Adapting to Unforeseen Global Situations: Transformations in Remote Teaching and Learning for Hotel Management Education

Laxmi Todiwan[1], Dr. Chef Sangeeta Dhar[2]

[1]Research Scholar, Pacific Academy of Higher Education and Research (PAHER), Pacific University, Udaipur, Rajasthan, India
Email: *laxmi.kohli[at]gmail.com*
9987061452

[2]Associate Professor, Pacific Institute of Hotel and Tourism Management, Udaipur, Rajasthan, India
Email: *dharsangi[at]gmail.com*
9784360720

Abstract: *In the face of unexpected global crises, academic institutions often bear the brunt of immediate closures due to the involvement of multiple stakeholders and their inherent characteristics. The COVID-19 pandemic is a vivid example, where rapid evolution led to unprecedented disruptions in personal and professional realms. This article explores the paradigm shift from traditional teaching methods to remote education, focusing on the field of Hotel Management. It underscores the need for educators to innovate and adapt to virtual alternatives, presenting a comprehensive analysis of remote teaching and learning models to identify the most suitable approach. As the world navigates through these challenges, this paper serves as a guiding resource for educators in fostering innovation and adaptability within the hospitality sector.*

Keywords: Remote Teaching, Learning Models, Hotel Management Education, Global Crises, Adaptability

1. Research Design

a) **Purpose:** The primary aim of this study is to delve into the emerging trends and optimal strategies within Remote Teaching for Hotel Management, with the ultimate goal of formulating a sustainable model.
b) **Scope:** The scope of this research is delimited exclusively to the undergraduate curriculum in Hotel Management. It does not encompass any other academic disciplines or courses.
c) **Methodology:** The research methodology employed for this study encompasses both primary and secondary data collection approaches.

Primary Data Collection: Observational and Experiential Methods are employed for gathering primary data. The researcher's extensive background as an educator and hospitality trainer spanning nearly two decades is pivotal in this endeavor. Having instructed at a prominent hotel management institute and conducted routine training sessions for the Hospitality Industry, the researcher's experiential insights are invaluable. Best practices pertinent to Hotel Management institutions and hotels are explored through keen Observation and insightful interactions with academic faculty members and Training Managers from diverse hotels where training programs have been conducted. Additionally, dialogues and exchanges with fellow hospitality educators hailing from various hotel management colleges augment the understanding of methods that are presently in use or those that hold potential for remote class delivery.

Secondary Data Collection: The secondary data is procured through scholarly journals, as well as other credible published sources within the domain of Hotel Management and Remote Teaching.

This comprehensive methodology combines experiential knowledge with established research sources to offer a well-rounded exploration of the subject matter.

1.1 Limitations

The scope of this study is confined solely to the undergraduate program in Hotel Management, excluding consideration of any other academic courses.

The data collection methodology employed is qualitative in nature, rendering it non-quantifiable.

The study's foundation rests upon observation and experiential methods, precluding the utilization of alternative data collection approaches.

2. Review of Literature

Remote teaching learning or work isn't the future in academics or workplaces but it's the present. A new survey data revealed that remote work is a major benefit for employees. In fact, 34% of U. S. workers would take a pay cut of up to 5% in order to work remotely. And those who do work remotely say they're happy in their jobs 29% more than on-site workers. (Bernazzani, 2019). This also indicates that a professional or student engaged in well planned academic activities or job descriptions keeping in mind the remote work or delivery of content.

Increasingly aware of and increasingly receptive to what students want, higher education institutions are treading a

fine line and creating quite the balance between traditional and new-age methods of teaching. In an age, where more and more students are trying to gain access to more knowledge and training, academic behemoths are opening doors and welcoming them, even if it isn't to their brick and mortar avatars. With distance learning, an academic solution that allows students to learn more and learn better and allows higher education institutions to reach out to more students, we have in place a system that democratizes and globalizes education. (Nair, 2020)

The prospect of hundreds of thousands of professors and students venturing into academic cyberspace for the first time has prompted some commentators to take to social media to predict that this period could alter the landscape long term for online education. "Every faculty member is going to be delivering education online. Every student is going to be receiving education online. And the resistance to online education is going to go away as a practical matter, " James N. Bradley, chief information officer at Texas's Trinity University, wrote in a LinkedIn post. Goldie Blumenstyk, at The Chronicle of Higher Education, went so far as to suggest that the corona virus could be a "black swan" moment--"more of a catalyst for online education and other ed-tech tools than decades of punditry and self-serving corporate exhortations. " She continued, "It seems safe to say that this will be not only enormously disruptive but also paradigm changing. The 'black swan, ' that unforeseen event that changes everything, is upon us. "(Lederman, 2018)

Under the Indian Govt Skill India initiative, it is expected to train more than 500 million candidates in the coming 5 years' time. Each candidate would be assessed after training to understand if the candidate is ready to apply the skills learned in the practical world. The technology of online evaluation and viva can help to speed up assessment and it can also be standardized. (epravesh, 2020)

There is no learning quite like getting your hands stuck in and learning your profession by 'just doing it'. Allowing our learners to 'have a go' in a situation as close to real-life as possible will enhance the learning experience considerably, as we retain more information when we physically practice it, instead of just see or hear about it. Strong supporters of the learn-by-doing principle would argue that true skill, mastery and autonomy can only come from real-world practice. This is the learn-by-doing principle of adult learning, and we can bring this element into what we are teaching regardless of whether we teach online or offline, or our topic's industry.

When it comes to traditional face-to-face teaching or training, this principle is easy to grasp and execute. But what about it when we are delivering our training as an online course? How can you ensure that you are meeting the learn-by-doing principle of adult learning in an environment where we are not physically present to run practical exercises in person? Are you going to be teaching a new skill to your students in your online course? Online teaching requires very different approaches to teaching face-to-face for obvious reasons. But it is not so obvious how to do it differently. (cordiner, 2017)

Remote Teaching Model for Hotel Management

The global landscape has been marked by numerous unforeseen events over the past few decades, and in such instances, the first domain to experience significant impact is academia. This is often due to its inherent nature and the broad spectrum of stakeholders involved. In response, a common precautionary measure is the swift closure of educational institutions. Such situations can take various forms, encompassing the realms of politics, society, religion, geography, and even biology. The emergence of the COVID-19 pandemic serves as a poignant example; originating as a localized outbreak in Wuhan, China, in December 2019, it swiftly escalated into a worldwide phenomenon, causing profound disruptions in both personal and professional spheres. The sudden emergence of this previously unknown situation necessitated strategic responses rather than passive waiting for circumstances to evolve. This wasn't merely a brief episode, but rather an enduring transformation that demanded long-term preparation. As cities were placed under lockdown and countries sealed their borders, local governments and organizations of all sizes embarked on developing strategies not only for survival but also for operational continuity in what has come to be termed 'the new normal. '

In this context, remote work has transcended its status as a futuristic concept and has become the present-day sustainable practice. The response to the pandemic has prompted a significant transition, with many individuals temporarily transitioning from on-site or office-based work to remote employment. Even within the traditionally people-centric hotel industry, the concept of Work From Home (WFH) became imperative. The challenges posed by the COVID-19 pandemic have compelled us to embrace social distancing as a foundational norm. The need to maintain physical distance, while concurrently fostering social solidarity, has been recognized as a crucial aspect of navigating the current situation responsibly and safely.

As with various academic disciplines, the realm of Hotel Management education has been thrust into the realm of remote teaching, transforming its educational landscape. Those who may have previously held reservations about remote teaching have been swiftly obliged to adopt this approach, given its necessity. These recent developments have ushered in an era of metamorphosis within teaching, learning, and training methodologies. Educators across the board have been impelled to innovate, devising sustainable practices, as students remain eager to learn, despite their dispersed geographical locations. The erstwhile in-person interactions can be supplemented through virtual alternatives facilitated by technology.

In light of the myriad options available to us, it is imperative that we navigate through these disruptions without allowing them to impede our work. This juncture presents an opportune moment for experimentation and the formulation of a sustainable framework. Remote teaching offers the prospect of instruction that transcends the constraints of physical presence, albeit challenging for some educators. However, the prevailing circumstances compel us to recognize that we have no alternative. The tools at our

disposal must be harnessed to their fullest extent, considering that this approach is likely to become the norm moving forward. Millennials exhibit a notable comfort level with digital platforms, presenting a conducive environment for such transitions.

While it remains undeniable that technology can never replace the invaluable role of a skilled educator, it does hold the potential to augment their efficacy by bridging the existing gap. This becomes particularly pertinent given the current context, marked by the absence of physical interactions between students and professors within the traditional classroom setting.

Distance learning, a concept with an established presence spanning several years, has yielded noteworthy successes. Several commendable open universities have cultivated stellar reputations, facilitating individuals in their pursuit of education and skills enhancement. Drawing inspiration from these achievements, there are noteworthy practices that can be effectively integrated into remote learning initiatives.

a) Utilization of Digital Learning Platforms: In recent times, a multitude of digital learning platforms have emerged, catering to educational needs ranging from primary education to advanced learning levels.

b) Incorporation of Online Learning Tools: Numerous educational tools have been developed to foster effective teaching and learning interactions among educators and students. These tools facilitate the creation of collaborative online groups, offer educational materials, gauge student performance, employ learning games, and facilitate parent-teacher communication.

c) Designing Instructions/Lessons for Remote Students: Content can be meticulously tailored for students situated in remote locations, taking into consideration the predominant mode of delivery, often characterized by virtual or online methods.

d) Engaging with Experts through Video Conferencing: The accessibility of webinars and online sessions enables participants to engage in valuable discussions and presentations by experts or industry leaders, all from the comfort of their own locations.

e) Providing Mentoring/Counseling and Student Tutoring: Students have the opportunity to establish direct communication with faculty members or experts, seeking mentorship, guidance, and tutoring to enhance their educational experience.

f) Cultivating Personality Development Initiatives: Engaging and impactful programs pertaining to etiquette and image development can be effectively conducted, contributing to students' holistic growth.

g) Facilitating Communication Workshops: Effective communication skills, a fundamental requirement in any professional domain, are pivotal to successful teamwork and collaboration.

h) Delivering Soft Skills Training Programs: While technical knowledge is undoubtedly crucial, equal significance should be attributed to soft skills, encompassing behavioral aspects and emotional intelligence.

i) Enabling Access to Remote Resources via Digital Libraries: Digital libraries can be curated, housing a repository of content, videos, and valuable data accessible to students and faculty members at any time.

j) Nurturing Collaborative Assignments and Online Projects: Students can actively engage in collaborative assignments from their individual locations, thereby contributing to multifaceted learning experiences.

Factors Elevating Remote Learning as a Preferable Choice

In the realm of contemporary living, the diverse array of options available to individuals has propelled remote learning to the forefront. People of all age groups have embraced this avenue to acquire education and enhance their skills, ensuring that additional certifications can be pursued without disrupting their ongoing academic pursuits or professional commitments. The conventional paradigms of open schooling and distance learning have seamlessly transitioned into remote virtual learning platforms, driven by the manifold advantages they offer. Several of these merits are outlined below:

a) Diverse Choices: Remote learning platforms empower students to undertake multiple courses, aligning seamlessly with the ethos of the New Education Policy, which acknowledges the importance of this flexibility.

b) Adaptability: The landscape of education has evolved beyond the conventional confines of bachelor's and master's degrees. Organizations increasingly seek individuals who manifest a readiness to perpetually learn and refine their skill set.

c) Cost-Efficiency: Remote learning avenues present a more economical alternative to traditional full-time courses, offering substantial savings for individuals seeking quality education.

d) Networking and Collaboration: Learners on virtual platforms have the unique opportunity to engage with individuals hailing from diverse fields, cultures, and backgrounds – sometimes even spanning different nationalities. While this engagement occurs virtually, it fosters connections that engender fresh experiences and learning.

e) Enhanced Educational Quality: Remote learners are privileged to be educated and trained by esteemed faculty members, ensuring a high calibre of education.

f) Personalization: Remote learning provides students the autonomy to select formats that align optimally with their individual learning preferences and circumstances.

g) Efficacy: Given effective utilization, remote learners have demonstrated the capacity to surpass their peers in performance, accentuating the potential of this mode of education.

h) Augmented Employability: Remote learners receive guidance from accomplished mentors and cultivate professional networks, substantially bolstering their employability prospects.

In essence, remote learning not only addresses contemporary educational needs but also seamlessly integrates into the fabric of modern lifestyles, offering a gamut of benefits that foster holistic growth and career advancement.

Prerequisites for Establishing Effective Remote Learning Initiatives

The efficacy and convenience offered by remote learning programs are apparent across all age groups. To ensure their functional accessibility for all, several fundamental prerequisites need to be met. Here are some essential requisites outlined below:

a) Comprehensive Course Offerings Online: A diverse array of relevant programs and courses should be meticulously showcased on the website or in brochures, empowering individuals to select the learning paths that resonate with their aspirations.

b) Robust Database Management: A well-structured database encompassing learning resources, subject matter experts, and fellow learners should be diligently maintained, enriching the overall remote learning experience.

c) Strong Network Connectivity: The optimal functioning of online platforms is contingent upon consistent and reliable network connectivity, underscoring its pivotal role in seamless remote learning experiences.

d) Adequate Hardware and Software: Ensuring learners possess compatible computers and software programs is pivotal in enabling their active participation in remote learning endeavors.

e) Webinar Facilitation: Augmenting remote learning with virtual interactions or exchange programs through webinars enhances the efficacy and engagement of the educational experience.

f) User-Friendly Student Logins: An intuitive system for student registration and online content access through secure login mechanisms is imperative for streamlined remote learning.

g) Facilitating Assignment and Activity Sharing: Platforms should enable students to collaborate and share assignments and activities, fostering a comprehensive learning environment.

h) Assignment Evaluation and Grading Mechanism: Effective systems for learners to submit assignments and for instructors to assess and grade them should be seamlessly integrated into the remote learning platform.

i) Rigorous Examination Protocols: The design of remote learning programs necessitates a robust examination system that employs foolproof techniques, given that students do not sit for exams under direct invigilation.

j) Certification and Degree Granting Capabilities: The infrastructure should possess the capability to confer certifications, degrees, and diplomas to successful learners, accentuating the credibility of remote learning outcomes.

k) Enhancing Employability: Enabling recruiter engagement within the platform and providing employment opportunities for students augment the holistic benefits of remote learning initiatives. In essence, these prerequisites form the bedrock upon which effective remote learning programs are built, ensuring that learners of all backgrounds can seamlessly engage in educational pursuits and enhance their skill sets.

Facilitating Online Practical Sessions

Hotel management is intrinsically a practical-oriented field, demanding hands-on experience to comprehensively grasp core subjects. The pivotal question arises: how can practical sessions be effectively conducted in a remote learning environment? By incorporating the subsequent straightforward teaching principles and methods, conducting practical sessions online can be both achievable and enriching. These principles are anchored in the "learn by doing" ethos, which proves highly effective within adult learning programs.

a) Harnessing Visual Aids: Live demonstrations wield a potent impact, as students engage via auditory, visual, or kinesthetic responses. A focused approach entails meticulously breaking down processes into step-by-step sequences. For instance, when illustrating the preparation of a dish, each individual step should be meticulously showcased on camera.

b) Engaging through Personal Presence: Maintaining an on-camera presence while virtually addressing participants is pivotal. Regularly gazing into the camera while conversing with students fosters a sense of connection, transcending physical barriers.

c) Employing Screen Casting and Demo Videos: Screen casting involves employing software to record or film one's own computer screen in real-time, complemented by faculty narration. This technique proves invaluable in elucidating sequences or occurrences, simplifying the learning process for students. In essence, these strategic approaches enable the transformation of practical sessions into an online realm, aligning seamlessly with the principles of experiential learning and catering to the distinctive needs of adult learners.

d) Employ the DEDICT Method-A Step-by-Step Approach for Engaging and Impactful Online Practical Classes

The DEDICT method serves as a structured approach to imbue online practical classes with engagement and impact, following a meticulous sequence:

D – Demonstrate: Commence by having the faculty exhibit the practical process, such as crafting a white sauce.

E – Explain: Provide a comprehensive breakdown of the recipe and the intricate step-by-step procedure.

D-Demonstrate: Reiterate the value of demonstration by showcasing the practical activity again, emphasizing its nuances, such as the creation of a white sauce.

I-Imitate: Encourage active participation by guiding students to emulate the demonstrated activity, fostering hands-on engagement.

C-Coach: Enlist faculty support as coaches, offering real-time feedback while overseeing student efforts, imparting invaluable guidance.

T – Test: Conclude the session with an assessment phase, integrating quizzes or assignments that relate directly to the conducted practical activity.

3. Conclusion

An adage aptly captures the essence: "Give a man a fish, and you feed him for a day; teach him how to fish, and you feed him for life." Education and training are catalysts for individuals to harness their capabilities and excel to their

fullest potential. In the current volatile, uncertain, complex, and ambiguous (VUCA) world, transformative disruptions ripple through every facet of personal and professional life, catalyzing a metamorphosis within the realm of education.

The unprecedented circumstances ushered in by the lockdown have necessitated profound adaptations. This extends to Hotel Management academics, which, much like other disciplines, has embraced the call for remote teaching and learning. This juncture serves as an opportune moment to innovate and forge a sustainable model. Although remote teaching bridges the physical disconnect between educators and students, it emerges as the sole viable avenue for sustained education delivery, especially amidst persisting lockdowns in schools and colleges. Millennia's affinity for digital platforms underscores the suitability of technology in enhancing the efficacy of education. While technology complements educators, it can never supplant their pivotal role. Leveraging the triumph of distance learning, online education can cement its reputation and effectively support learning and upskilling pursuits.

Remote teaching-learning initiatives transcend age barriers, offering convenient and enriching learning experiences. Given the evolving landscape, relearning and upskilling have become essential for survival. Continuous learning, facilitated by technology and diverse tools, remains indispensable for both individuals and organizations. Massive Open Online Courses (MOOCs) stand as exemplary platforms, catering to the needs of working professionals. The investment in precise training and learning, coupled with certifications, emerges as the path forward for relevance in an ever-changing landscape.

Drawing inspiration from these insights, hotel management colleges can design comprehensive remote or blended learning programs, seamlessly integrating both online and offline face-to-face teaching. The imperative lies with educators to scrutinize the remote teaching-learning model for Hotel Management Education, distilling a model that transcends institutional size and fosters inclusive excellence.

References

[1] (Bernazzani, 2019) 45 Key Remote Work & Telecommuting Statistics for 2020, Owl labs. (Nair, 2020) Distance Learning: 10 Reasons Why It's a Good Option, India Education. (Lederman, 2018) Will Shift to Remote Teaching Be Boon or Bane for Online Learning?(McKinnie, 2008) (epravesh, 2020) How to Conduct Online Practical Test. (cordiner, 2017)4 Ways To Increase Practical Participation in Online Learning, Ted Ed Review, 2017 (Tech thought Team, 2016) The benefits of blended learning.

Citations
[2] Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2001). Assessing Teaching Presence in a Computer Conferencing Context. Journal of Asynchronous Learning Networks, 5 (2), 1-17.
[3] Palloff, R. M., & Pratt, K. (2007). Building Online Learning Communities: Effective Strategies for the Virtual Classroom. Jossey-Bass.
[4] Salmon, G. (2000). E-moderating: The Key to Teaching and Learning Online. Routledge.
[5] Swan, K. (2002). Building Learning Communities in Online Courses: The Importance of Interaction. Education, Communication & Information, 2 (1), 23-49.
[6] Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. The Internet and Higher Education, 7 (2), 95-105.

Website links:

[7] https://www.owllabs.com/blog/remote-work-statistics
[8] https://www.indiaeducation.net/alternative-education/distanceeducation/10-reasons-why-you-should-choose-a-distance-learning-degree. html
[9] https://www.insidehighered.com/digital-learning/article/2020/03/18/most-teaching-going-remote-will-help-or-hurt-online-learning
[10] https://www.blog.epravesh.com/conduct-online-practical-test/
[11] https://edtechreview.in/trends-insights/insights/2767-ways-of-teaching-a-practical-skill
[12] https://www.teachthought.com/technology/the-benefits-of-blended-learning/
[13] https://www.teachthought.com/learning/12-types-of-blended-learning/
[14] https://www.learnupon.com/blog/what-is-blended-learning/
[15] https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0087-5
[16] https://www.edweek.org/ew/issues/reopening-schools/COVID-19-remote-learning-how-to-make-it.html
[17] https://www.cambridgeinternational.org/support-and-training-for-schools/teaching-and-learning-when-school-is-closed/tools-remote-teaching-and-learning/