

Curriculum Research of "Introduction to Hotel Management" based on the Construction of High-quality First-class Undergraduate Courses

Qinghui Guo, Xinyi Wang

Shandong Xiehe University, Jinan, Shandong, 250107, China

Abstract

Today's society with rapid development of information technology puts forward higher requirements for the quality of college education. Facing the requirements of the new era and new situation, in order to improve the quality of education in colleges and universities, it is necessary to eliminate some courses with low gold content, which is the so-called "water course", and to teach courses that are innovative, difficult and in-depth. Constructed as a "Golden Class". This opened the prelude to the construction and application of First-class courses in universities across the country. This article shares the practice and practice of the "Introduction to Hotel Management" course in the construction of First-class undergraduate courses, and provides reference for the construction of similar courses.

Keywords

First-class Undergraduate Courses; Introduction to Hotel Management; University Disciplines.

1. Requirements for the Construction of First-class Undergraduate Courses

The relevant notice issued by the Ministry of Education in 2019 proposed that the First-class undergraduate courses should be built in accordance with the principle of "one gender". First, the curriculum objectives should reflect the high-level nature. Curriculum goals should be inherited from the school's training philosophy and professional training goals and graduation requirements. When clarifying the curriculum goals, it should highlight advanced teaching concepts, adhere to morality and foster people, embody student development as the center, and devote itself to opening up students' inner Potential and learning motivation, focusing on the comprehensive development of students' morality, intelligence, physical education, and art. Curriculum objectives should conform to the school's orientation and talent training objectives, and focus on the cultivation of knowledge, abilities and qualities. Second, teaching content and teaching methods should highlight innovation. The arrangement of the course content should come from the course goals, and the course content should be arranged according to the course goals that you want to achieve. When arranging the course content, the frontier knowledge of the times should be reflected, while the knowledge, ability and affective goals should be arranged reasonably. From teaching content to teaching objectives to teaching activities to assessment is a complete system. The teaching content should be arranged in accordance with the principle of students' memory curve. The teaching content should be gradual, reflecting fragmentation, modularity and systematization. According to the arrangement of teaching content, choose appropriate teaching methods to enable students to change from passive learning to active learning. Third, curriculum evaluation should reflect the degree of challenge. Curriculum evaluation includes the evaluation of students and other aspects. It must be perfected and conform to 5 principles: appropriateness, phasedness, achievable, quantifiable,

and evaluable. Teaching goals should be clearly stated, which can be measured and tracked during the teaching process. The test paper assessment requirements meet the requirements of the degree of challenge and correspond to the course objectives. Improve the readability of performance analysis and see the effectiveness of reforms. The assessment should maintain a one-to-one correspondence with knowledge, ability, and quality goals. Reasonably determine the proportion of each achievement.

2. "Introduction to Hotel Management" Course Overview

The "Introduction to Hotel Management" course is a required professional course for tourism management majors. It is aimed at second-year undergraduates. The introductory courses include "Introduction to Tourism" and "Management" courses, and the follow-up courses include "Restaurant Service and Management", "Accommodation Management", etc. course. This course has been opened since 2011. Under the teaching concept of ability-based and integration of production and education, it was established as a provincial-level excellent course in 2013. It was rated as a school-level excellent online open course in 2018, and was rated as a school-level First-class course in 2019. The course will be recognized as the First-class undergraduate course in Shandong Province in March 2020.

3. The Key Problems to be Solved in the Teaching Reform of "Introduction to Hotel Management"

1. Restructure the course content to solve the problem of disconnection between learning and application

Both the school and the enterprise discussed, reconstructed the teaching content, formed teaching modules and teaching projects that directly connected with the hotel job, strengthened the job training and emphasized the high-level nature of the courses.

2. Enriching teaching methods and solving the problem of classroom silence

Use information technology to explore online and offline integrated teaching methods, build flipped classrooms, and use diversified teaching methods such as role playing, group discussions, and case analysis to promote curriculum innovation.

3. Improve process evaluation and solve one-sided problems in evaluation

Strengthen the evaluation of students' learning in and outside the classroom, online and offline, build a non-standardized, comprehensive, multi-dimensional evaluation system, enrich the evaluation methods of inquiry, reply, and operation, and increase the degree of challenge of the course.

4. The course teaching design and construction process of "Introduction to Hotel Management"

3.1. Course Objectives

This course adheres to the orientation of integrating the school to serve the local economic and social development, follows the law of student growth, meets the requirements of professional talent training, based on job needs, deepens school-enterprise cooperation, integrates curriculum ideology and politics, and cultivates a sense of service and service for Shandong star hotels. High-quality applied talents with operational management capabilities, professional awareness and innovative spirit.

1. Knowledge goal: learn the basic principles and basic knowledge of hotel management, cultivate a complete professional knowledge system, and the cognition and practice of the hotel industry. Understand the new developments and new business formats of the hotel industry; be familiar with the frontier theories, hotspots and focus of the development of the hotel industry at home and abroad; be familiar with and master the service items and service skills

of the hotel business department; master the management content and management methods of the hotel's various functional departments.

2. Ability goal: cultivate students' ability to discover, analyze and solve problems, shape innovation quality, and improve professional quality. Cultivate students' hotel business organization ability, staff management and customer management ability, improve the methods and skills of emotional service, can analyze and deal with common problems in hotel operation and management, and improve the ability of innovation and entrepreneurship.

3. Quality objectives: broaden international horizons, improve humanistic literacy, and enable students to have the excellent qualities required in the management and practice of the tourism industry such as hotels. Establish students' sense of hotel management, service, dedication, and teamwork, cultivate students' spirit of unity and cooperation, enhance students' professional ethics of dedication and love, and develop good hotel service etiquette habits.

3.2. Teaching Content

With the help of the job tasks and processes of the Jinan Hilton Hotel, analyze the job vocational ability, reconstruct the teaching content, and form a curriculum content system that meets the needs of hotel positions, meets the needs of future vocational capabilities, and reflects the cutting-edge of the hotel industry era. According to the needs of hotel positions, the course content is integrated into seven projects including hotel overview, hotel management theory and methods, hotel organization and management, and hotel reception department management.

3.3. Teaching Resources

3.3.1. Classroom Teaching Resources

(1) Curriculum resource library: Make full use of information technology and establish a curriculum resource library through online teaching platforms such as Xuetong and Rain Classroom, including courseware, homework, practice questions, test questions, teaching materials, etc., to achieve online and offline resource synchronization .

(2) Course learning website: With the help of the original provincial-level boutique course "Hotel Management" course database, high-level learning resources are formed to meet the needs of students for independent learning.

(3) Expansion of resources: Provide professional websites such as the Hilton Hotel Group website, China Tourism Hotel Network, etc., using videos, pictures, and the Internet, so that students can timely grasp the frontier information about the development of the hotel industry at home and abroad, and standardize hotel services and management Able to have a deeper understanding.

3.3.2. Practical Teaching Resources

(1) On-campus training: Make full use of the simulation hotel-style experimental center to complete practical operations such as reception, catering services, and guest room skills in the simulation teaching environment to improve students' professional ability.

(2) Off-campus practice: Use international brand hotel training bases such as Hilton, InterContinental, and Shangri-La to organize students on-site visits and internships, and on-site guidance from corporate instructors to achieve job docking and integration of theory and practice.

(3) Teaching methods

After years of exploration and practice, based on the existing teaching resources and the support of the Hilton Hotel training base, three platforms of "teaching-training-practice" have been built to form "teaching-learning-doing-training-training-competition" Integrated teaching mode.

Incorporate project-based, participatory, and interactive teaching methods into classroom design, and at the same time use information-based teaching tools such as Learning to enhance teacher-student, student-student interaction, activate the classroom atmosphere, and improve teaching efficiency and teaching quality. In addition to teaching methods, this course can also use a variety of teaching methods such as case analysis, group discussions, and real-world scenes to cultivate students' comprehensive application ability to discover, analyze, and solve problems, so that students' enthusiasm for active and independent learning will increase, and they will break the classroom. silence.

1. Case study teaching

Use students' basic hotel knowledge and management theory to analyze actual hotel cases, deepen students' understanding and application of hotel knowledge and management methods, and cultivate students' analytical, judgment, and problem-solving abilities.

2. Role-playing teaching: student-centered, the students play the role of hotel service staff and customers in a simulated hotel service situation, so that students can master the basic methods of hotel service, practical operation skills, and communication skills with guests.

3. Group discussion: Divide students into several groups, publish group tasks before class, ask students to collect information and think about the content of the tasks, discuss in groups in class, and the group representatives will explain the results of the discussion. After class, Each group reflects on the completion of tasks to cultivate students' ability to learn independently and think actively.

4. Real landscape motorcycle teaching

According to the particularity of the "Introduction to Hotel Management" course, real scenes can more arouse students' enthusiasm for learning. Organize students to visit school-enterprise cooperation hotels, deepen students' intuitive understanding of hotels, and provide a real-world learning environment.

(4) Course performance evaluation

The course implements a combination of process evaluation (40%) and summative evaluation (60%). Process evaluation includes attendance (10%), homework and classroom performance (20%), student achievement (30%), practical experiment (40%), and is jointly evaluated by teachers, corporate mentors and student team leaders; summative evaluation adopts the end of the period The examination is unified proposition and closed-book examination.

3.4. Course Features and Innovation of "Introduction to Hotel Management"

(1) Course characteristics

1. In-depth school-enterprise cooperation to improve teaching pertinence

Co-build a teaching team with Jinan Hilton and other hotels. In-school teachers conduct classroom teaching and practical training, and corporate instructors are responsible for off-campus practice and on-campus practical training guidance; schools and enterprises jointly build teaching bases, jointly formulate curriculum outlines, complete teaching designs, and carry out on-site teaching, Corporate mentors guide the whole process.

2. Combining online and offline to enhance student initiative and participation

Establish a wealth of online teaching resources, online learning, interaction, and personalized guidance at any time, offline use of role-playing, group discussion, case teaching and other teaching methods to increase student participation, enhance student experience, and strengthen teacher-student interaction, student-student interaction Interaction, cultivate students' innovative and critical thinking, and improve teaching effectiveness.

(2) Innovation

1. Construct an integrated teaching model of "teaching-learning-doing-practice-training-competition"

Based on the real work tasks and work process of the hotel position, the teaching content is integrated and sequenced, and learning work tasks are designed to achieve a combination of "teaching-learning-doing-training-competition", student-centered, Project-oriented, build a community of teachers and students for curriculum learning, realize integration of theory and practice, integration of practical training and employment, and lay a solid foundation for students to work in hotels.

2. Construct a multi-dimensional assessment mechanism of "teacher + corporate mentor + student"

Increase the proportion of process assessment, pay attention to the management and control of the learning process, strengthen the assessment of students' practical ability and comprehensive literacy, increase the evaluation of corporate mentors and student self-evaluation and mutual evaluation, break the limitation of the single evaluation of traditional teachers, and realize the evaluation method and assessment The diversity of subjects.

In the future course construction, the "Introduction to Hotel Management" course will continue to adhere to the needs of the post, deepen school-enterprise cooperation, use online and offline hybrid teaching models, integrate curriculum ideological and political elements, and cultivate High-quality services for the hotel industry in Shandong Province Applied Talents.

Acknowledgments

This thesis is the phased result of Shandong Xiehe University's first-class undergraduate course "Introduction to Hotel Management" in Shandong Province in 2019; it is the school-level teaching reform project of Shandong Xiehe University in 2019: the teaching reform of "Introduction to Hotel Management" based on flipped classroom And the phased results of innovative practice research (project number: 2019xh24).

References

- [1] Yan Min. Research on the Blended Teaching Mode of "Introduction to Hotel Management" [J]. Jiangsu Business Forum, 2020(07): 126-128.
- [2] Lou Na. The application of blended teaching in the teaching of tourism professional courses[J]. Think Tank Times, 2019(03):292-293.
- [3] Shi Ronglian. Exploration of the ideological and political teaching reform of "Introduction to Hotel Management" in ordinary colleges and universities[J]. Journal of Dianxi Normal University of Science and Technology, 2020, 29(01): 112-115.