

Global Learning Semesters

Course Syllabus

Course: HOSP-535 Teaching Methodology for Hospitality Educators

Department: Hospitality and Tourism

Host Institution: University of Nicosia, Nicosia, Cyprus



| Course Summary | | |
|-------------------------|--|--------------------------|
| Course Code | Course Title | Recommended Credit Hours |
| HOSP-535 | Teaching Methodology for Hospitality Educators | 3 |
| Semester Offered | Contact Hours | Prerequisites |
| Please contact us | 42-45 | None |
| Department | Level of Course | Language of Instruction |
| Hospitality and Tourism | Upper Division | English |

Course Description

The course aims to explore the theory and applications of teaching techniques necessary for educators that deliver Hospitality Management curriculums. Special emphasis will be given to curriculum design and delivery and teaching skills, as well as to student assessment and handling of varied student capabilities. The course provides a basis for students that opt to proceed towards a teaching career or to become trainers in the hospitality industry.

Prerequisites

None

Topic Areas

1. Theory and methodology of teaching
2. Role of the educator
3. Structure and role of curriculums
4. Educational planning
5. Role and function of laboratory courses
6. Information technology in teaching
7. Assessment and handling of student competencies – multiple intelligence
8. Cooperative learning
9. Jigsaw methods
10. Performance assessment
11. Educational psychology
12. Development of question papers – tests
13. School administration
14. Educational research
15. Practical experience in the industry
16. Industry requirements and standards for student competencies

Evaluation Guidelines

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| Assignments, case studies, reports, project: | 20-40% |
| Midterm exam: | 20-40% |
| Final exam: | 30-50% |

Total:

100%

Readings and Resources

Required Textbooks

1. Barrows, C. & Bosselman, R. (1999). Hospitality Management Education. New York: The Haworth Press, Inc.
2. Brookfield, S. & Preslin, S. (1999). Discussion as a way of teaching: tools and techniques for democratic classrooms. San Francisco: Jossey-Bass.

Recommended Reading

1. Bos, C. & Vaughn, S. (2002). Strategies for teaching students with learning and behaviour problems. Boston, MA: Allyn and Bacon.
2. Ellsworth, E. (1997). Teaching positions: Difference, pedagogy and the power of address. New York: Teachers College.
3. Liston, D. & Zeichner, K. (1996). Culture and teaching. Mahwah, NJ: Lawrence Erlbaum.
4. Marzano, R. et al. (1992) A different kind of classroom: Teaching with the dimensions of learning. Washington, D. C.: Association for Supervision and Curriculum Development.
5. Journal Articles