

Applicability of Active Learning Strategies in Hospitality Practical Courses: Students' Perspectives

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Abstract

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Providing the hospitality and tourism higher education in the past four decades witnessed fast growth. Provision of this education highly recommended to be integrated as possible with real practice of the hospitality industry. Active Learning is observed as an educational atmosphere where students become dynamically engaged compared with passively absorbing while taught by teachers. Practical skills development has been recognized as a clear focus to F&B teaching and constitutes hospitality essentiality to graduates. The aim of this research is to assess the applicability of Active Learning strategies in hospitality education practical F&B courses. The research methodology adopted a mix of quantitative and qualitative approaches and used a questionnaire that was distributed to a sample of hospitality higher education students in Egyptian. Findings of this study revealed that vast majority of the sample students are Male, and they have confirmed some benefits of Active Learning strategies while studying the F&B practical courses such as developing critical-thinking, problem-solving, teamwork, knife-skills, learn exciting, and increased their desire to work at F&B careers after graduation. Findings revealed also some obstacles face Active Learning implementation such as lack of time, lack of materials, over exhausted, passive background, religious issues of students, and difference between practical training atmosphere and real hotel operations. It is recommended that hospitality higher education institutions need to increase financial provisions for the practical courses requirements such as utensils, equipments, machines, materials. It is also recommended to revise the time dedicated to practical training to be suitable for applying Active Learning Strategies.

1. Introduction

Dale and McCarthy (2006) stated that hospitality and tourism students gain their skills and experiences when joining the higher education. (Wang, 2008) stated that, university generic skills often include the following: critical thinking, communication skills, problem solving skills, creativity, teamwork skills, organizational ability, work ethics, and technology (Chau and Cheung, 2017) added that Active Learning techniques preparation and implementation needs significant resources, time, and effort. It is necessary to determine the benefits associated with the use of Active Learning to encourage hospitality educators to adopt continuous effort to advance Active Learning techniques in hospitality higher education. (Jayawardena, 2001) recommended balancing between theory and practice through awareness of industry trends and students' fluctuating needs. Educators of hospitality can use the students' engagement in class as an evidence of Active Learning benefits. Often they will be motivated to adopt Active Learning methods with their students. (Chau and Cheung, 2017)

argue that applying suitable Active Learning measures to curricula and programs can facilitate skills enhancement through the achievement of specified learning goals.

2. Literature Review

2.1. Passive Learning versus Active Learning

2.1.1. Passive Learning Method

Traditional or passive lecturing involves the transfer of information from the notes of the lecturer to the notes of the student without passing through the minds of either” as cited by (Stuart & Rutherford, 1978; Brookfield, 2006; Eison, 2010; Cavanaugh, 2011) they also agreed that, Student’s concentration during lectures begins to decline after 10-15 minutes. Nowadays’ students during lecturer presentations even in regular size classrooms as well as large lecture halls have vary groups of students’ interests such as:

- Daydreaming.
- Listening to IPods.
- Attending casually to the lecture.
- Instant messaging on a cell phone.
- Playing on a laptop computer.

The ratio of students whom noticeably engaged in taking notes has become frequently rare in most classes. Traditional practices known also as passive learning are teacher-centered methods, disregard students’ prior knowledge, and do not stimulate reflective and critical thinking. The nature of these practices is not suitable in overcoming challenges and fulfilling demands of contemporary society regarding educate professionals capable of acting according to social reality and diversity (Caetano *et al.*, 2020; O’Connor, 2021).

2.1.2. Active Learning Methods

Active Learning can be defined as “any instructional method that engages students in the learning process through motivate students to engage course content”. In short; “Active Learning requires students to do meaningful learning activities and think about what they are doing” (Prince, 2004; Mingazova, 2014; Watters, 2014). Prince (2004) argued by Millis (2012) that, the core elements of Active Learning are student activity and engagement in the learning process, so that Active Learning refers to activities that are introduced into the classroom. (Millis, 2012) stressed that, most definitions of Active Learning refers to two key factors: “doing” and “reflecting. Students must be involved in activities that involve reading, writing, discussing, or problem solving. Same author also stated that, as students read, write, discuss, and problem solve, hence, they learn more. Eison (2010) stated that interactive lectures compared to traditional 50 minutes lectures produce greater educational outcomes. Also (Hake, 1998; Springer *et al.*, 1999; Knight and Wood, 2005) argued that compared to traditional instruction of lecture-based, the instructional approaches that promoted interactive students-engagement produced spectacular student gains as noticed from their skills at problem-solving, and their scores at conceptual tests as well.

Weimer (2002) and Millis (2012) agreed that, Active Learning is an important element of the new shift toward what is now commonly called learner-centered or learning-centered education. They affirmed that if teachers desire increase students’ learning, then Active Learning is an essential component of effective teaching. (Barr and Tagg, 1995; Chau and Cheung, 2017) stated that the concept of student-centered learning emphasizes empowering students to discover and construct their own knowledge by moving the initiative and controlling power from the teacher to the student. Higher education is witnessing a paradigm change from teacher-centered instruction to learner-centered instruction. This learner-centered paradigm requires instructors who appreciate maximizing opportunities for students

to learn, while urging students to accept that what is learned in each course will always be their responsibility (Felder & Brent, 1996; Mansson, 2013).

2.2. Active Learning in Hospitality Higher Education

Active Learning techniques are appropriate to all disciplines, particularly hospitality education, which involves more hands-on experience. Thus, require recognition of practical skills development theory, and industrial requirements and practices (Barron 2008; Chau and Cheung, 2017). For hospitality educators it is a continual challenge to design applicable curricula and educational methods that generate benefits for all students and instructors. Greater attention need to be given about what learners are doing, hence, a student-centered learning process can be designed. Hospitality educators considered Active Learning as practical, exciting, useful, fun, and innovative approaches that provided students with opportunities to visualize situations, simulate and experience situations, solve problems, think creatively, and express their ideas and thoughts (Alexander and Murphy 1998; Walczyk and Ramsey 2003; Chau and Cheung, 2017).

Active Learning teaching approach within a junior level course in hospitality and tourism sales and service at a large Midwestern university for twelve semesters proves to be a sturdy and effective method (La Lopa, 2005). Active Learning have different forms such as role play, which enhance students' motivation, interests, and participation in hospitality education to generate deep learning (Ruhanen, 2005; Chau and Cheung, 2017). In the hospitality context, different types of Active Learning have been applied, including simulations (reservation systems), labs (food and beverages production and housekeeping), keeping a reflective journal, observing videos on guest services, service-learning projects (practicing as event coordinators), completing corresponding worksheets, assigning a capstone class to develop a feasibility study for an ethnic restaurant (Edelheim and Ueda, 2007; Wolfe, 2006; Chau and Cheung, 2017).

2.3. Benefits of Active Learning in Hospitality Higher Education

Learners can be connected to the real life situations that they will face in their future career through Active Learning activities. Active Learning in hospitality education provides various lively, fun activities to imitate practical experiences students may practice in their hospitality careers. Both the hospitality instructors and learners reported that Active Learning benefitted learners by enhancing their practicality, critical thinking, decision making, communication skills, and problem solving (Chau and Cheung, 2017). La Lopa *et al.* (2018) cited that Active Learning is also perceived to be a more relevant, interactive, and comfortable atmosphere for students. Also (Mahmood, *et al.*, 2011) stressed that Active Learning benefits have been recognized in higher education.

From his point of view (Guthrie and Carlin, 2004) stressed that nowadays students are obviously active learners, traditional world of lecturing is almost getting away of them. Field of hospitality education would develop the quality of and satisfaction with the classroom experiments by employing an Active Learning course design and implementation. more discussions and findings about Active Learning indicates that when Active Learning is employed in the hospitality education process, learners fulfill high achievement in a career focused, motivating, more universally accessible, flexible, and technologically appropriate environment (La Lopa *et al.*, 2018). Active Learning methods are representing group of procedures aim to fill the gap left by traditional teaching practices. Active Learning strategies are innovative teaching-learning processes that support professional tourism and hospitality education by encouraging prior knowledge of students and peer observations. They also are beneficial at improving critical thinking through experiments and information on the local reality in purpose of right decision making. Active Learning is being adopted to increase

learners' awareness about their future career fields, so that they are prepared to resolve situations that arise, and develop competencies and skills required in their professional life (Caetano dos Santos *et al.*, 2020; O'Connor, 2021).

2.4. Barriers of Active Learning Implementation

Rowe (1980) stated that, lecturer can't complete course content in class within the given time. The use of Active Learning strategies certainly reduces the lecture available time that devoted to instructor to achieve content coverage within the traditional teaching methods. Eison (2010) stated that large class sizes hinder implementation of Active Learning strategies. It is challenging to engage all learners in class discussion in case of groups larger than 40 learners. But on the other hand, (Weimer, 1987; Stanley & Porter, 2002; Heppner, 2007) offered excellent thoughts on how to teach large classes well. For example, dividing large classes into small groups can allow for productive class discussion activities.

About obstacles face implementing Active Learning Some concerns observed due to lack of students' prior knowledge of a subject, significant institutional constraints, and too much work required from lecturers and students. Education administrators should assume the responsibility for allocating appropriate resources, time, facilities, and manpower to enable hospitality educators to pursue Active Learning strategies (Scheyvens *et al.*, 2008; Chau and Cheung, 2017).

Among the limited Active Learning studies in hospitality education, (McDonald and La Lopa, 2005; La Lopa *et al.*, 2018) stressed the seriousness of these challenges when taking the decision to shift from traditional lecture style learning, to Active Learning structured style. In this case, the lecturer has to ensure have enough time to be able to face the previously mentioned obstacles. Preparing and Implementing Active Learning strategies need too much pre-class preparation. Though the preparation time needed to recycle old lectures is often less than the preparation time needed to create new Active Learning instructional strategies (Eison, 2010).

La Lopa *et al.* (2018) cited that among the studies about Active Learning conducted in hospitality education, some barriers have been identified, the most common barriers relate to three levels:

- 1- First level is related to "organizational structure" such as the need for reducing any unhealthy practices.
- 2- Second level is related to "Faculty" including a lack of training, time, poor incentives, and an absence of teaching recognition.
- 3- Third level is related to "Students" such as culture, gender, age, previous education, and discipline of study, were identified as important considerations when adopting different teaching methods.

3. Methodology

The research adopted mix of quantitative and qualitative approaches using a questionnaire for a sample of 92 students of Egyptian hospitality higher education. This sample represented at all the students of the 02nd year of hospitality education in the Faculty of tourism and hotels Suez Canal University and High Institute for Tourism and Hotels- EGOH, Ismailia in the academic year 2017/2018. This questionnaire has been designed into 5 sections; first section was designed about sample students demographic data, second section to fourth section were designed with the 5-pointed Likert scale technique to collect data about students' perceptions of Active Learning applicability at Art of Cooking practical courses, Active Learning applicability at Art of Service practical courses, and benefits of Active Learning within F&B practical courses. Fifth section was designed in a Qualitative method in the shape of open-end

question to collect data about barriers of implementing Active Learning in F&B practical courses. SPSS version 21 software was used to analyze the data to be used at the results of the research.

4. Results and Discussion

After completion of their study of the F&B practical courses using the Active Learning strategies the students of study sample have answered the questionnaire statements. Obtained data has been analyzed with accordance with the aim of the research and showed as follow:

4.1. Sample Students' Demographic Data

Table (1) the demographic factors of sample students

Factor	Variables	Frequency	Percentage %
Gender	Male	65	70.7 %
	Female	27	29.3 %
Current Study	Faculty	32	34.8 %
	Higher Institute	60	65.2 %
Pre-university study	Technical Diplom	9	9.7 %
	Intermediate Institute	26	28.3 %
	Higher School	57	62 %
Preferable subjects	Theoretical	11	12 %
	Practical	49	53.2 %
	Both	32	34.8 %
After graduation, prefer to work at F&B careers	Yes	70	76.1 %
	No	6	6.5 %
	Not Sure	16	17.4 %
Which department in F&B careers you prefer to join	Kitchen	38	41.3 %
	Restaurant	50	54.3 %
	Bars	4	4.4 %

Data of table (1) showed the frequencies and percentage of variable at each factor and can be concluded as follow:

- Gender; the results showed that the majority of students were males with percentage 70.7 %, while females were representing only 29.3 % from the students' sample.
- Current study; findings reveal that 65.2 % of students are studying in higher institute of tourism and hotels while 34.8 % are studying in the faculty of tourism and hotels.
- Pre-university type of study; research results revealed that 62 % of students have finished the pre-university study at the higher school type. And 28.3 % of the students have finished the intermediate institute education type before joining their current higher education. It also reveals that 9.7 % from the sample students have joined the higher hospitality education after finished a technical diploma as a pre-university education type.
- Preferable subjects for studying; results showed that most of students 53.2 % prefer to study the practical subjects, only 12 % from the sample students prefer to study only the theoretical subjects. According to their responses 34.8 % from the samples' students prefers to study both theoretical and practical subjects together.
- Desire to work at F&B careers; the study revealed that the majority of samples' students 76.1 % have the desire to work at the F&B careers after graduation, while 6.5 % only aren't willing to work at the F&B careers after graduation.
- Preferred department; the study revealed that most of students 54.3 % prefers to work at the restaurants' careers, while 41.3 % preferred to work at the kitchen department. The study revealed also that only 4.4 % from the students are willing to work at the bars jobs after graduation.

4.2. Students' Perceptions about Art of Cooking Practical Skills Courses

Data in table (2) showed students' perceptions about Art of Cooking practical skills gained from studying the Art of Cooking (1) & (2) practical courses by using the Active Learning Strategies.

Table (2) Students' perceptions about Art of Cooking practical skills courses (1) & (2)

Statements regarding Art of Cooking (1) & (2) practical courses		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
According to kitchens' organization chart , the sections are: (Hot section, Guard Mange, Pastry & Bakery, Butcher, and Stewarding)	Freq.	0	3	11	58	20	4.03	.687
	%	0.0	3.3	12.0	63.0	21.7		
According to the organization chart of kitchen, positions can be arranged ascendingly (Commis III, II, I, Demi, Departie, Sous Chef, Executive Sous Chef, and Executive Chef).	Freq.	0	4	14	51	23	4.01	.763
	%	0.0	4.3	15.2	55.4	25.1		
Moisture & fat percentages, in addition to the leaving agents, are among the most important factors that differentiate the type of dough for each type of different baked items.	Freq.	0	2	15	40	35	4.17	.779
	%	0.0	2.2	16.3	43.5	38		
Crispness, and crustiness of baked items depend on the type of flour, additives and the way of handling dough such as (Lean dough, yeast dough, enriched dough, Laminated dough)	Freq.	0	4	13	53	22	4.01	.749
	%	0.0	4.3	14.2	57.6	23.9		
The standard recipe for preparing pizza dough, mostly prepared from; Flour, yeast, salt, and olive oil.	Freq.	0	5	10	49	28	4.09	.794
	%	0.0	5.4	10.9	53.3	30.4		
Shortcrust Pastry is considered the most widespread base for pastries' manufacturing, while Puff Pastry is the base for pastries that characterized with containing flakes, and between its' layers there are fat and air pockets to give the crisp texture.	Freq.	0	3	12	53	24	4.07	.723
	%	0.0	3.3	13.0	57.6	26.1		
Profiteroles, bread & butter pudding, and basic sponge cake can be considered some of dairy based desserts.	Freq.	0	0	19	48	25	4.07	.692
	%	0.0	0.0	20.6	52.2	27.2		
Based on the beef diagram, the Tenderloin Steak and T-bone Steak are more suitable for grilling. While the Brisket and Round are more suitable for Braising.	Freq.	0	3	17	40	32	4.10	.813
	%	0.0	3.3	18.5	43.5	34.7		
Marinating components, the shape of cutting and cooking method are important factors at giving poultries the required flavor, softness or crispiness, according to the required item.	Freq.	0	4	15	53	20	3.97	.748
	%	0.0	4.3	16.4	57.6	21.7		
Bond water, and Connective tissues playing an important role at tenderness or toughness of the cooked meat.	Freq.	0	5	10	51	26	4.07	.782
	%	0.0	5.4	10.9	55.4	28.3		

Cytosol is determining the flavor of each fruit and vegetable natural fresh juice. But these juices contain less fiber compared with whole vegetable of fruits.	Freq.	0	5	10	49	28	4.07	.794
	%	0.0	5.4	10.9	53.3	30.4		
Poached egg is one of the ways to cook egg, but it may evolve health risks, such as Salmonella poisoning.	Freq.	0	3	12	53	24	4.07	.723
	%	0.0	3.3	13.0	57.6	26.1		
Flambé is a short-lived cooking technique that depends mainly on the temperature of the fat as well as the shape of the pan.	Freq.	0	0	19	48	25	4.07	.692
	%	0.0	0.0	20.6	52.2	27.2		
Total average Mean and SD.							4.06	.749

Students were asked to answer these questions by using five-point Likert Scale where (Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1).

Data presented in table (2) revealed that the study sample students agree with average mean (M= 4.06) and standard deviation (SD =.749) for the total of assessed statements as practical skills gained after using Active Learning at Art of Cooking practical courses. Following skills have been achieved:

- Knowledge of hotels kitchens' sections.
- Knowledge of hotels kitchens' organization chart.
- Handling dough varied types.
- Handling Pizza varied types
- Handling varied types of pastries.
- Handling varied types of desserts.
- Handling varied types of meat.
- Handling varied types of poultries.
- Handling varied types of fish.
- Handling varied chops, and marinating, for meat, poultries, and fish.
- Handling different techniques of egg.
- Handling varied methods, and techniques of cooking.
- Handling varied types of juices.

4.3. Students' Perceptions about Art of Service Practical Skills Courses

Data in table (3) showed students' perceptions about Art of Service practical skills gained from studying the Art of Service (1) & (2) practical courses by using the Active Learning strategies. with average mean (M= 4.07) and standard deviation (SD =.754) for the total of assessed statements as practical skills gained after using Active Learning at Art of Service.

Table (3) Students' perceptions about Art of Service practical skills courses (1) & (2)

Statements regarding Art of Service (1), & (2) practical courses		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
After the final rinse of Silver ware, China ware, and Glass ware it should be wiped before been used to setup the tables in restaurants, bars, hotel halls.	Freq.	0	2	16	40	34	4.15	.784
	%	0.0	2.2	17.3	43.5	37.0		
American service style, table setup to be: main course plate in the middle with folded napkin above and surrounded by cutleries; on right side dinner knife, salad knife, and then soup spoon. On left side dinner fork, then salads fork. On top right	Freq.	0	4	13	53	22	4.01	.749
	%	0.0	4.3	14.2	57.6	23.9		

of plate there is triangle of goblets. On top left there is bread and butter platter.								
Russian service style, table setup almost like American one with some additional like: main course plate in the middle with folded napkin above it. On right side dinner knife, fish knife, salad knife, spoon, and oyster knife. On left side dinner fork, fish fork, and salads fork. Top right of plate there are four goblets and one Sherry glass.	Freq.	0	5	10	49	28	4.09	.794
	%	0.0	5.4	10.9	53.3	30.4		
Cloth napkin to be washed good, starched and pressed then to be folded in different shapes for example Elf hat, Single or Double pocket, Rosebud, and Napkin ring. To suite the setup.	Freq.	0	3	14	53	22	4.02	.726
	%	0.0	3.3	15.2	57.6	23.9		
In Gueridon service, the preparation is done in advance, whether partially or semi completely, then the service captain in the restaurant to finalize the item on a side trolley next to the table.	Freq.	0	0	19	48	25	4.07	.692
	%	0.0	0.0	20.6	52.2	27.2		
The traditional English breakfast is served in one dish accompanied by coffee or tea. The dish contains fried egg, sausage, beef bacon, tomatoes, mushrooms, toasted bread, and a slice of pudding.	Freq.	0	3	15	50	24	4.03	.748
	%	0.0	3.3	16.3	54.3	26.1		
While serving the open buffet, things must be taken into consideration including the separation between hot, cold, and bakery sections, as well as providing a sneeze guard.	Freq.	0	2	17	42	31	4.11	.777
	%	0	2.2	18.5	45.6	33.7		
In cocktail parties, service planning depends on many factors, including, type of party whether family or formal, time specified for the party, and whether the party is indoor or at open-air.	Freq.	0	4	14	51	23	4.01	.763
	%	0.0	4.3	15.3	55.4	25.0		
Captain's order form and reconfirmation of the order with the guest are important factors in taking the order from the guest.	Freq.	0	5	10	50	27	4.08	.788
	%	0.0	5.4	10.9	54.3	29.4		
Table cleaning process after the guest has finished his meal at open buffet style differs from that's in the special parties buffet.	Freq.	0	3	12	53	24	4.07	.723
	%	0.0	3.3	13.0	57.6	26.1		
Total average Mean and SD.							4.07	.754

Data of table (3) revealed that the study sample students agree that using Active Learning at Art of Service practical courses helped at achieving following skills:

- Wiping the silver ware, china ware, and glass ware.
- Produce different shapes of table cloth napkins' folding.
- Prepare halls for wedding, cocktail, and special parties.
- Prepare halls for cocktail parties
- Apply the American service style.
- Apply the Russian service style and open buffet style.
- To apply Gueridon service style.

- To serve the breakfast in American and English way.
- To take an order from the guest, and to serve different types of beverages.
- To clean tables after meals.

4.3. Students' Perceptions about Art of Service Practical Skills Courses

Table (4) Students' perceptions about benefits of Active Learning strategies

Benefits of using Active Learning Strategies on food and beverages skills of Hospitality Higher Education Students.		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
Active learning is considered an exciting and effective method to learn practical food and beverage skills	Freq.	0	1	16	52	23	4.05	.685
	%	0.0	1.1	17.4	56.5	25.0		
Active learning strategies develop skills of collaborative and integrated team.	Freq.	0	3	9	51	29	4.15	.725
	%	0.0	3.3	9.8	55.4	31.5		
Active learning strategies develop communication skills for students and accept others' opinions too.	Freq.	0	1	16	44	31	4.14	.735
	%	0.0	1.1	17.4	47.8	33.7		
After using active learning strategies, the student can overcome the difficulties he faces at the work environment in his life career.	Freq.	0	0	19	49	24	4.05	.685
	%	0.0	0.0	20.6	53.3	26.1		
Active learning strategies help students to master hands-on skills such as "knife skills, hotel F&B service skills and cooking skills".	Freq.	0	1	16	42	33	4.16	.745
	%	0.0	1.1	17.4	45.6	35.9		
Active learning strategies develop students' research & knowledge skills, and adopting the implementation of all new trends in the field of food and beverages.	Freq.	0	3	11	49	29	4.13	.744
	%	0.0	3.3	12.0	53.2	31.5		
Active learning strategies help students to increase their practical skills and thus increase their desire to work after graduation in the food and beverage careers within hotels.	Freq.	0	0	12	56	24	4.13	.615
	%	0.0	0.0	13.0	60.9	26.1		
Active learning strategies work on more integration of the students by placing them in conditions that make them more responsible for teaching themselves, their peers as well as learning from them.	Freq.	0	0	18	48	26	4.09	.690
	%	0.0	0.0	19.6	52.2	28.2		
Total average Mean and SD.							4.11	.703

Data in table (4) revealed that the study sample students with average mean ($M= 4.11$) and standard deviation ($SD = .703$) agree that these statements represents benefits of using Active Learning strategies at improving F&B practical skills for the Hospitality higher education students.

- Active Learning strategies help students to master hands-on skills such as "knife skills, hotel F&B service skills and cooking skills".
- Active Learning strategies develop skills of working in a collaborative and integrated team.
- Active Learning strategies develop communication skills for students and accepting others' opinions too.

- Active Learning strategies help students to increase their practical skills and thus increase their desire to work after graduation in the food and beverage careers within hotels.
- Active Learning strategies develop students' research & knowledge skills, and adopting the implementation of all new trends in the field of food and beverages.
- Active Learning strategies work on more integration of the students by placing them in conditions that make them more responsible for teaching themselves, their peers as well as learning from them.
- Active Learning is considered an exciting and effective method to learn practical food and beverage skills
- After using Active Learning strategies, the student can overcome the difficulties he faces at the work environment in his life career.

4.3. Students' Perceptions about Art of Service Practical Skills Courses

This part of students' questionnaire was prepared in a qualitative method "open end questions" about the obstacles that face the implementation of Active Learning strategies within the practical courses of F&B skills for the hospitality higher education students. The statements that have been mentioned by students have been revised and handled regarding duplicated statements. Final list and showed at the below bulleted list:

- Sometimes the specified time for practical training isn't enough.
- Less performance students may negatively affect other peers when working as group.
- Stressed feeling when given little time while task needs more time.
- As active learning is recently practiced, some students still affected by old methods of passive learning.
- Students sometimes feeling more exhausted from practical tasks.
- Transform from competition performance to integration and cooperation still not easy for some students.
- Religious considerations when dealing with some food or beverages items.
- Sometimes equipment is breakdown and no maintenance people available.
- Sometimes materials and utensils not enough for practicing.
- The atmosphere of practical training for students is little different from the live operation in hotels.

5. Conclusion and Recommendations

Research results revealed that Active Learning is applicable at the hospitality higher education practical F&B courses. Application of the strategies have witnessed improve at the practical skills achieved by studying the practical F&B practical courses. Also many benefits have been noticed while using these Active Learning strategies within hospitality higher education. It is concluded also that implementation of these strategies was not without issues; some barriers have been noted while adopting the implementation of Active Learning strategies within the hospitality higher education. Based on the findings of this research, it is recommended that more preparations needed from the F&B practical courses trainers before applying the Active Learning strategies in order to maximize the students' participation, involving, and effective implementation of these techniques within the practice timing. It is also recommended that hospitality higher education institutions need to increase financial provisions for the practical courses requirements such as utensils, equipments, machines, materials.

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قابلية تطبيق إستراتيجيات التعلم النشط في المناهج العملية للأغذية والمشروبات في مجال تعليم الضيافة

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المُلخَص

معلومات المقالة

شهد توفير التعليم العالي في مجال الضيافة والسياحة في العقود الأربعة الماضية نموًا سريعًا وهناك توصيات بضرورة توفير هذا المجال التعليمي بحيث يتم ربطه قدر الإمكان بالعمليات التشغيلية الحقيقية بالفنادق. التعلم النشط هو جوًا تعليميًا يخرط فيه الطلاب بشكل ديناميكي مقارنة بطرق التدريس التقليدية. تحظى تنمية المهارات العملية باهتمام كبير عند تدريس مقررات الأغذية والمشروبات حيث أنها تشكل إحدى أهم المهارات الأساسية لخريجي تعليم الضيافة. يهدف البحث إلى تقييم قابلية تطبيق استراتيجيات التعلم النشط في الفرص العملية للأغذية والمشروبات في مجال تعليم الضيافة. تبنت منهجية البحث مزيجًا من الأساليب الكمية والكيفية واستخدمت استبيانًا تم توزيعه على عينة 92 طالب هم طلاب الفرقة الثانية بكل من كلية السياحة والفنادق جامعة قناة السويس والمعهد العالي للسياحة والفنادق - إيجوث بالإسماعيلية. كشفت نتائج هذه الدراسة أن غالبية طلاب العينة هم من الذكور، وقد أكد طلاب عينة الدراسة على بعض فوائد استراتيجيات التعلم النشط أثناء دراسة القورصات العملية للأغذية والمشروبات مثل تطوير التفكير النقدي، حل المشكلات، العمل الجماعي، ومهارات السكين، تحفيز التعلم، التي جانب زيادة رغبتهم في العمل في وظائف الأغذية والمشروبات بعد التخرج. كشفت النتائج أيضًا عن بعض العقبات التي تواجه تنفيذ استراتيجيات التعلم النشط مثل عدم كفاية الوقت، نقص الموارد، الشعور بالإرهاق، الخلفية السلبية، والأمور الدينية للطلاب، التي جانب الاختلاف بين جو الدراسة العملية عن عمليات التشغيل الحقيقية بالفنادق. ومن أهم ما يوصي به البحث هو أنه على مؤسسات التعليم العالي للضيافة ان تزيد من مخصصاتها المالية لمتطلبات تدريس القورصات العملية من أدوات، معدات، آلات، وخامات. كما أنه يجب مراجعة الوقت المخصص لتدريس المهارات العملية بما يتناسب مع متطلبات تطبيق استراتيجيات التعلم النشط.

الكلمات المفتاحية

استراتيجيات التعلم النشط؛
التعليم العالي للضيافة؛
المهارات العملية للأغذية
والمشروبات.

(JAAUTH)

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