



**Postgraduate Certificate in Teaching in Higher Education
(Advanced HE accredited)**

UNHE7010

Effective Teaching & Assessment in Higher Education

Portfolio

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AI Acknowledgement

I confirm that I have not presented any AI generated materials as my own work in this portfolio. However, I acknowledge that I have used or may have used the AI in the research , and proof reading of my portfolio

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Table of Contents

1.1 Teaching Intervention 2 - Report	3
Introduction	3
Literature Review	5
Implementation Strategy	7
Digital Learning Integration	7
Expanding Assessment Diversity for AI-Resistant Evaluation	10
Professional Practice and Peer Collaboration	14
My Growth as an Educator	16
Conclusion	16
1.2 Teaching Intervention Cycle 3 - Poster	
2.1 Teaching Observation 1 by Robyn Griffith (Study Advisor)	19
2.2 Teaching Observation 2 by Chris Wilkin	28
2.3 Teaching Observation 3 by Scott James	36
3.1 CPD Reflective Report 1 - Searching the Literature: Essential InfoSkills for Researchers	45
3.2 CPD Reflective Report 2 - Immersive Learning	47
3.3 CPD Reflective Report 3 - Mental Health First Aid Training	49
4 General Reflective Statement	51
5 Teaching Log	54
6 List of Reference	56
7 Appendix	67

1.1 Teaching Intervention 2 - Report

Introduction

In my previous portfolio (UNHE7007) on teaching intervention, I primarily focused on designing and planning learning activities and programs of study (A1), teaching and supporting learning (A2), and how these strategies can foster an engaging environment that encourages students' self-discipline for active learning (A4).

The role of a teacher in higher education extends far beyond the traditional concept of knowledge transmission. This teaching intervention report is framed within the Professional Standards Framework 2023 (PSF2023), which represents a contemporary approach to enhancing teaching and learning support in higher education. As Biggs and Tang (2011) emphasised effective teaching requires a complex integration of pedagogical knowledge, subject expertise, and the ability to create engaging learning environments. This aligns with what Shulman (1987) described as the essential components of teaching: comprehensive understanding of both content and pedagogy, alongside the ability to transform subject knowledge into effective learning experiences.

In this report, I will further explore the significance of the teaching integration with the help of PSF2023. Scanlon, Rowling and Weber (2007) suggested student-staff relationship are essential to support students prevent withdrawal from the course. It is my job to support and engage student. I will also delve into the dimensions of core knowledge and professional values. This report aims to address the coherence of quality teaching with the PSF2023 framework in higher education.

The objectives of this teaching intervention report are to:

1. Critically examine the challenges faced in engaging non-traditional students in higher education, addressing the Impact Area of Student Access and Participation
2. Evaluate the effectiveness of digital learning integration and diverse assessment methods in improving the Student Learning Experience

3. Assess teaching approaches' impact on Student Learning Outcomes through industry connection
4. Develop evidence-based strategies supporting Student Success in hospitality management education

The Issue/Problem

In my role as a lecturer in Hospitality and Gastronomy Management, I have identified significant challenges that align with multiple Impact Areas of PSF2023, particularly in Student Engagement and Student Success. Through systematic observation and reflection on my teaching practice, several critical issues have emerged:

Key Problems:

1. Low levels of student engagement and participation in classroom activities, affecting the Student Learning Experience
2. Students' difficulty in applying theoretical concepts to real-world situations, impacting Student Learning Outcomes
3. Limited understanding of course content relevance to future careers, relating to Student Success
4. Reluctance to engage in independent learning, affecting Student Learning Development
5. I do not have enough knowledge to apply the latest technology such as VR, AR in my curriculum design.

Teaching interventions in higher education encompass a variety of strategies and practices aimed at improving student engagement and learning outcomes (Carini, Kuh and Klein, 2006), while also promoting academic success (Elliot and Murayama, 2008; Turner and Hodis, 2023). As a lecturer in Hospitality and Gastronomy Management at Hospitality and Tourism discipline, I work with a diverse group of undergraduate students who bring a wide range of academic experiences, cultural backgrounds, and learning preferences to the classroom. One of the core courses I teach is 'Effective Management,'

which introduces students to key strategic concepts in management and how to apply in hospitality. However, I have observed some challenges with student engagement, especially among non-traditional students who find it difficult to apply theory to real-world situations.

These challenges align with what Scanlon, Rowling and Weber (2007) identified one of the critical factors in student retention and engagement was experienced a sense of distance from the lecturers. Particularly given the increasing emphasis on the "student as customer" mindset that can potentially impact learning engagement (Naidoo and Jamieson, 2005). Nixon, Scullion, and Hearn (2016) observed the evolving nature of higher education requires careful consideration of how we support diverse student populations while the British university is being remodelled by marketisation – student-consumer stands in news media and also in government policy and senior management discourse.

Literature Review

The role of lecturers in higher education has long been a subject of debate. I have encountered differing opinions on whether a lecturer's primary responsibility is to generate new knowledge through research or to deliver existing knowledge to students. On one hand, university leadership, government, and the media often view students as customers (Nixon, Scullion, and Hearn, 2016). Shepperd (1997) suggested professional-client model to define the lecturer-student relationship in higher education. Jones (2010) also suggested the sector should encourage to adopt the perspective of "students as customers" in order to meet their expectations. Bunce, Baird and Jones (2016) noted that since tuition fees were introduced in England, the government has treated students as customers, even though many educators disagree with this view. This viewpoint was not only debated in educational journals but also in leading marketing publications. Guilbault (2018) examined the concept of students as customers through frameworks of market orientation, customer orientation, and service and relationship marketing. Indeed, whether students should identify as customers or not remains a contemporary and contentious issue in the higher education sector (Ashwin et al., 2024).

While the customer mindset persists due to funding pressures and institutional priorities, I believe the notion that "the customer is always right" should not dictate curriculum design or teaching methods. The commercialization of higher education has embedded this student-as-customer mindset across the system, from vice-chancellors to academic staff. Students frequently expect more from their lecturers, asserting that their tuition fees entitle them to a degree. This shift in mindset began as early as the 2000s, with students claiming they were more consumers than learners (Delucchi and Korgen, 2002).

Conversely, higher education scholars emphasize developing students' autonomy and critical thinking abilities. In today's knowledge economy, independent learning and analytical judgment are considered fundamental competencies that university students should cultivate (Barnett, 2004; McNeill, Gosper, & Jing, 2012). Research shows that the "students as customers" approach leads to disengagement and a lack of responsibility for learning (Naidoo and Jamieson, 2005). Many students now view university as a transactional experience, expecting to receive a degree rather than actively engage in their education. I have to build relationship with students to motivate student become an independent learner in today higher education (Leenknecht et al., 2020).

The academic discourse surrounding student engagement and teaching effectiveness also provides valuable insights that align with PSF2023's Elements of Practice and Enabling Factors. Svinicki and McKeachie (2014) demonstrate that student motivation significantly increases through active learning tasks, supporting the framework's emphasis on Teaching and Supporting Learning. This aligns with Kemmis's (2006) perspective on action research as a key tool for developing curricula and refining pedagogical techniques.

Research by Beetham and Sharpe (2020) on digital transformation in education emphasises the importance of technological integration as a Professional Skill. Devlin and McKay's (2018) argued on supporting non-traditional students aligns with the digital competencies and skills are key to be succeed.

Implementation Strategy

As a new lecturer, I recognize the importance of balancing teaching, research, and community service. The mission of higher education traditionally includes teaching, research, and community service (Jongbloed, Enders, & Salerno, 2008). Some lecturers prioritize research, particularly under the "publish or perish" culture, where teaching is often viewed as secondary to scholarly activity (Light, Cox, and Calkins, 2009). This view is common across social media and academic circles, reflecting a broader trend in higher education. While research and scholarly activities (A5) are crucial for career progression, teaching remains a vital part of our responsibilities. Drawing on both PSF2023 components and current pedagogical research, I developed a comprehensive intervention strategy encompassing three main areas:

Digital Learning Integration

Digital learning has become a leading trend in education, driving the creation of more effective learning environments . The ongoing demand for digital transformation in teaching is reshaping higher education, impacting areas like recruitment, retention, graduation, and accreditation (Beetham & Sharpe, 2019; Huang et al., 2024). Using digital learning can improve low level engagement of student participation. Also, it can response the question why student should do the digital learning activities. Recently, I have students who reflect how can we prepare them to be the manager in the management course. Embedding digital learning skills can help them better prepare future career.

The integration of online learning technologies will produce blended learning systems that surpass traditional face-to-face classes (Haseeb, 2019). Digital learning is a trend in the industry and many business use digital learning for CPD activities, for example, the VR learning in the tourism (Marx, Flynn and Kylänen, 2021). When designing and planning learning activities (A1), I always prioritize the incorporation of technology skills into the curriculum. As Svinicki and McKeachie (2014) noted, students are more motivated when engaged in active learning tasks. I regularly ask myself whether the materials I use are engaging enough to support active learning (A2).

Virtual Reality (VR) learning is a good idea and some universities are using VR to support student learning (Al-Ansi et al., 2023), for example, University of Nottingham has a world leading virtual reality teaching facility (University of Nottingham, 2024). Building on my commitment to technological integration in learning, I implemented an experiential learning session in the university's immersive room for my gastronomy management students. After arranging a structured introduction from the specialist immersive technology team, students were guided through a demonstration featuring exemplary projects from tourism and architecture programs. This contextualized approach proved highly effective, with 80% of students actively engaging with the technology and subsequently expressing interest in incorporating immersive elements into their final projects. This high engagement level validates the pedagogical value of experiential technology encounters and demonstrates how cross-disciplinary examples can inspire application within hospitality contexts. I will require my students to use immersive room for the final project.

Two online resources I frequently use to support learning (A2) and create an effective learning environment are LinkedIn Learning and the INSIDE LVMH Certificate. In my marketing and sales module, I introduced a LinkedIn Learning course on sales management to supplement my content, which had focused more on marketing due to time constraints. The course is designed by industry experts and primarily consists of videos followed by quizzes to assess understanding. This is an excellent way to embed digital learning into the curriculum.

Another resource I incorporated into the curriculum is the INSIDE LVMH Certificate. LVMH, a luxury brand in the hospitality industry, offers this certificate, which spans four modules over eight weeks. It provides students with valuable insights into the fundamentals of luxury and can enhance their CVs after completing a final quiz. The certificate is offered twice a year, in May-July and October-December (LVMH, 2023). By completing this course, students gain knowledge directly from a leading luxury brand, boosting their competitiveness in the industry. It also serves as a real-life example of HR training within a top luxury brand, which complements coursework where students are

required to evaluate HR training strategies. The online resource can encourage students to be an independent learner with self-studying. I received positive feedback from students since the LVMH courses are designed by the executive in LVMH group, and students get insightful information and experience from the learning. One student commented: "The LVMH course gave me real insights into the luxury sector." Another noted: "The LinkedIn Learning modules helped me understand the sales concepts much better than just reading the theories."

Critical Evaluation and Assessment Methods

Assessment methods play a crucial role in ensuring education quality by evaluating students' success and understanding of subject knowledge. ISO 9001, a widely implemented quality standard in higher education across the US and UK, serves as a tool to increase both student and stakeholder satisfaction (Ozbek, 2019). As Mola (2007) points out, standardizing work processes is one of the key benefits of applying ISO 9001 in higher education. A well-structured module handbook is central to this standardization, particularly in providing assessment guidance. After reviewing student assessments, I recognized the importance of clear, consistent guidance in these handbooks. For instance, I teach four different modules this term, each with its own handbook. Two handbooks clearly stated that references should be listed alphabetically, while the other two omitted this information. Consequently, only the students who received clear guidance applied the alphabetical referencing style correctly. Although alphabetical order is a standard in Harvard Referencing, not all students were aware of it, highlighting the need for precise instructions.

Teacher feedback on student assessment tasks is considered both valuable and beneficial for improving learning outcomes (Hattie, 2012). There are various ways to provide feedback to learners, and formative assessments are one of the most common methods for evaluating student performance. Sadler (1989) emphasized that formative assessment feedback should focus on the characteristics of students' work and provide suggestions for improvement, rather than solely assigning a grade. Critical and creative thinking are essential for gathering and evaluating information, solving problems, and

making decisions in both professional and personal contexts (Swartz and Parks, 1994). A variety of assessments can also help develop essential skills in students. When designing assessments, I incorporate a range of formats, including essays, videos, presentations, posters, and role-play, to engage students and encourage skill development. When students possess strong self-efficacy and believe their actions can lead to desired results, they are more motivated to take action even when facing challenges (Pajares, 2012). Therefore, I have break the assessment tasks into class activities. For example, student have to do a PESTEL analysis for final presentation, and I plan a PESTEL presentation activity in the tutorial (A1) to test their understanding and the ability to apply theories. Student has better motivation to finish the activities as they know it is helpful for the final assessment. Simple and direct feedback using familiar vocabulary can be effective in helping students understand how to improve their work (Bruno & Santos, 2010). I also give verbal and written feedback to them after presentation (A3).

Expanding Assessment Diversity for AI-Resistant Evaluation

Assessments should challenge students to demonstrate these skills. One of the key challenges for lecturers are AI tools. Recent research has shown that AI technologies like ChatGPT can generate human-like content with flexibility, there is a concern that students might use them to complete their academic assignments, making it difficult for instructors to detect AI-assisted submissions, for example, ChatGPT can help student pass the final exam for the Operations Management course in an MBA program (Waltzer, Pilegard and Heyman, 2024). This potential has prompted some to suggest that essay assignments in education may be approaching their end (Stokel-Walker, 2022). Even supporters of AI in the classroom have raised concerns about its potential to compromise academic integrity (Cotton, Cotton and Shipway, 2023). AI could make cheating easier and more affordable, prompting important questions about the relationship between technology, academic integrity, and ethics in education (Yu, 2023). A significant number of students may simply copy and paste ChatGPT-generated responses into their essays, bypassing the active engagement with the material that fosters deep learning. In response to these challenges, I have developed a multi-faceted assessment strategy that combines (K5):

1. Presentation
2. Role-play
3. Video Assessment

Chi and Wylie (2014) suggested learning activities are key for active learning for overcoming passive learning. In today's digital age, modern communication techniques—such as micro-learning, video production, and visual storytelling—are increasingly important (K4) (Forbes, 2022).

I use video assessments in modules on sustainability and contemporary trends (V4, K1, K4, A1). Students are tasked with creating and editing videos on topics such as water scarcity, deforestation, and energy conservation. While video assessments can be time-consuming to review, it offer an opportunity for students to practice creative thinking and ICT skills. Although students can use AI for video generation, they cannot copy and paste. It has embedded the employability skills. Many international companies, including major hotel chains, use video assessments in their recruitment processes. This approach not only enhances students' employability but also prepares them for real-world challenges.

Role-play is another valuable assessment tool, particularly in professional service and front-of-house management (A1, A2, A3, A4, V1, V2, V5, K2, K3). Role-play allows students to apply theoretical concepts in practical, real-life scenarios, testing their problem-solving abilities and engagement with new skills (Gryglewicz et al., 2020). It is an experimental learning in classroom. The advantage of role-play over placements is that I can create controlled scenarios that focus on specific learning objectives. The variety of assessment methods ensures that students develop a broad range of skills, from academic writing to practical business communication. I embedded the employability skills along teaching. They are not learning theories only but also the practical experience in real-life working environment.

As Heywood (1977) pointed out, a student's performance can vary depending on the assessment format, with some excelling in oral exams and others in written work. Offering

diverse assessment methods helps students identify their strengths and weaknesses while fostering inclusivity and fairness. This approach allows students with different skills—whether in writing, business communication, or customer service—to achieve academic success, thus respecting individual learning styles and promoting diversity (V1). While formative assessments are valuable, they often come at the end of the teaching cycle, making it difficult for students to implement feedback in time to improve their performance. To enhance quality assurance, I use peer reviews (K6) alongside formative assessments. Peer review offers students a chance to learn from each other's work, providing constructive feedback and engaging more deeply with the material.

Effective, Inclusive and Diverse Learning Environment

We must respect and accommodate the needs of individual and diverse learners (V1). In higher education, the student body is increasingly diverse, with learners from varied backgrounds and cultures. In my current teaching, over 50% of students are nontraditional. As Devlin and McKay (2012) suggest, it is important to adopt effective practices to support the success of nontraditional students. Given the size of my class and the growing number of nontraditional and non-native English speaking students in higher education, I have chosen this group as an example to explain how I can support their learning and create an effective learning environment (A4).

Academic writing is an area where both traditional and nontraditional students face difficulties. However, nontraditional students tend to struggle more in this area. To support their academic development, I provide additional resources, such as writing guides from Harvard University and the University of Reading. I also explain how to properly use in-text citations and create reference lists in academic writing. Furthermore, I encourage students to seek academic support from the university's library team, reminding them that there are various resources available to assist with their learning and development. As educators, we should foster a spirit of collaboration and guide students toward utilizing support services like student counseling and academic tutoring. Effective teaching plays a key role in curriculum design. While scholars have different perspectives on what constitutes effective teaching, student surveys and observations are the most

common methods used to evaluate it (K3). Beside the module evaluation at the end of the semester, I always ask student's opinion at the end of the lesson, especially, a deeper talk at the final lesson. I tell them straightly what you recommended will be applied for next group of students (V5).

Also, lecturers can also self-assess the effectiveness of their curriculum design (K5). Nulty (2001) proposed ten dimensions of effective teaching, which I have summarized below:

1	Are the learning aims and objectives clearly defined, realistic, and challenging yet achievable?
2	Is there sufficient advanced content with clear explanations?
3	Do the learning activities generate student interest and engagement?
4	Are challenging questions being asked?

Table 1. Characteristic of Effective Teaching

By addressing these questions when designing the curriculum and activities, we can assess whether the teaching is effective. If the answer is "no" to any of the above, it signals that improvements may be necessary.

One effective technique for evaluating student learning outcomes is Harvard's one-minute paper method (Drew, Klopfer, and Malitt, 2016). According to Harvard's Derek Bok Center for Teaching and Learning (2023), polling software like Poll Everywhere or Learning Catalytics can be used to track how students' attitudes and understanding evolve over time. In addition to asking colleagues for feedback, I also collaborate with students to enhance teaching practices (V5). As Biggs and Tang (2011) highlighted, well-organized lessons with effective activities help students meet learning objectives and reflect on their progress, making methods like the one-minute paper highly valuable.

Shulman (1987) argued that effective pedagogy requires knowledge of the subject matter, teaching methods, organizational techniques, and communication strategies. Group presentations where students present theories, models, or case studies are a powerful way to foster an effective learning environment. This approach also encourages independent learning, which is crucial in higher education. Some students have expressed frustration that the class content does not cover all the assessment criteria, and they question why additional reading is necessary. I explain the importance of independent learning using the study time allocation provided in the module handbook. However, many students still lack the habit of independent learning. To address this, I plan to introduce student presentations, where groups of two or three will prepare a presentation for the next tutorial. A "lucky draw" will determine which group presents, encouraging all students to prepare thoroughly. This method not only promotes active learning but also embeds independent learning into university life. Assigning specific tasks helps ensure that students complete the required reading and engage with the material more deeply. Huxham et al. (2016) described a project at a Scottish university called "Students as Colleagues," in which students took on roles such as curriculum advisors, researchers, and consultants. Similarly, peer review allows students to act as mirrors for one another, identifying common mistakes and learning from them. It is often easier to critique others than to self-reflect, making peer feedback an effective learning tool. Encouraging students to give feedback promotes participation, equality, and collaboration (V2). In this dynamic environment, the lecturer is no longer the sole authority—students actively contribute to each other's learning by presenting, reviewing, and asking questions. This shift creates a more engaging and inclusive classroom.

Professional Practice and Peer Collaboration

The hospitality industry is evolving rapidly, especially after COVID-19 and with the rise of AI. Automation and robotics have become prevalent, with innovations such as automated ticket centers at airports, robotic hotel check-ins, and automated food delivery in restaurants (Ivanov, Webster, and Berezina, 2017). To ensure that my teaching remains relevant and effective, I continually update my content with the latest industry insights and trends.

Addressing Technological Knowledge Gaps Through Scholarly Engagement

To address my identified knowledge gap in emerging technologies, I have purposefully engaged in structured continuing professional development through academic conferences and industry forums. In July 2024, I participated in an international consumer behaviour conference (V3, V5, A5) where I attended Dr. Phyliss Jia Gai's (Peking University) presentation on "Robots for health, human for taste: Consumer eating goals and chef preference." Her research revealed compelling insights into consumer psychology regarding automation in culinary contexts, specifically how consumers associate robot chefs with healthier food preparation while perceiving human chefs as superior for taste-oriented experiences.

This scholarly engagement directly informed my teaching practice when I developed a structured debate activity exploring the implications of automation in hospitality. Applying Klopfer and Drew's (2016) concept of scholarly teaching as "the bridge from teaching to learning," I deliberately translated this contemporary research into an engaging pedagogical intervention. This approach exemplifies Stone and Stone's (1975) assertion that professional education must transcend theoretical abstractions to incorporate practical applications and performance dimensions. The debate format significantly enhanced student engagement and comprehension of key concepts (V2, K1, A1, A2), which became evident during lesson recapitulation, where students demonstrated notably deeper understanding compared to traditional didactic approaches.

Further enhancing my industry-academia connections, I contributed to a roundtable discussion hosted by the Institute of Hospitality in Wales on 25th September 2024 (V5, A1). This forum addressed several critical issues, including embedding equality, diversity, and inclusion values in curriculum design, strengthening university-industry partnerships, and promoting technological adoption within hospitality settings. The Institute's forthcoming white paper will synthesise these discussions (see appendix 7.1), providing evidence-based recommendations that will inform my teaching practice.

When students questioned the relationship between academic study and industry practice, I leveraged these experiences to illustrate the dynamic interchange between the

two domains. By sharing insights from the Institute of Hospitality roundtable, particularly regarding technological adaptation in workplace environments, I contextualised their learning within authentic industry developments. I emphasised that as future managers, they would need to navigate technological transformation in hospitality settings. This explanation enhanced students' comprehension of curriculum design rationale and demonstrated the value of industry-academic collaboration in informing pedagogical approaches (V5). Students' subsequent reflections indicated a clearer understanding of how their academic preparation aligns with future professional responsibilities.

My Growth as an Educator

This teaching intervention cycle has profoundly transformed my practice as an educator in several key ways. My role has shifted from primarily delivering content to creating environments where students actively construct their own understanding. I now spend more time designing engaging activities and less time lecturing. I initially identified gap in technology knowledge is being systematically addressed through my professional development plan, and I have already successfully integrated several digital resources that have measurably improved student engagement. Through the peer observation framework and industry engagement, I identified my strengths and weakness. Also scholarly activities allow myself to become more connected to both academic and industry communities, enriching my teaching with diverse perspectives.

Conclusion

In conclusion, this report has demonstrated a thorough application of the PSF2023 framework, encompassing Impact Areas, Elements of Practice, and Enabling Factors, to articulate my teaching philosophy and strategies. Balancing the responsibilities of teaching, research, and community service, I have emphasized the importance of creating an engaging, supportive, and inclusive learning environment. By integrating digital tools and diverse assessment methods, I have successfully enhanced student engagement and learning outcomes, particularly for non-traditional learners.

My approach prioritizes respecting individual learning needs, promoting equality, and using empathy-focused activities and mental health support skills to foster a strong

student-staff relationship. Through a combination of active learning techniques, digital resources, and empathy-focused support, I have significantly improved student engagement and learning outcomes. By incorporating interactive activities, digital tools like LinkedIn Learning and the INSIDE LVMH Certificate, and diverse assessment methods, I have made course content more accessible. I have introduced students to practical industry insights, boosting both engagement and employability.

My emphasis on formative feedback, mental health awareness, and fostering supportive student-staff relationships has cultivated a classroom environment where students feel motivated, supported, and empowered to take responsibility for their learning. Overall, these changes have helped students connect theory to real-world applications, develop critical thinking skills, and better prepare for future professional roles. With formative feedback and reflective practices, students are encouraged to take ownership of their learning journey.

Moving forward, I plan to continue my cyclical improvement process, with particular focus on further developing my technological capabilities and expanding the peer collaboration framework to create more opportunities for sharing effective practices across the department. By maintaining this systematic, evidence-based approach to teaching development, I will continue to contribute to a dynamic and inclusive educational environment that aligns with both the university's mission and the broader professional standards outlined in PSF2023



PG Cert tHE Portfolio- Teaching Intervention Cycle -3

Title : An intervention to improve student engagement by immersive room at UWTSD

The background and context

I implemented this teaching intervention in the Hospitality Management program's Gastronomy Management module for second-year undergraduates at University of Wales Trinity Saint David during 2024-2025. Through professional observations and student feedback, I identified significant disengagement stemming from the program's inability to provide promised international field trips due to budget constraints. This particularly affected teaching and assessment related to international hospitality practices, as students struggled to connect theory with global contexts. My intervention aimed to create alternative experiential learning opportunities using immersive technologies to virtually recreate international hospitality environments. I sought to increase engagement, improve understanding of global hospitality operations, enhance theory application, and boost retention rates. I got positive feedback by using the immersive room and students had better engagement after the experience.

The issue /problem

In my hospitality management program, I observed that students were demotivated and disengaged from the learning process. Fredricks, Reschly and Christenson (2019) concluded student disengagement is a global issue. This disengagement was exacerbated by students' disappointment when the program could not fulfil its commitment to an international field trip due to limited funding. Research by Shernoff, Ruzek, and Sinha (2016) establishes that student engagement is essential for effective learning and program retention. This was evident in our program, where multiple students discontinued their studies specifically citing the absence of promised international field trip experiences as their reason for leaving. My professional observations revealed that students were missing essential experiential components in their learning journey, which impacted their motivation and understanding of real-world hospitality contexts. This issue primarily affected their engagement with course content and their ability to connect theoretical knowledge with practical applications in international hospitality settings.

The intervention

I integrated immersive room and Virtual Reality (VR) technologies into my teaching practice for hospitality management students. Drawing on my professional development activities related to immersive technologies in UNHE7007, I recognized an opportunity to address the engagement gap through technology-enhanced experiential learning. Kolb (2015, p. 41) describes experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience." I embraced this approach by creating virtual field experiences that could substitute for the international trips that weren't feasible.

The process

I planned lessons focused on hospitality consulting roles in sourcing and sustainability, where students could virtually visit locations like the Toyosu Fish Market in Tokyo or Inceson Fish Market in Korea. The immersive room displayed market visuals and sounds while I explained sustainable sourcing practices and shared travel experiences. This intervention aimed to provide authentic contexts for learning and spark engagement. I began by identifying key international hospitality environments that would be valuable for students to experience but were inaccessible due to funding constraints. I then researched available immersive technologies and content that could simulate these environments effectively. The cognitive theory of multimedia learning suggests that videos, in-person classes, and videoconferences can effectively leverage our cognitive abilities to enhance learning (Mayer, 2008). Following this principle, I designed learning activities that would maximize the benefits of the immersive technology while ensuring alignment with learning outcomes. I created a structured learning experience that included:

- 1.Pre-immersion briefing about the location and learning objectives
- 2.Guided immersive experience with facilitated discussion
- 3.Post-immersion reflection activity
- 4.Student presentations where they could demonstrate their learning

This process encompassed both the immersive experience itself and critical reflection on that experience, in line with Dewey's (1938) argument that learning is rooted not just in experience but in reflection on that experience.



Figure 2. Example of 360 VR Incheon Fish Market “Yeon -anbudu” (Korea Walker, 2019).

The impact

The impact of this intervention was significant for both student engagement and learning outcomes. During the immersive room experiences, students demonstrated heightened engagement, with one student exclaiming, "That is real gastronomy management!" (A4). This comment reflected their recognition of the authentic connection between the simulated experience and real-world professional practices. The virtual experiences provided equal opportunities for all students to engage with international contexts, regardless of financial constraints, addressing an important equity issue in the program (V1, V2). This democratization of access to international experiences was particularly valuable for students who had never travelled to these locations. Following the immersive room activities, students delivered presentations that demonstrated deeper understanding of sustainable sourcing practices, supported by relevant theories. I provided verbal and written feedback on these presentations, confirming that the intervention had enhanced both their knowledge acquisition and their ability to apply concepts in practical contexts (A3, K1, K2, K3, K5).

Learning for practice

Recent research strongly supports the effectiveness of immersive learning in higher education. Studies suggest that immersive learning can enhance academic success and motivation (Свиридова et al., 2023) Various disciplines are integrating immersive technologies into teaching and learning, including environmental science (Cho and Park, 2023), occupational therapy and psychology (Berthiaume, Craig, and Rayford, 2023), and robotic surgical training (Raja et al., 2024). Specific to hospitality education, Hurrell and Baker (2020) provide examples of immersive learning including virtual field trips using Google Earth VR. Deri, Zaaizie, and Singh (2023) argue that hospitality services must embrace digital technologies to respond to emerging needs and opportunities, such as immersive experience interactions among tourists (Prandi et al., 2023). Dewey (1938) noted that not all experiences are equally educative and that certain experiences can even miseducate reminds us of the importance of careful design in experiential learning. This intervention was crafted to ensure that the virtual experiences were educationally valuable and contributed to students' professional development.

Professional standards

My teaching intervention aligns with the UK Professional Standards Framework 2023 across these key dimensions:

Teaching Practice (A1, A2, A4)

I designed and delivered immersive virtual field experiences that created engaging learning environments to substitute international hospitality contexts that were otherwise inaccessible to my students.

Assessment and Feedback (A3, K5)

I implemented reflective presentations with detailed feedback, allowing me to evaluate both student learning and the effectiveness of my immersive teaching approach.

Professional Development and Subject Knowledge (A5, K1, K6)

I applied insights from my CPD in immersive technologies to enhance my teaching of authentic hospitality industry contexts, addressing program quality issues while maintaining educational standards.

Pedagogical Approach (K2, K3, K4)

I selected immersive technology based on my understanding of experiential learning theory and principles of reflective practice, demonstrating my appropriate use of learning technologies.

Inclusive Education and Evidence-Based Practice (V1, V2, V3, V4)

I created equitable access to international experiences regardless of students' financial circumstances, while grounding my intervention in research on experiential learning and responding to industry trends in digital hospitality.

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2.1 Teaching Observation 1 by Robyn Griffith (Study Advisor)



Details of the Observation	
Observee	Ka Po Chong
Practice Advisor / Expert peer observer	Robyn Griffiths
Date of the Observation	23/09/2024
Campus / Location	Online
Date, Time, Duration	23/09/2024 / 9am / 4hrs
Subject Speciality	Professional Service
Type of activity	Lecture
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities]

i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.

Comments

Good use of methods and approaches to underpinning some of the core knowledge required for this particular subject. Similar to the previous observation, I found it to be interesting in terms of how much of what I understood in terms of models and approaches to business and how these were relevant to this subject. Again, they were used to good effect in terms of allowing me to understand the content/subject matter with use of effective learning methods.

Different teaching methods have been applied in the class this time. Utilising a case study early on, I commend the focus on the importance of communication through the interesting activity.

Teaching [A2: Teach and/or support learning.]

i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

Comments

Ensured recapping of previous sessions as a basis/foundation of learning for the session at the very beginning. However, you may need to give more time for students to answer questions, as not everyone participated. It will be better if you can test everyone prior knowledge instead of the active students only.

Again, good use of videos are a technique to create a broader sense of delivery. You give enough time for them to discuss the role of manager after the video.

Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.]

i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.

Comments

Ka Po continues to create a fun atmosphere conducive to learning...

Looks to ensure interesting activities are there, to engage students in learning.

The 'draw and guess' activity seemed a good tool to encourage passive students to participate, as the activity allowed all of them to get involved and work together. It is nice to see students reinforce the reason for implementing something like this, by stating that they understand the purpose of the activity immediately after the activity.

Where there are occasions where Ka Po is having to explain the rules - due to the nature of the classroom environment, He may find that he needs to be more vocal in explaining to students what is going on.

Assessment [A3: Assess and give learners feedback]

i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students005C.

Comments

Again – leaves enough space for students to answer and appears to challenge their thinking, should he believe that there is more they can give in relation to an answer they share.

Encouragement of wider participation may be the next step in order to ensure ability to offer feedback. Provided a nice amount of contextual relevance with the MBTI-test, explaining the link and expectation relevant to the assessment. It is good to tell students what is the expectation as early as possible.

Core Knowledge

- Subject knowledge
- Teaching methods
- Student learning
- Learning technologies
- Evaluation
- Teaching effectiveness
- Quality assurance

Comments

I feel Ka Po displayed a good level of core knowledge and professionalism with regard to the subject and models used.

Different teaching methods have been applied to the lesson which is always nice to see in terms of the 'many tools in the locker' element of being a practitioner.

Interesting videos and activities are good tools to engage students. Ka Po repeatedly asked students questions to ensure they understand what they are doing and why they have to learn the theories, which is very positive.

It did however seem that there may have been a little too much content delivery for one session. Compounded by the fact that sessions are 4 hours. In future, Ka Po may wish to divide the class in 2 hours theory delivery and 2 hours tutorials. The theory appeared to account for the majority of the session and whilst relevant, due to the fact students can experience information overload, he could look to develop sessions with more of a 50%-50% approach.

Professional values

- Respect for learners
- Promote participation
- Evidence informed approaches
- Wider context of HE

Comments

- *Respected his learners well*
- *Promoted participation by different activity could write down and send (ahead of session) the rules for future activity*
- *Wider context of HE addressed by virtue of being mindful that a lot of the students are mature students who themselves have had relevant experiences with in the industry being discussed.*

Examples of good practice:

- *Pauses allowing for encouragement of discussion.*
- *Group work encouraging collaboration and wider participation*
- *Models of learning used were good.*
- *Different materials to support the curriculum*

Action points:

- *Encourage silent students to participate in the lesson*
- *Try to ask students to turn on camera, especially when they are speaking*
- *Remember to mute mic during breakout rooms to avoid recordings containing unintended elements.*
- *Try to give one more break for students. The content is a little bit overwhelming.*



Observer Date: 21st Oct 2024

Observee Ka Po Chong..... Date: 21st Oct 2024

PGCert PARTICIPANTS

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.

Reflection

Robyn has identified both good practices and weaknesses in my teaching delivery. I respect all the students well (V1). It is essential to a lecturer at higher education as this is one of the core professional values. I have used different approaches to encourage students to participate in the lesson (V2)—however, my instruction of the activity needed to be more apparent. Robyn has identified that I have to repeat the instructions a few times, and students still need help understanding them once they play the game (draw and guess). Next time, I should write down the instructions on PowerPoint. It is easier for students to follow (K3, A4).

Regarding engagement and participation, I should request students to do a presentation in a tutorial next time. Although previous research argued that asking question is one of the best teaching tools (Tofade, Elsner and Haines, 2013), it may not very effective in my class (V3). Sometimes, it is challenging to engage students by asking questions, as some of them will say I do not understand / I do not know the answer. I may give them a topic and prepare for the next lesson presentation. Besides the presentation, the mentimeter is an excellent tool to encourage all students to participate. Research suggested that mentimeter is effective to improve attention, engagement, collaborative learning and interaction (Pichardo et al., 2021) (A2, V3). When I start a new concept or theory, I can use a multimeter to test their prior knowledge and understanding (A3). It can ensure everyone has a fair opportunity to join the class activity.

My content delivery seems overwhelming. I should reduce the amount of theories in the curriculum design but more activities and questioning (A1). It may be fine for postgraduate students as they have previous learning experience in higher education and a certain level of self-learning ability. It may apply to something other than the undergraduate students, especially the first-year students. Slowing down my delivery and breaking the contents more minor will be much better for students to understand and absorb. Besides the content quantity, I have only one coffee break for students in a 3.5 - 4-hour lesson. Students need more time to take a break during lessons. According to previous research,

the human brain has a limited capacity to absorb 45 minutes of information, and its effectiveness will decrease (Bernstein, 2012). In order to increase the effectiveness of learning, I suggest giving more breaks for students to take rest.

2.2 Teaching Observation 2 by Chris Wilkin



Details of the Observation	
Observee	Ka Po Chong
Practice Advisor / Expert peer observer	Christopher Wilkin
Date of the Observation	30/09/2024
Campus / Location	Online
Date, Time, Duration	30/09/2024 09am - 01pm
Subject Speciality	Professional Service
Type of activity	Lecturing
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

Teaching/Support preparation [A1: Design and plan learning activities]

i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.

Comments

An appropriate selection of content but can be supported by providing scaffolding to the session through introduction to session, clear evidence of strong knowledge and preparation.

Limited range of Learning/teaching techniques selected for the delivery.

Teaching [A2: Teach and/or support learning.]

i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

Comments

A brief recap of previous weeks learning but would benefit from Q&A (interactive recap) as this was brief and bulleted, the subject matter was appropriate but would benefit from greater use of academic support for materials I.E ISO.

The areas I would identify for development would be the techniques/pedagogy invoked in the delivery as much of the activity revolved around video or power point slides with some student discussion.

Communication was effective and confident in delivery.

Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.]

i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.

Comments

Some student engagement and generally a positive atmosphere some opportunities to engage less vocal students but overall good.

Class instructions for activity was clear and seemed to be understood by the students for SOP but may have required clarification/reinforcement for Quality assurance as students struggled with this concept.

Assessment [A3: Assess and give learners feedback]

i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students005C.

Comments

Some evidence of formative assessment in the video recaps and activity but room for more diverse assessment options linked to activities.

Core Knowledge

- Subject knowledge
- Teaching methods
- Student learning
- Learning technologies
- Evaluation
- Teaching effectiveness
- Quality assurance

Comments

Delivery would benefit from greater range of pedagogical approaches and delivery tools/resources, greater use of activities

Professional values

- Respect for learners
- Promote participation
- Evidence informed approaches
- Wider context of HE

Comments

Professionally delivered in temperament and knowledge evidence of student participation and understanding of the modules place within the course.

Examples of good practice:

Knowledge and understanding promoting student opinion and feedback.

Action points:

Diversity of techniques/pedagogy, break up the session, greater use of activities to promote and cater to a range of learning styles. Teaching materials could use development as text based slide can become monotonous, correct references e.g ISO

Observer Chris Wilkin..... **Date:** 24th Oct 2024

Observee Ka Po Chong..... **Date:**24th Oct 2024

PGCert PARTICIPANTS

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.

Reflection

Chris has explained to me I am clear in lesson delivery. He said that I know what I am doing and talking. He thinks I have good structure but I should create more activities to engage students. My slides are boring in black and white. He advised me to put more effort on the powerpoint design to increase the level of engagement. I agree with him, as some of my slides are too dull. I will put more pictures and photos on powerpoint to increase the engagement (K4). One photo is worth more than a thousand words. Student can learnt from my power point design, in order to do similar thing on their own work.

Chris has shared his pedagogy that he will create QR code for students to scan it. He advised me to create a QR code for the video and quiz to increase student interaction. He mentioned that video is good but it is boring if they just sit down and watch. However, the iPhone screen may be too small for some students to watch the video. I would not apply it in my lesson delivery (V1, A2). QR code for quizzes is an option to increase engagement. Next time, I will create a QR code for a Quizlet or Kahoot Quiz for students to answer (K3, K4). I create quizzes as the summary sometimes, however, he advised it can apply to every video and chapter's conclusion. It can test if the students watch the video or not (A3). It is worth doing that as it is an excellent way to engage students rather than only group discussion. I always asked how students feel and what they have learnt from the videos. Only some people participated in the discussion, even though you called their names, and they may keep silent. Zeitlin and Sadhak (2022) suggested that Quizlet, which incorporates both spaced learning and self-testing to enhance student learning experience in higher education (V3, V4). If I use quizzes instead of group discussion, it may improve the group's participation (A1, A2, A4. V2).

Although I have activities, Chris believed more is needed for level 4 students. He advised me to create as many activities as I can. He showed me examples in his PowerPoint presentation. He creates activities and asks students questions every two to three slides. The frequency of activities in one lesson is really high and he believes it is the best way to encourage students to learn. Activities are crucial in student engagement; however, I

prefer lower frequency. Every lesson should have 2 to 3 learning outcomes, and one activity for one learning outcome should be enough. If we have too many activities, students may forget it very soon.

Regarding the lesson design, Chris believed telling students when they can expect a coffee break should be essential. It allows them to manage their time and attention better. Usually, I give them a 20-minute break in between. However, he suggested that shortening the break time but giving them extra breaks may increase the attention and engagement. Increasing the frequency of breaks can reduce the teaching and learning pressure on both sides. However, a 15-20 minute break should be good, if this is too short, students would not come back on time (A1). I have to give enough time for them to buy refreshment.

2.3 Teaching Observation 3 by Scott James



Details of the Observation	
Observee	Ka Po Chong
Practice Advisor / Expert peer observer	Scott James
Date of the Observation	21st Oct 2024
Campus / Location	Online
Date, Time, Duration	21st Oct 2024
Subject Specialty	Management
Type of activity	Lecturing
This observation will contribute to the participant's portfolio of evidence to satisfy the assessment of the PGCert tHE and should be undertaken by an experienced academic colleague or professional colleague. Observation by a fellow participant on the programme is not permissible as a means of authenticating practice.	

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Teaching/Support preparation [A1: Design and plan learning activities]
<i>i.e. Preparation, selection and organisation of content. Choice of teaching/learning methods.</i>
Comments
Another aspect of your lesson that was very good was the array of tasks and other elements that were included. First of all, you had set an activity for students to undertake where they read a case study individually. The fact that you directed them to Moodle was good, as this made them log into Moodle and find the case study themselves. Following the 30 minutes, you had an open conversation with them where it allowed students to give their own inputs and opinions on the matter.

Teaching [A2: Teach and/or support learning.]

i.e. Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to the subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc. Technique and Aids: General apparatus – board, data projector, use of handouts. Was effective communication achieved? Was there good student–teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods.

Comments

From observing your lesson, one common factor that was prevalent throughout was just how well you did the basics. With any lesson that takes place online, it is key that the lecturer is present on the screen, but that they also communicate in a way that is clear and concise.

Effective Learning Environments [A4:Develop effective learning environments and approaches to student support and guidance.]

i.e General class atmosphere, level of participation, attention, and interest. Student attitude and ability to carry out classwork. Were learning problems identified and overcome? Awareness of individual needs. Attitude to students.

Comments

This type of engagement gave the students the freedom to unmute themselves, and to share their own knowledge. The way in which you responded to them throughout, asking prompting questions and controlling the conversation was very well done.

I have loathed the fact that the engagement aspect of your lesson was excellent. Again, it was really interesting to hear the opinions and knowledge of many students present in the class. It showed their interest in the subject matter, but it also shines a positive light on your teaching style that they feel comfortable to have a chat with you like you are in a public place. However, for the vast majority of the lesson, the engagement only came from one or two students. I understand that some students are shy to speak in front of a group, but an aspect that you can include going forward is the introduction of group activities. Working in a group will allow students to get to know their fellow peers on a better level, where they will more likely make a contribution. Also, working in a group will give students a sense of urgency and responsibility to get the task that they have been given completed to a high standard. If they do not work as a team, and some individuals do not make the effort, that is something that will look badly on them.

One other room for improvement is for you to provide more authority in your lessons. Your teaching style is very welcoming and it puts the students at ease, however there were moments in the class where you could have stamped down your authority. An example here is when a student did not have their mic muted, and for up to a minute, they were speaking over you, interrupting yourself but also the rest of the class who were listening.

Assessment [A3: Assess and give learners feedback]

i.e Formative/summative assessment examples , Question and answer technique. Other evaluation procedures, class management, instructions to students005C.

Comments

Not only was the engagement only constructed from the case study, but you also had videos which were played throughout the lesson. What was really good about this was that students were able to give their own inputs, and it was fascinating to hear how many of them brought it back to work placement or their own jobs outside of University.

Core Knowledge

- Subject knowledge
- Teaching methods
- Student learning
- Learning technologies
- Evaluation
- Teaching effectiveness
- Quality assurance

Comments

Your presence on the screen, along with the clear message you delivered throughout was a strong element of your lesson. This would also have set a precedent to the students in the class on how to conduct themselves when they have to speak online, whether it via an online presentation or in a future role of theirs.

Professional values

- Respect for learners
- Promote participation
- Evidence informed approaches
- Wider context of HE

Comments

Your teaching style is very welcoming and it puts the students at ease

Examples of good practice:

Good Knowledge

Good Engagement

Good Case Study

Action points:

Provide more authority in your lessons

Introduction of group activities

Observer Scott James..... Date: 25th Oct 2024

Observee Ka Po Chong..... Date: 25th Dec 2024

PGCert PARTICIPANTS

On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences for inclusion in your portfolio along with the observation sheets.

Reflection

According to Scott's Observation, I have two aspects that can be improved for the next lesson planning. Although there is clear evidence of engagement activities in my lesson, I should consider group activities to include students who are shy or disengaged. Scott has noticed that only a few active students keep answering questions, and a few hide behind the screen. Students may feel excluded from the class activities. Scott suggested group activity for the next lesson planning to encourage passive students to participate. Colucci (2007) stated that group activity is particularly beneficial for those more reflective participants who are less comfortable with immediate verbal responses and need extra time for thinking or prefer to sketch out their ideas. Next time, I will use problem-based learning method for students to actively engage in learning by solving a challenge with a scenario. Barrows and Tamblyn (1980) suggested this method can utilize the student's prior knowledge and experience (V4). I will create a case study activity in the future. Group case studies are beneficial for future lesson planning (A1, A2). I will required student to do a group presentation of the case study analysis with the use of other presentation tools beside MS Office, such as Pop AI, prezzi and Canva (A3). it can maximize the participation of the students (K3) and develop their technology skills in AI presentation (K4).

Scott has suggested that authority is another critical issue in classroom management. He noticed a few times my voice overlapped with the students. Although my attitude and harmony in the classroom atmosphere are good, building up my authority in the class is better. I understand that Scott received the PGCE teacher training and also applied in primary and secondary education. Therefore, he may suggest that I build more authority for better classroom management. However, higher education differs from primary and secondary education as the learners are all adults (in theory). We should not treat them as kids or children. I understand the importance of mutual respect, and I prefer giving students enough time to express their opinions rather than stopping them (A4). I am concerned that they will not be motivated next time. Adults / young adult learners are

different. Brunton and Buckley (2021) explained that the adult learner has a different identity as a university learner (V3).

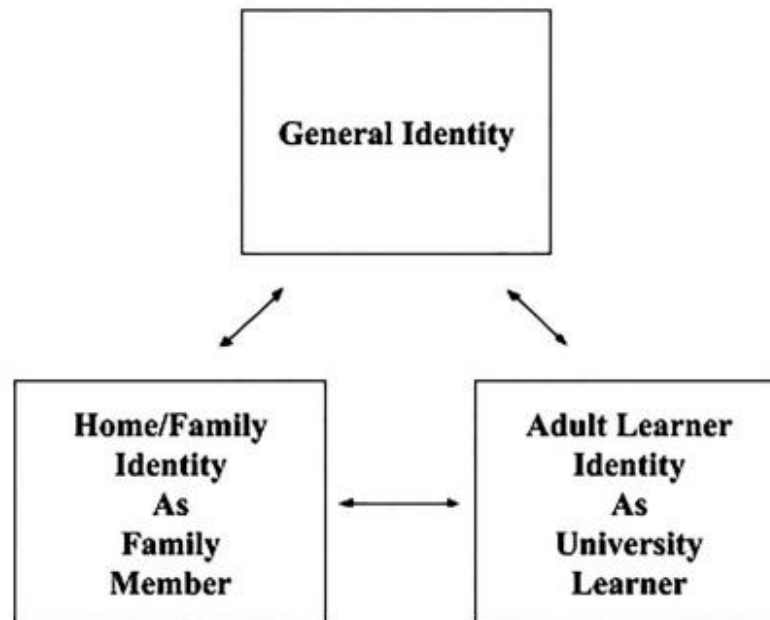


Figure 2.3.1 . A multidimensional identity structure: The identity portfolio (Brunton and Buckley, 2021).

I prefer less authority in the class, and we should learn from each other to respect individual learners (V1). I tried to create an environment for creative brainstorming and discussion (V2).

3.1 CPD Reflective Report 1 - Searching the Literature: Essential InfoSkills for Researchers

This CPD event is operated by the UWTSD library team to help us to gain better understanding of the library research support and how to formulate an effective search strategy for researchers. The CPD session has introduced the key points in efficient research e.g. how to define the scopes and use the advanced search to be specified.

The CPD session has introduced the tool 'RefWork' for data recording. It is essential for us to keep the data accurately for referencing. The university has subscribed to the tool and it is available for us. There is a direct export option in the library catalog. Meanwhile, I am using zotero which is a free software for researchers. It has a similar function to Zotero, and both of the software can export records to word, excel, and RIS(citation manager) (K2). Sometimes, students complain about lack of support in infoskills. It is useful for teaching and I can tell students what they should do for a better reference if they are struggling. I will introduce both RefWorks and Zotero to students as effective tools for managing references. I will demonstrate on using these tools to collect and organize sources, make citations, and format bibliographies correctly. Also, I will compare RefWorks and Zotero to see which tool might best suit for them (A4, A5). They can choose either one tool for referencing, and it will be useful for their final research project. This can support students who may struggle with referencing by simplifying the citation process and encouraging proper reference management. Most of the students use cite this for me. It is a good tool but not brilliant to organize and record the references (K5). I want to encourage student to establish a record in reading but not just cite the references.

Regarding the physical resources, the library team has introduced a visual tool for us to locate the physical resources. In the past, we had to find the books according to the call number. The call number in a library is the registered code or official numbering used to identify the particular book or manuscript (Oxford Reference, 2024). Indeed, it is time consuming as we are not familiar with where the number is located. Thanks to the

technology, we can locate the physical resources easily on the library page. Moreover, the E-kiosk allows us to borrow and return books at any time. I will book a library tutorial session for all new learner to encourage them to use the physical resources. There are quite study area which may benefit students who do not have a quiet place at home (V5).

The DOAB and DOAJ can show you all the resources which are open access. It can save our time in research. It is quite common that we do not have access to some journal articles and E-book and spend more than an hour trying to find if it has open access in one of the databases. In the past, I had to search it one by one in google, google scholar, emerald, science direct etc. Because I do not know if there are any chances I can get an open access from one of the databases. After the CPD session, I knew that DOAB and DOAJ would be useful to check if the resources have open access or not. I will introduce students to the Directory of Open Access Books (DOAB) and Directory of Open Access Journals (DOAJ) as reliable sources for free academic resources (V3, V4). Sometimes they complain the university library do not have enough resources for their topic, and these tools are valuable for students who may not have access to all journal articles or e-books due to subscription limits.

3.2 CPD Reflective Report 2 - Immersive Learning

My department has organized an introductory trip to the immersive room at the library, which was presented by technologists who are responsible for immersive learning (A5). Immersive learning has been discussed for several years, and many researchers have done related research on the application of VR learning in education. I had never used VR for learning, but I had experience in entertainment only. The immersive room is not only a VR but more like 360-degree learning from three large screens in the immersive room. The technologist showed us the possibility of health and safety training in immersive learning. We can zoom in and out of the potential hazard and engage students with the large screen (K2, A4). It can allow student to learn different types of hazard in service and production with visual images. I can test their knowledge by asking them to identify the potential hazards in the immersive room (K5).

This is a good tool to promote inclusive learning in the hospitality industry. An inclusive environment creates a supportive and responsive environment for all learners from different backgrounds and cultures, including learners with different learning difficulties/disabilities (Unlu, 2017). When designing activities, it will be great to consider different learners' needs. Hurtado, Gasiewski, and Alvarez (2014) stated that many disadvantaged background students did not participate in social and academic activities because they needed to afford the fees for the trips, clothes or technology (e.g. laptop) required for the course. I can use the immersive room to show them the vineyard, tourist attractions, etc. Organizing local and international field trips for students' learning is always good. Indeed, not all of the students can afford it, and they have fewer opportunities to experience it. However, the immersive provides more flexibility to the lecturers in curriculum design and gives students better engagement in learning.

We know that scene memory can last longer. Witmer and Singer (1998:225) explain the sense of presence as "the subjective experience of being in one place or environment, even when one is physically situated in another." Students can get experience in classroom learning and understand better with visualizing materials (V3, V4). Although people may argue that videos can have the same effect, it is only valid once you

experience the immersive room. Before I experienced the immersive room, I considered VR learning/ immersive learning to be more like a gimmick. However, I am wrong. Immersive learning is similar to visiting a museum with immersive learning technology. Even though immersive learning may not directly impact the learning outcome, the difference in cognitive load during the learning process shows that students with particular learning style preferences must bear a more significant cognitive load to achieve the same learning outcomes as other students (Huang *et al.*, 2020). It is an excellent tool to promote learning and engage students to come to class. Therefore, I have applied in my curriculum design and in the teaching intervention 2 – poster.

3.3 CPD Reflective Report 3 - Mental Health First Aid Training

I have joined a mental health first aid training program by MHFA (A5). MHFA is an international organization to promote mental health and provide training to the public in first aid skills to support people with mental health problems (MHFA, 2023). One of the most significant takeaways from the MHFA training was the heightened awareness surrounding mental health issues. The course provided a comprehensive overview of various mental health disorders, dispelling myths and misconceptions that often contribute to stigma. We received different information and the university emphasized the importance of mental health. However, we do not really know what the illness or symptoms are exactly. The course provides a lot of technical terms to allow us to learn knowledge correctly.

MHFA training is its practicality within the academic setting. The skills acquired, such as active listening, recognizing signs of distress, and initiating appropriate interventions, are directly applicable in a higher education context. The training empowers educators to identify students in need, provide initial support, and guide them towards the necessary resources, thus contributing to a more proactive and holistic approach to student well-being. They also shared with us the real situation in the NHS and recommended us to transfer students / patients to a private psychologist if possible.

We have empath practice and learnt from group work. We break into groups and create profiles to share and analyze which potential mental health issues they may have. I learnt new activity from the psychology aspects and I am considering applying it in marketing. Psychology plays a significant role in marketing, such as customer psychology, business psychology and so on. I can break students into groups and create profiles to analyze the customer behaviors. It is an engaging activity for students to participate in a tutorial.

The practical skills acquired during MHFA training have empowered me to take a proactive role in assisting someone in crisis. The ALGEE action plan – Assess, Listen, Give reassurance, Encourage professional help, and Encourage self-help and other support strategies is the first aid toolkit. The mental health first aid toolkit that I can apply

in real-life situations. The training has equipped me to approach mental health concerns with a methodical and compassionate mindset, ensuring that my actions contribute positively to the well-being of others. Although I have basic ideas of what to do before the course, I do not have theory to support my decision. The skills and theory which I can consider to put in some modules such as human resources management and risk management.

I will Integrate mental health awareness into relevant modules, such as Human Resources (HR) and risk management (K2, V4). For example, discuss how HR professionals address employee mental health concerns and promote well-being in the workplace with case study (V3). This can help students expand their understanding of HR beyond recruitment, and a comprehensive view of HR responsibilities. Mental health and well-being are always a concern in the HR department. Many students have limited the scope of HR in recruitment. I consider it is worth sharing knowledge about mental health in the HR module to increase students' awareness. If students are interested in working in human resources, they need better understanding in HR function.

After that, I will use immersive room to set up recreate common environments where mental health crises might occur, the workplace such as a restaurant, kitchen, or public area in the hotel. I will use realistic audio-visual cues and scripted character interactions to simulate situations. Students need to practice the ALGEE action plan (Assess, Listen, Give reassurance, Encourage professional help, and Encourage self-help) in real time. They can role-play different responses and reflect on how their reactions might impact the individual in distress. I will provide verbal and written feedback based on the practice (V4, K5).

4 General Reflective Statement

Introduction

This reflective statement examines my professional development journey through the PGCert THE programme, evaluating its impact on my pedagogical understanding and future academic trajectory. The programme has served as a foundational platform for new academics transitioning from industry expertise to pedagogical competence, facilitating a deeper understanding of our roles and responsibilities through structured continuous professional development activities and critical engagement with educational literature.

Transformative Learning Through Theoretical Engagement

The most intellectually stimulating aspect of this programme has been the comprehensive exploration of educational theory and pedagogical frameworks. I have developed a profound appreciation for the historical evolution of pedagogy and its diverse applications across disciplines. This theoretical engagement has illuminated practices I encountered during my undergraduate studies in Switzerland, where I previously misinterpreted simulation activities as mere entertainment rather than purposeful educational interventions. What my peers and I dismissed as lecturer indolence, I now recognise as theoretically-grounded game-based learning methodologies with intentional educational outcomes.

This realisation exemplifies Mezirow's (1991) concept of transformative learning, where previous assumptions are critically examined and reconstructed. The vivid recollections I retain from participatory learning experiences, contrasted with the limited retention of didactic lectures, provides compelling evidence for the efficacy of active learning approaches. This personal epiphany has reinforced my commitment to developing varied pedagogical methods that enhance knowledge transfer and retention.

Professional Development Trajectory

As a graduate of Swiss hospitality education, I maintain a steadfast commitment to continuous professional development. Following the completion of the PGCert THE, I have commenced doctoral studies in hospitality and tourism—a strategic decision to

enhance my academic credibility and expand my capacity for postgraduate teaching. This qualification represents a significant milestone in my academic development, though I remain reflective about potential career pathways in both academia and industry leadership.

Concurrent with my doctoral research, I am collaborating on scholarship in consumer behaviour with colleagues within and beyond my institution. This engagement with research aligns with Boyer's (1990) expanded view of scholarship, which recognises the integration of teaching and research as essential components of academic practice. I intend to maintain focus on hospitality-related publications to enhance the field's knowledge base while informing my teaching practice.

Advancing Professional Recognition

Upon successful completion of the PGCert THE and potential Advance HE accreditation, I will have developed a comprehensive understanding of the value of professional recognition in higher education. The programme has elucidated the reciprocal commitments between educators, students, and institutions necessary for quality teaching provision. My intention is to progress expeditiously toward Senior Fellowship application through the institutional route, which requires the submission of two case studies demonstrating impact beyond one's immediate teaching context.

For this advancement, I am considering developing a case study on the integration of immersive room technology in curriculum design, addressing the growing imperative for technological integration in contemporary higher education. This aligns with the UKPSF's emphasis on the development of learning environments and approaches to student support that acknowledge emerging technological affordances in education.

Conclusion

The PGCert THE has facilitated a profound transition from industry practitioner to reflective academic, equipping me with theoretical frameworks to interrogate and enhance my pedagogical practice. This programme has not only provided the requisite knowledge and skills for effective teaching but has also cultivated a scholarly identity that

will continue to evolve through doctoral study, research engagement, and professional recognition advancement.

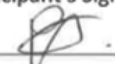
5 Teaching Log

Candidate: Ka Po Chong	Campus: Swansea Business Campus
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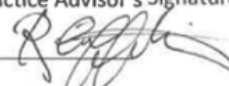
Date	Session Details	No of Hours	Practice Advisor's Signature
23 rd Sep, 2024	Professional Service - Introduction to Human Resources and Organizational Structure	4	
26 th Sep, 2024	Analysis and Review of Operations Process - Introduction to the role of manager	4	
30 th Sep, 2024	Professional Service - Environmental Analysis	4	
03 rd Oct, 2024	Analysis and Review of Operations Process - Decision Making	4	
07 th Oct, 2024	Professional Service - Recruitment Strategy	4	
10 th Oct, 2024	Analysis and Review of Operations Process - Role of Consultant	4	
14 th Oct, 2024	Professional Service - Interviewing & Retention	4	
17 th Oct, 2024	Analysis and Review of Operations Process - Strategy and Tactics	4	
21 st Oct, 2024	Professional Service - Quality Management in HR	4	
10 th Oct, 2024	Produce, Provenance & Sourcing - Farming – The Land	4	
11 th Oct, 2023	Marketing & Sales - Marketing Mix	4	
12 th Oct, 2023	F&B Operation - Menu Planning & Design	4	
16 th Oct, 2023	Effective Management - Understanding the Market	4	
17 th Oct, 2023	Produce, Provenance & Sourcing - Fishing – The Sea	4	
18 th Oct, 2023	Marketing & Sales - Macro Environment Analysis	4	
19 th Oct, 2023	F&B Operation - Food Production	4	
23 th Oct, 2023	Effective Management - Organisational Culture	4	
24 th Oct, 2023	Produce, Provenance & Sourcing - Wine	4	
25 th Oct, 2023	Marketing & Sales - Microenvironment Analysis	4	
26 th Oct, 2023	F&B Operation - Food allergens	4	
30 th Oct, 2023	Effective Management - Quality Management	4	
31 st Oct, 2023	Produce, Provenance & Sourcing - Food Production Methods	4	
01 st Nov, 2023	Marketing & Sales – Role of Social Media Technology	4	
02 nd Nov, 2023	F&B Operation - Beverages	4	
06 th Nov, 2023	Effective Management - Operating	4	

	Legally		
07th Nov, 2023	Produce, Provenance & Sourcing - Food Purchasing Trends	4	
08th Nov, 2023	Marketing & Sales - Stakeholders of Marketing	4	
09th Nov, 2023	F&B Operation - Marketing & Sales	4	
13th Nov, 2023	Effective Management - Debating	4	
14th Nov, 2023	Produce, Provenance & Sourcing - Legal Communication & Comparing Seasonality	4	
Hours =	Hours Carried Over=	Total Hours = 120	

Participant's Signature:

X 

Practice Advisor's Signature:

X 

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7 Appendix

7.1 appendix 1 – Evidence of round table meeting

