. Menus, registration cards).
- ◆ Using simulations, CBSs, Podcasting, Buddy Language Training.

Foreign Languages for different services

- ◆ **Front desk:** Understanding and communicating information related to travel, accommodation and services offered.
- ◆ **Restaurant service:** basic salutations, leading guests to table, menu presentations, food preparation and service, beverage service.
- ◆ **Housekeeping:** Basic salutations, attending to queries, nomenclature related to furniture, soft furnishings and toiletries.

CBSs for language diversity

- Societal conventions
- Cultural aspects of language
- Variability of languages
- Intercultural communication

Mathematical Competence

Pre-foundation level: consolidation of basic concepts including arithmetic, measures, structures, operations, math terms.

◆ **Restaurant Service:** length, area and volumetric measures.

◆ **Cashier:** Currency conversions, basic accounting, use of cash machines.

Science and Technology

Principles and practice related to:

- Personal hygiene
- Hygiene in food preparation, production and service
- Cooking
- Working with detergents and cleansing materials
- Operation and maintenance of kitchen equipment
- Safety in use of equipment and tools

Digital Competence

Novice level

Training in:

◆ **Use of basic ICT applications:** Word, Spreadsheets, info storage and management.

◆ **Use internet for:**

- Searching information (search engines, Webquests)
- Communication (email, instant messaging)

◆ **Use of dedicated VLE for managing learning related to modules.**

Digital Competence

Experienced level

- ◆ Training in advanced features of common applications.
- ◆ Internet for collaboration (Fora, group management tools, social simulation tools)
- ◆ Tools for communication (On-line video conferencing, blogs etc.)

Digital Competence

Expert level

- ◆ Resource acquisition, categorisation and sharing.
- ◆ Use of communication tools for mediating knowledge and skills related to the domain and community
- ◆ Design tools for mediating domain knowledge and skills, collaboration and personal promotion
- ◆ Tools for assessing performance, training environments and events
- ◆ Developing 'surgical' instructional interventions
- ◆ Developing and use of ePortfolios for pedagogical purposes.

Learning to Learn

- ◆ Pre-entry non-formal learning assessed and integrated in (e)Portfolios
- ◆ Propose competences to include in projected Portfolio
- ◆ Reflection on mode of learning, principles underlying Flexible learning.
- ◆ Developing skills and attitudes required for self-directed learning.
- ◆ Identify and manage one's natural propensities for learning

Learning to Learn

Technological component

- ◆ Identifying technology-related competences need for efficient self-directed learning.
- ◆ Train in the use of tools for self-reflection and promotion (Blogs, Personal Webpage, Identity in Social simulation tools, ePortfolio)
- ◆ Training in tools for group-based reflection (For a, instant messaging, group sharing tools, on-line video conferencing).

Learning to Learn

Community dimension

- ◆ Determine strategy to promote oneself
- ◆ Identify characteristics of projected mature identity in COP
- ◆ Identify and use available guidance and support services
- ◆ Train in different roles in COP

Social and Civic Competence

- ◆ Identify and control one's social propensities
- ◆ Identify patterns of interpersonal communication
- ◆ Diversity in relation to social and cultural backgrounds
- ◆ Appreciates the multi-cultural and socio-economic dimension of European countries.
- ◆ European identity – new perspectives and cultural conflicts

Social skills

- ◆ To communicate constructively
- ◆ Express and understand different viewpoints
- ◆ Negotiate with the ability to create confidence
- ◆ Feel empathy with clients

Code of practice and refined etiquette

- Through role-play, CBSs and on-the-job training one learns to:
- ◆ Cope with stress and frustration
 - ◆ Cope with situations involving misunderstandings emphasizing self-restraint
 - ◆ Learn to express one's emotions in a constructive way
 - ◆ Maintain a clear distinction between the personal and professional spheres.

Orientation to Community

Engagement at job and industry level:

- ◆ The ability to engage with others in the public domain
- ◆ Display solidarity and interest in solving problems affecting local and wider community.
- ◆ Critical and creative reflection.
- ◆ Constructive participation in job/community/ neighbourhood activities.
- ◆ Participation at decision-making levels.
- ◆ Orientation visits and links on course website to workers' rights organisations.

Sense of Initiative and Entrepreneurship

- ◆ Hands-on training in different roles for running a restaurant/hotel
- ◆ Train in skills needed to set up and manage a business (Role-play, simulations, CBSs)
- ◆ Training in proactive project management (planning, organising, managing, leadership and delegation, analysing, communicating, de-briefing, evaluating recording)
- ◆ Ability to work both as an individual and in teams.
- ◆ Assess one's strength/weaknesses and take risks as and when warranted.

Managerial skills through technology

- ◆ Develop a broad understanding of the workings of the economy or enterprise through:
- ◆ Use of commercially available games
- ◆ On-line simulation environments
- ◆ CBSs (showing initiative, pro-activity, independence, innovation, motivation and determination to meet objectives, abiding by goals.)

Cultural awareness and expression

Students trained for a tourism-oriented economy emphasizing:

- ◆ Good insight into national culture and traditions of the island
- ◆ Develop skills in promoting, preserving and renovating cultural experiences
- ◆ Developing of positive intercultural attitudes and communication (Through CBSs, e-Twinning projects, student exchanges, work placements abroad).

Strategy

- ◆ Develop technological infrastructure
- ◆ Develop Learning management system
- ◆ Develop basic units
- ◆ Pilot units and system
- ◆ Develop units for:
 1. Remediation stage
 2. Women returning to work
 3. Personal enrichment
 4. Persons with educational problems
 5. Formal courses
 6. On-the-job training

Conclusion: Evaluation

- ◆ The underlying process-oriented pedagogy
- ◆ The process of customisation
- ◆ The knowledge and skill platform for each competence
- ◆ The technological component and VLE
- ◆ Effectiveness and Feasibility at the micro and macro-level of the programme