

## INNOVATIVE TEACHING PEDAGOGY FOLLOWED BY HOSPITALITY ACADEMICIANS: A CASE STUDY ON ANCILLARY SUBJECTS OF UG COURSE

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### **Abstract**

Relying on qualitative data collected from academicians from the hospitality industry teaching ancillary subjects, this research paper examines their perspective on the usage of different innovative pedagogy at the UG level. To make this study a success total of 50 academicians were contacted to collect data. The academicians were asked to rate the different innovative techniques being used by them and give suggestions on some new methods. It was interpreted that most of the faculty members used the Visualization activity and brain-storming to make the class more active & engaged.

It has been noticed that academicians do not have a mixed teaching approach that may help students of all learning styles like kinesthetics, audio, visual, and read-write to understand the concept easily. The suggestions have also been received from different faculty members to involve gamification, industrial visits, and flip classrooms in the teaching pedagogy. The change in pedagogies also helps students to take interest in the classes thereby enhancing their class participation, and making them adaptable towards understanding different concepts, as using the same pedagogies on daily basis adds monotony to the subject that is being taught. It is recommended that academicians teaching ancillary subjects to hospitality candidates must incorporate innovative pedagogies while introducing the new topic to the class, as the faculty teaching hospitality core subjects make them learn through a practical approach that interests students as they get hands-on practice of the concepts being taught.

**Keywords:** Employability, Pedagogy, Frequently, Innovative & Approach.

### **Introduction**

Hospitality education is content that is a blend of industry information and the acquisition of managerial and technical skills and abilities. In hospitality courses at the undergraduate level, a learner is required to study a variety of subjects ranging from core hotel management subjects (Food Production, Food & Beverage Service, Front Office, and Housekeeping) to ancillary subjects (Accounting, Financial Management, Hotel Engineering, Food Safety, and Quality, Strategic Management, Facility Planning, Food Science and Nutrition, Computers, etc.) and Language subjects such as English, French, German and Regional language. Teaching methods used by core subject educators might be different from non-core subject teachers. We found that educators in different fields varied slightly in their use of instructional delivery techniques.

Although core subject's educators are considered to be technically sound and qualified in their forte areas however in terms of teaching ability they require regular faculty development programs in line with what current is happening in the industry. Several academic institutions have taken the initiative to send their faculty members during summer and winter vacations to get acquainted with the emerging trends happening in the industry. In today's scenario, there is a need of using innovative teaching methods for enhancing the employability skills of the students. Limited studies have been conducted in the context of exploring what types of teaching methods hospitality educators are using in their classes. The present study aims to identify and rate teaching activities adopted by hospitality faculty members in teaching core subjects. Innovative Teaching includes technology in teaching-learning methods to make a rich learning practice for students and a satisfying teaching experience for teachers (Khairnar, 2015).

### **Review of Literature**

Creative and skilled teachers are using different innovative teaching methods at higher education levels. Many studies consider creativity as a personal trait and intellectual ability of different individuals, associating creativity with genius and intelligence (Albert & Runco, 1999), or with knowledge (Weisberg, 1999). The practice of innovative teaching methods by faculty members helps to improve the performance of students. It has become essential to classify the gaps in the teaching-learning process and implement the innovative methodology. Teachers around the world are supporting innovating and improving the current learning methods, and also trying new teaching styles (Naz & Murad, 2017). Another research focuses on the classification of innovations, discusses the hurdles to innovation, and offers ways that extend the size and rate of innovation-based transformations within the education system (Peter Serdyukov, 2017).

### **Objectives**

- To identify the innovative teaching pedagogy being used by hospitality academicians.
- To find out the advanced teaching pedagogy recommended by the Academicians.

### **Hypothesis**

Based on the literature review the following hypothesis are proposed to be tested:-

H1. There are noteworthy differences that exist in the teaching methodology of hospitality academicians.

H2. There is some significant teaching pedagogy that is being used by almost every academician.

### **Research Methodology**

For this study, we have collected data from primary & secondary sources. The data has been collected through the questionnaire which consists of information regarding various pedagogies used for teaching an ancillary subject for students of UG courses in Hospitality Management. It was a survey-based study where faculty members were the audience to answer all the questions in rating standards.

### **Findings**

A total of 50 Hospitality Academicians were consulted for purpose of data collection. Out of the total, 68% was male faculty, and the rest 32 % was a composite of females. The majority of them belong to Facility planning with 32%, followed by 24% in Food Safety and Quality, 12% in Hotel Engineering, 8% in Strategic Management, 6% in Financial Management & Hotel

Accountancy, and very less almost 4% in Food Science & Nutrition have filled the questionnaire. Although this paper is an initial step to explore teaching pedagogies adopted by faculty members and followed up in-depth, the study will be conducted with a large sample size consisting of both public and private institutions and an infusion of both core and noncore hospitality subjects academicians. Faculty members were asked to rate the various teaching pedagogy in terms of their conduct ranging from 1- Never, 2- Rarely, 3-Occasionally, 4-Frequently, and 5-Very Frequently.

**Table 1: Profile of the Respondents**

		<b>f</b>	<b>%age</b>
Gender	Male	34	68%
	Female	16	32%
Total		50	100%
Ancillary Subjects	Food Science & Nutrition	2	4%
	Financial Management	3	6%
	Hotel Accountancy	3	6%
	Computers	4	8%
	Hotel Engineering	6	12%
	Strategic Management	4	8%
	Facility Planning	16	32%
	Food Safety & Quality	12	24%
Total		50	100%

**Table 2: Ratings of Hospitality Academicians on teaching pedagogy**

<b>Teaching Pedagogy</b>	<b>Never</b>	<b>Rarely</b>	<b>Occasionally</b>	<b>Frequently</b>	<b>Very Frequently</b>	<b>Total</b>
Presentations	0	4	12	18	16	50
Quiz	0	5	20	20	5	50
Visualization Activity	0	0	10	32	8	50
Videos Presentation	0	0	17	27	6	50
Story Boarding	5	6	22	17	0	50
Collaborative Study	0	14	13	20	3	50
Brain Storming	4	0	22	24	0	50
Recap Study	0	4	10	28	8	50
Project Based		10	18	20	2	50

Role Play	0	5	24	16	5	50
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### Conclusion and Recommendations

Students of hospitality field face various challenges in the classroom. So, it becomes expected for hospitality academicians to think beyond textbooks to engage the students in the classroom & labs and make them understand the all concepts of their concern. Traditional methods of teaching although still being followed by many teachers, institutes and universities however few adopted innovative methods of teaching and learning.

Modern Technology is giving us lots of options for present-day teachers with interesting and interactive methods, which can be approved to make learning effective. While digitization is the future, the importance of offline classrooms cannot be erased altogether. During the study, the faculty members have been given an option in the questionnaire to suggest some latest pedagogy that may help the rest of the academicians. Received quite a several suggestions which are as stated i.e. Blogging, Voice thread, Prezi Presentation, Social media into education, Pooling to keep students engaged, Lecture capture, Moodle, Smartboard, Screencast, Podcast & Social Bookmarking. These teaching tools are beneficial for academicians as well as students to make their studies more experiential.

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