University Students' Perception of Teaching Pedagogy – A Conceptual Framework

B J Prerana, Student

G Vaishnavi Reddy, Student

Dr. Suresh, Professor School of Commerce,

JAIN (Deemed to be University), Bengaluru

Abstract:

Pedagogy in education refers to a comprehension of how pupils learn by a teacher. This study explores different types of pedagogy and techniques which help improving class engagement and student motivation in class. This study's goals were to investigate the elements affecting the learning from different teaching pedagogies and developing the conceptual framework for pedagogical proficiency and its impact on the student's learning results to determine the preferred learning and teaching pedagogy among postgraduate students.

1. Introduction:

Pedagogy in education refers to a comprehension of how pupils learn by a teacher. Teachers are concentrated on providing pupils with a curriculum that is pertinent to their requirements. Classroom interactions between the teacher and students are essential to pedagogy because they have a profound effect on the learner's mind. The term "teacher pedagogy" refers to pedagogy that is focused on the instructor, who typically provides the most insightful course material. The instructor in this technique has a big responsibility to give the students accurate information on time, regardless of their teaching strategies. The teacher can efficiently act as a role model for the target language and provide the students a clear notion of how far along they are in their study (Mastersoft, 2022).

Keywords:

Teaching pedagogy in the past and present

It is a common practise in classrooms to use the traditional educational strategy, also known as "back to basics" education. The old teaching methods included a lot of recitation. For instance, until everyone had a turn, students would remain in silence while reciting the lesson. The activities were to be learned and memorised by each pupil, and the teacher was to hear them read them out. At the end of the module, there will be an exam that can be either written or oral and is called an "assignment study recitation test." By rewarding students for their

accomplishments, making the most of class time, and putting clear rules in place to manage students' behaviour, traditional teaching approaches ensured that learning occurred. They were founded on established procedures and had been successfully used in schools for many years. Through the use of rules, teachers transfer knowledge and control behaviour (Perse,2017).

Learning is now being taught from a completely new perspective as a result of educational innovations. Progressive educational methods put more emphasis on the needs of each individual student than they do on the assumption that all students are comprehending material at the same level. Modern education is becoming more activity-based through the use of strategies like collaboration, questioning, clarification, and illustration. By giving students 10 minutes of information on a subject through a PowerPoint presentation and then 15 minutes of physical activity, spaced learning encourages pupils to quickly move between activities. The aim of spaced learning is better grades, and it is successful. It is said that this encourages the formation of brain cells more effectively than teaching kids for four hours using standard approaches (Perse, 2017).

Students' perception of teaching pedagogies

A teacher may believe that the pedagogy he uses is useful, efficient, and advantageous for his pupils, yet it may not be successful because the students cannot comprehend the instructor's pedagogy. Numerous studies demonstrate that the impact of students' perceptions on teaching and learning pedagogy has improved student engagement, critical thinking, problem-solving, teamwork, and communication abilities. Students concur that incorporating gamification to instructional strategies has increased their engagement and motivation, added value to the learning process, embraced diversity and inclusion, streamlined assessment and feedback, and developed employability skills (Nair, 2022). In addition to being one of the most popular methods chosen by pupils in the hospitality and tourism education programme, experiential learning also fills the vacuum left by poorly designed teaching experiments (Wang et al. 2022). Therefore, the goal of our study is to identify the preferred learning and teaching methodology among postgraduate students by examining the factors influencing the learnings from various teaching pedagogies and evaluating the impact of pedagogical proficiency on the student's learning outcomes.

2. Literature Review

The scholar, Sigala (2002), did a study on 'The evolution of Internet pedagogy: Benefits for tourism and hospitality education'. In order to find efficient e-learning approaches for tourism and hospitality education, the research's goals included studying and analysing the development of Internet pedagogical practises. The model she utilised was collaborative learning, which aims to be a student process instead of an instructor-centred one and emphasises cooperation or team efforts among staff members and students. Her research revealed that the vast majority of instructors primarily use the Internet to analyse rather than modify their lesson plans and encourage pedagogical innovation.

The scholar, Kivela et al. (2005) did a study on 'Student perceptions of an embedded problem-based learning instructional approach in a hospitality undergraduate programme'. The study's goal was to analyse the findings of an investigation into the integration of a problem-based learning (PBL) instructional strategy into a conventional undergraduate teaching curriculum. The methodology they employed was control/experimental group design. According to their findings, pupils demonstrated a learning transition over time from instructor dependence to self-dependency.

Mary et al. (2011) did a study on student's opinion on online or face to face learning and social media in tourism and hospitality. The study's goals included evaluating how well students thought they had learnt in a hospitality, recreation, and tourism program that included both online and in-person instruction. Another purpose was to examine leisure pursuits and social networking activities. A survey created and verified by Fortune, Shifflett, and Sibley was used in pilot research. He had 156 pupils participate in the survey. He discovered that there were no significant statistical different learning preferences between participants in the two alternative educational styles. Both learning platforms' students were sure that the style they had chosen was the best fit for them. Participants might learn in a state-of-the-art, high-tech environment with minimal to no physical interaction while also evolving, expanding, and being creative. Despite the fact that students frequently used "My Space" or "Facebook," they didn't think that they spent more time online socialising than they did in person.

The scholar, Panayiotou (2012) established a study on 'E-learning in Tourism and Hospitality Industry'. The study focused on examining how e-learning instruments may benefit organisations, on analysing various tools and systems incorporated in various organisations, and on making considerations regarding e-learning integration and development in Cyprus' hospitality and tourism sector. The study's objectives included investigating how e-learning instruments may benefit organisations and on analysing various tools and systems incorporated in various organisations. He discovered that e-learning technology adoption can be a key factor in the success of hospitality and tourism businesses.

The scholar Beckendorff et al. (2015) did a study on creating educator resources for online simulation-based pedagogies in tourism and hospitality. In addition to reporting on a national campaign to assist instructors in incorporating these experiments into the curriculum, the study seeks to ascertain whether online experiments are effective for nurturing a number of the graduate attributes required in the workplace. This project employs a mixed - method approach and is divided into five overlapping activities: a simulation audit, a student 's learning barometer, case analysis, the project website, and domestic workshops. He found that a number of resources had been compiled, including research papers, various assessment activities, an index and profile of common simulations, the students' learning barometer and benchmarking statistics, an effective practise guide, and more discussion papers. This resource is anticipated to lay the groundwork for a significant increase in the use of online business simulations across a variety of industries, not just the hotel and tourism ones but also the general business community.

The scholar, Stansbie et al. (2016) tried to find out by 'Linking internships and classroom learning: A case study examination of hospitality and tourism management student'. The goal of the study was to determine whether such cooperative education opportunities help students learn more and, in addition, whether they can improve on knowledge that has already been acquired in a typical classroom. They employed a hybrid methodology, first analysing the quantitative information from 339 questionnaire respondents, then looking at the qualitative results through a number of focus groups with willing students. They discovered that students believed their classroom learning supported the additional acquisition of new skills and capabilities that emerged during their internships since internships were linked to classroom learning.

The scholar, Pratt et al. (2016) did a study on 'Enhancing hospitality student learning through the use of a business simulation'. The study's goal was to assess how well the Hotel Operations Tactics and Strategy (HOTS) experiment met the needs of hotel management students and how well it met those needs. By using a significance and performance assessment and computer-based business simulations, which help to bridge the gap between instructional information and experiential learning and support in achieving the intended learning outcomes such as evaluation and assessment they measured students' satisfaction and expectations with the HOTS simulation in a capstone course. They discovered that HOTS has been successful in assisting students in developing both their general management viewpoint on hotel service production and their decision-making and problem-solving skills. Student satisfaction can fall short of expectations in some areas, despite the fact that simulations have generally been demonstrated to be a great teaching tool.

The scholar Saeheng (2017) did a study on 'E-Learning, Blended learning, and Traditional Teaching Methods to Motivate Autonomous Learning in English Reading Comprehension of Thais Learners'. Examining the variations in learners' satisfaction with employing three different types of teaching styles for tourism & hospitality Students was one of the study's primary goals. The survey results were examined by standard deviation and mean using the purposive sample method and statistics used for questionnaire interpretation. According to the research, e-learning and integrated learning are efficient methods for delivering instruction and will encourage students to practise their English skills in reading comprehension and self-directed learning.

The scholar, Ahmad et al (2018) tried to find out 'An evaluation of teaching methods of entrepreneurship in hospitality and tourism program'. The study's goal was to demonstrate that while conventional methods of instruction, like lectures, tutorials, and case studies, appear to have been frequently used in the delivery of entrepreneurship courses, no single method of instruction currently appears to be sufficient to meet the course's goals. They discovered that the "origins" of the detailed discussions of teaching efficacy in EE, notably the critique of passive or traditional approaches, are related to the bias "for" the entrepreneurship purpose.

The scholar, Wang (2019) established a study on 'Facilitating the emotional intelligence development of students: Use of technological pedagogical content knowledge (TPACK)'. Examining learning accomplishment points of difference when TPACK was utilised for emotionally intelligent training was the study's main goal. He made use of the structural equation model. His conclusion was that the use of the TPACK framework might link tacit subject knowledge, teaching experience, and the effective use of appropriate technology approaches.

The scholar, Horng et al (2019) did a study on 'Learning corporate ethics and social responsibility: Developing an influential curriculum for undergraduate tourism and hospitality student'. They developed a model for the social, corporate responsibilities and ethical behavioural curriculum that can contribute to the instructional content and the learning development of the students, allowing teachers to be adequately prepared for the course and to anticipate the advancement of the students. As part of their research, they used both qualitative and quantitative tools. To assess for homogeneity of variance, they used an independent-sample t-test. Their research enables undergraduate tourism and hospitality students to understand the value of ethics and CSR, to increase awareness of these concepts, to integrate these concepts into their daily lives, to change themselves, to begin practising ethics and CSR in their personal lives, and to eventually apply these concepts in the workplace.

John et al. (2019) did a study on students' perceptions of open pedagogy. The study's goals are to identify the most effective forms of open pedagogy and to assess the effectiveness of open pedagogical beyond student perceptions. In this study, 19 instructors who teach in post-secondary schools in New Hampshire discuss how 173 students felt about their use of various open pedagogy implementation strategies. He discovered that students valued open pedagogy and thought it had more educational value overall than traditional educational activities. When asked whether they would choose to take a course using open pedagogical or traditional pedagogy, a majority of students said they preferred open pedagogy.

The scholar, Bargeman et al. (2020) established a study on 'A new approach to understanding tourism practice'. The goal of the study was to pinpoint the key components of practise theory, as well as their applicability and relevance to tourism research. It also produced a fresh method for incorporating practise theory into the investigation of tourist engagement. As a methodology, they employed the integrated practise approach. The practise approaches of Spaargaren (1997) and Shove et al. (2012) are integrated with Collins' (2004) theoretical framework in their proposed integrated practise perspective for tourism. This perspective can help explain why people engage in particular activities, how group dynamics emerge, and how practises are eventually adopted, maintained, or abandoned.

The scholar Khanal (2020) did a study on Student Perceptions of Pedagogical Transition Amidst the COVID-19. The study's goal was to determine how well emergency remote learning worked. He used a quantitative approach to gathering data. His sample population consisted of eighty-one postgraduate students from the project management programme at Asia Pacific International College, a private non-university higher education institution in Sydney. He discovered that students had a positive impression of the ERL and were content with their entire educational experience. The feedback students received from teachers garnered the most positive comments, followed by the technology and resources used in the ERL.

Sudargini and Purwanto (2020) conducted research on how teachers' pedagogic skills affected students' learning outcomes. The objectives of the research were to ascertain how pedagogical proficiency affected students' learning results. The questionnaire approach was used to collect information on the dependent variable, Learning Outcomes, and the independent variable, Pedagogic Competence. In this study, the population consisted of 41 students from a physics class at Pati High School. As methods for analysing the data, multiple regression analysis, coefficient of determination, t tests, and F tests with a significance level of 0.05 were employed. Prior to data analysis, a set of tests known as the analysis prerequisite test—which includes the normality, multicollinearity, and heteroscedasticity tests—was carried out. They found that in the learning evaluation course, pedagogical skill significantly influences the learning results of students.

The scholar Sandorova et al. (2020) conducted research on the ground-breaking new approach to tourist education known as design thinking. The study's main goals were to determine whether Design Thinking may improve problem-solving and creative thinking abilities in the context of tourism, increase cooperation and motivation among tourism undergraduates, and improve English communication. The approaches employed in this study were semi-structured interviews and unstructured observations. Purposive sampling was used for the sampling approach. 33 first-year undergraduates in the Regional Tourism BA programme and 28 first-year students in the Regional Tourism Management MA study programme made up the sample for the student interviews. He discovered that his students were significantly more cooperative, interested, and creative than they had been when he had used traditional teaching techniques. He also got a general idea of what others were thinking.

The scholar, Chowdhary (2021) undertook a study on the problems and challenges of online hospitality and tourism education. The study's goals were to comprehend students' concerns, feelings of satisfaction, and experiences with online hospitality and tourism education (HTE) in the context of the COVID-19 pandemic. He conducted the study using a focus group. Importance-Performance Analysis (IPA), a technique for assessing consumer satisfaction by contrasting customer perceptions with customer expectations, was used to analyse the data. The data gathered by the questionnaire was used as his sample, and all the analysis was done using IBM-SPSS software (Statistical Package for the Social Sciences). He learned that students place a high value on the practical component, viewing practical sessions, lab exercises, and real-time instructor feedback as crucial, whereas online education falls short of meeting their needs.

The scholar, Choi et al (2021) conducted studies on how students in Korea and Malaysia perceive online learning environments for the hospitality industry. The goals of the study take into account the characteristics and problems associated with institutions' shifts to online and mixed learning in this era of global isolation. They employed the focus group technique. Due to the study's multi-national nature, they divided the participants into three focus groups based on their enrolment in the programme for hotel and hospitality management at one university in Malaysia and one in Korea. They discovered concerns with course evaluation and the requirement for communication, as well as student satisfaction with online classes and online delivery techniques.

The scholar, Liang (2021) established a study on analysing the influences of experiential education and teaching methodology. Exploring the moderating effects of teaching methods and the effects of experiential-education teaching modules on teaching performance were the study's main goals. He used experiential teaching as the methodology for which he selected a teaching course schedule which lasted for 18 weeks. The processing of instructional performances and questionnaire surveys were done in the last week. According to his research, experiential learning not only ranks among the most popular teaching strategies for students in hospitality and tourism education programmes, but it also fills the vacuum left by the poorly designed teaching experiments.

The scholar, Minguez et al (2021) a study on sustainable tourism pedagogy and whether or not tourism students are prepared for change in the aftermath of the pandemic. The study's goal was to gather the information needed for students to work as experts in the field. They used a Google online questionnaire as the methodology. They have consulted Sustainable Tourism Pedagogy (STP), a framework for the empirical examination of tourism studies that is centered on six literacy areas.

The scholar, Nair (2021) did a study on the importance of the advantages of game-based learning activities in the light of interruptions brought on by COVID-19. The objectives of the research were to find out the capacity of game-based activities to produce an engaging learning environment that is interactive, enjoyable, competitive, and lacking in normal online classrooms and to find if it contributes to higher levels of student participation. He adopted interpretive paradigm guided by qualitative research design. The data was collected at Woosong University in Korea in the spring of 2021 by second-, third-, and fourth-year students majoring in hospitality and tourism and used reflexive thematic analysis to analyse the qualitative data. He discovered five major benefits of gamification increases student interaction, involvement, and motivation, adding value to the learning experience, adopting inclusiveness and diversity simplifying assessment and feedback, and cultivating employability skills.

Farsari (2021) conducted research on sustainable tourism pedagogy and curriculum space for a master's degree in Sweden. The aim of the research was to open a discussion about the evolution and reform of tourism education in order to fulfil the demands of a sustainable future. She has used autoethnography. She discovered that the master's programme uses several curriculum spaces, placing a higher emphasis on the reflective end of the spectrum while integrating certain liberal ends and delivering a range of transferable abilities, including critical thinking, problem-solving, and self-reflection.

Walia et al. (2021) did a study on use of technology in hospitality and tourism training. The purpose of this study is to look into the elements that influence how teachers in the tourist and hospitality industries use technology. In this study, structural equation modelling (SEM) approach was used to create a model that depicts the relationships between the variables that were chosen. The sample was drawn from a select Northern region of India, including Jammu and Kashmir, Chandigarh, Delhi, Punjab, and Himachal Pradesh, and the responses were saved online, with a sample size of 500 people targeted. He discovered that in order to execute technology training and digital familiarity programmes as structural variables for practises in tourism education and technological adoption, which has a big impact on India's pedagogical system.

The scholar, Liu et al (2022) did research for information on intercultural communication skills in hospitality Industry and academic viewpoint. For more thorough, subjective, and objective results, the writers have blended qualitative and quantitative methodologies. They utilised exploratory factor analysis to quantify the construction dimension and reliability of each ICC variable, and descriptive analysis to explain participant demographic features and assess participant perception of ICC. Their findings offer useful information on ICC to professionals in the field, academics, and students, and they may be applied in the future to further influence how ICC is employed in hospitality and tourist education.

The scholar, Wang et al (2022) did a study on integrating design thinking to improve skills and knowledge for the industry. The goal of the study was to make an argument for the benefits of using design thinking to create a course that integrates language and content in hospitality course. They used quasi-experimental approach as the methodology. Their research showed that incorporating two design thinking-related teaching strategies improved students' problem-solving, critical thinking, teamwork, and effective communication.

The scholar, Zhang et al. (2022) tried to find out higher education sustainability courses in tourism and hospitality. In order to determine the priorities for sustainability education, the research's goal was to examine how stakeholders perceived sustainable concerns. They divided the three types of sustainability challenges into four sections using the Diagonal Line Model of Importance-Performance Analysis and the Triple Bottom Line Approach as their methodology. According to their findings, students and professionals in the business generally concur on social and economic concerns but not on externalities.

The scholar Amin et al. (2022) conducted research on the factors affecting tourism education students' use of e-learning. The purpose of this study was to look into how motivational factors, virtual competency, and information and communication technology affect how well students learn online. The data analysis method employed was structural equation modelling (SEM) with partial least squares (PLS). Students enrolled in undergrad tourism and hospitality programmes at Indian institutions that started using an online learning platform for academic reasons during the pandemic era make up the study's target population. A simple random sample was used to choose 1000 target responders from a pool of 2600 students. The results showed that different ICT elements, including but not limited to perception, have a favourable effect on the efficacy of e-learning. Additionally, perceived utility, perceived fun, virtual social skills all support students' success in e-learning, which in turn supports their pleasure and knowledge acquisition. The study's conclusions have significant ramifications for academic institutions, faculty members, and students who desire to develop or use electronic learning environments.

Statement of Problem:

To determine how postgraduate students view the instructional methods utilised for teaching and learning.

Objectives:

The following are the research's goals:

- To find out the preferred learning and teaching pedagogy among postgraduate students using previous literature
- To develop a conceptual framework of the factors of effective teaching pedagogy and its impact on the learning behaviour of the students.

Different styles of teaching pedagogy

Behaviourism

Behaviourist pedagogy, also referred to as behaviourism, determines if students are learning as efficiently as feasible by studying their outward behaviours. The primary tenet of a behaviourist's approach is that students learn best through reinforcement, or ongoing cues that tell them how appropriate or inappropriate of what they are doing. Lectures, modelling and demonstrations, rote memorization, and choral repetition are all possible components of a behaviourist educational approach to teaching. The educator is in charge of all of these "visible" and organised activities. To put the learner at the centre of the process and ask them to demonstrate what they have learned, the emphasis may change as the lesson goes on. (Peter, 2013).

Constructivism

The constructivism school of thought holds that experiences and reflection lead to learning. Constructivist pedagogies, sometimes known as "invisible pedagogies," prioritise the learner as the focal point of the learning experience. Constructivist approaches, which may also include Montessori or Steiner techniques, include task learning and inquiry-based learning.

Individualization, a slower pace, concealed goals, the skilled role, and less instructor discourse may all be present in a class. Some backers of this method would emphasise getting outside and spending time in the natural world. A progressive teaching approach is known as constructivism (Peter, 2013).

Constructivism is an educational theory that holds that people don't learn and understand things by passively taking them in; rather, they do it directly through a procedure for passing on knowledge. Instead, they combine their existing knowledge with new understandings and learning gained along with experience and social engagement (prior knowledge). Knowledge that children possess before to beginning school is covered in this. It relates to a variety of philosophical stances, especially those that discuss politics, epistemology, ontology, and ethics (Peter, 2013).

Liberationism

Liberation through the use of social science, pedagogy appropriates the physical sciences. The expert helps the students decide where to start their research when studying cancer treatments: Should the study of skin tumours begin by analysing their molecular makeup or by looking into the societal circumstances that led to the presence of chemicals that cause cancer in our food, drink, and air? The response to this question posed by their lecturer will depend on the social behaviour of the group of students.

Indicators of how well-developed their literacy are their desire and capacity to identify what they want to learn-in this case, learning about themselves-how they want to learn-in this case, using the time-honoured communication techniques of women-and the purpose of their learning-to honour the techniques of women in their practise in order to improve the world as a whole (Maria, 2013).

Learning through games

The term "gamification" refers to a strategy used to motivate people to do non-gaming chores by incorporating aspects from games into them. Games can be a fantastic place to start because kids are especially interested in them, whether they are simple games played on the playground, board games, or more advanced ones played on phones and video games.

Playing video games has been connected to dopamine production, as we discuss in our blog post about gamification in education. Thus, including some video game principles into lessons can really help students' attitudes and drive to learn (Prensky, 2003).

Here are some tactics for incorporating game-based learning:

- Measurement systems
- Gradations and progress bars
- Competitions and challenges
- Unique awards
- Academic badges

Student-centred learning

When employing student-centered learning approaches, students are encouraged to actively participate in the classroom rather than doing more passive duties as attending lectures or writing essays. Since asking questions is a crucial part of inquiry-based learning, kids will take part in many of interactions between their teachers and peers.

This strategy is well-exemplified by students participating in discussions, cooperative learning, and enjoyable roleplay scenarios. Being an excellent facilitator is your duty as a teacher. Encourage frank discussion, curiosity, creativity, and investigation. After a class activity, the educator should encourage the students to consider what they've learnt (Elen et.al, 2007).

Blended learning

Using a mixed learning paradigm can be advantageous for students and teachers since it achieves a balance between traditional and technologically based techniques. It allows students the chance to communicate with their teachers and classmates face-to-face while utilising just the right amount of technology to keep them interested.

The best instances of blended learning are:

- Rotation between "stations": Students rotate between different "stations" that integrate online and hands-on tasks during lessons.
- Flex learning: Although students and teachers are present in the classroom, they primarily use online learning techniques. Teachers can offer direction and teaching when required.
- Digital Reality: Even if they are in a real classroom, students can use virtual reality to actively involve themselves in a scene. This might be a museum, a gallery, or a breath-taking natural feature to excite their curiosity and increase their education.
- Enriched virtual learning: Although students can organise in-person meetings, when necessary, tasks and assignments generally completed utilising digital technologies (Fathin et. al, 2020).

3. <u>Conceptual Explanation</u>
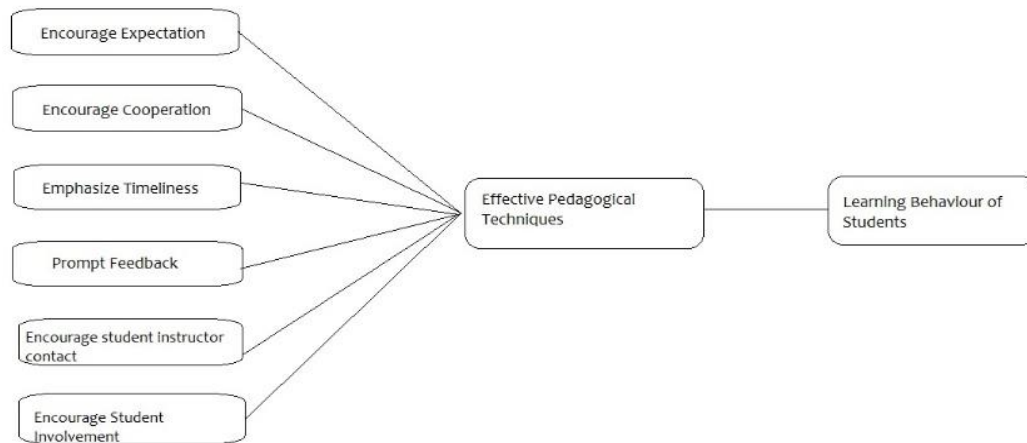
Teachers are skilled at bringing out the best in their students. There are few techniques or methods that will increase the pedagogy's proficiency which impacts the students' learning results. Establishing challenging learning objectives, making it a point to communicate teachers' expectations both orally and in writing, setting consequences for work that is not completed, motivating students to write and speak effectively, talking about the class's progress and stressing the significance of high academic standards will encourage expectations among students. Encouraging cooperation among students by asking them to explain difficult concepts to one another and forming study and assignment groups. Teachers should estimate and convey the time allotted for each assignment and ask students to submit their work on time which emphasizes timeliness. Using of variety of instructional methods, supporting interactive learning and inviting students to share their work with class will increase class engagement and few other methods like role playing, giving actual world scenarios to consider and question them what they are learning will also result in better class engagement. Giving students prompt feedback and behaving in a way that suggests the teacher is approachable will enable students to open up to them about their difficulties and needs. All the pedagogy techniques are directly proportional to the learning behaviour of students (BU Centre of Teaching & Learning).

How to teach more effectively: pedagogical techniques

Inspiration

It's challenging to pinpoint The Secret of Great Teaching, but there are a few things you can do to differentiate yourself from the competition. When you speak to each new class of kids, be animated and express wonder using your voice and accent. Keep your excitement strong while scheduling your speech to coincide with the audience's interests. Being willing to learn more about it demonstrates to others that you do. Invite visitors to join you on expeditions so you may enjoy the range of things they might find. Embrace each person's individual interpretation and respect their differing points of view. A love of people might be the second essential component of effective teaching. Whether they are kids, families, or adults, enjoy your audiences. Try to recognise and cherish the individual skills of the kids you teach. Respect others' opinions, even if they are

challenging to understand in the context of your own. Recognize that most of the students that participate in your lesson are making an effort to be helpful. Provide self-assurance to your visitors by making them feel confident in their perception and comprehension abilities. You can convey to visitors that you value and welcome their input by remaining responsive and accessible. Try to find something useful in every concept or thought they present. Take note of their willingness to participate (Miller et. al, 2018).

Perspiration

Students should be able to create their own unique descriptive labels to reflect how they view artistic works. Or maybe they'll develop plausible theories about animals after looking at their skeletons. By contrasting historic buildings with contemporary ones, they might also "read" historical architecture. Teaching requires a lot of effort. Planning, arranging, & evaluating are essential. Because it stimulates engaged audience participation, teaching through exercises like interpreting, speculating, and comparing is particularly successful. Most importantly, this kind of instruction provides kids a voice. Beyond any potential enjoyment, the primary objective of learning is that it should be beneficial to us in the long run (Miller et. al, 2018).

Perspective

An educational strategy that emphasises thinking skills encourages student development and lifelong learning. The students must be able to watch, compare, group, summarise, interpret, generate hypotheses, picture scenarios, and/or make decisions during these dynamic and interesting classes. The learning process is prioritised in "thinking skills" sessions, which also urge participants to make their own findings. Maintaining your sense of humour when teaching is essential. You are educating outside of a traditional classroom, in a park, garden, or exhibition area. If you are having fun, other people will be more at ease around you. Never forget that the lessons you are teaching are not serious but rather enjoyable. Be aware of how much information your audience can process. Recognize the impacts of their youth, upbringing, and experience, but don't undervalue their inventiveness. Try to keep visitors interested as much as you can, and look for those who show genuine zeal. Be sure to strike up a conversation with each visitor, but don't worry if you only manage one (Miller et. al, 2018).

Perseverance

To make communication easier, expand your vocabulary. Never use it to establish your position or level of competence. What is being stated should be understood by those listening. If you want to introduce visitors to a new word, first describe the idea to them in a clear manner. They will be better able to comprehend the new word's usage and meaning as a result. Be the best instructor you can be. Make an effort to increase the interactivity, intrigue, and engagement of each class you create. There are two types of teachers: those who work in the classroom for ten years, and those who teach the same course ten times. Never become complacent; approach each season as a new beginning. Remain fearless. Try a few other approaches, make some changes, and then try again. Don't give up, please. Talk to other docents, staff members, and teachers. Research and make improvements. Improve your best ideas and lessons, and rework ones that weren't as successful (Miller et. al, 2018).

Reflection

Review each aspect of your instruction. Know yourself. Do your lessons incorporate themes? Do you elicit detailed responses and give ample time for them? How well can you move from one object or place to another? Do you ask a summary question after each of your trips? Ask for feedback rather than praise. Instead of seeing evaluation as an invasion, think of it as attention. To get honest feedback from someone you respect for their teaching experience, ask them to witness your field trips. Watch, evaluate, watch. When we think about how we could make our teaching more effective, we learn the most about it. By being the best teachers we can be, we want to give visitors the best experience possible (Miller et. al, 2018).

According to scientific data, an educator's teaching approach has a big impact on the many results of the learning process in the classroom and teaching methodology affects how students view learning and academics (Leban,2015). When asked whether they would like to take a course with open pedagogy or traditional pedagogy, the majority of students chose open pedagogy. Students found value in open pedagogy and considered that open pedagogy had more overall educational value than traditional educational activities (Hilton, 2019). Pedagogical proficiency has a substantial effect on student learning results in a learning evaluation course (Sudargini,2020). It was shown that using innovative teaching techniques resulted in much more engaged, cooperative, and creative pupils than using traditional teaching techniques (Sandorova,2020).

4. Conclusion:

A model of learning for teacher preparation comprises of concepts, benchmarks, and teaching techniques that influence how students understand to instruct and how to educate. Teacher educators should better coordinate their objectives and behaviours in order to truly examine and critique the sheer complexity of learning and teaching in learning and teaching about teaching. This is accomplished through enacting a pedagogy of teacher education. In addition to being able to teach, teacher educators also need to be able to teach teaching, which implies that in the teaching and learning experiences they provide for their students of teaching, their practise should be able to withstand criticism due to the problematic character of practise.

Overall, language learning and instruction have always been flexible and susceptible to improvement. New ways to teaching and learning languages, as well as the social practises that underpin these activities, have emerged as the descriptive view of language has given way to a more critical one. These methodologies include critical pedagogy as well as more radical critical ones.

Effective pedagogies employ a range of strategies, including guided learning, group projects for the entire class, individual assignments, and whole-class instruction. They do this by effectively utilising dialogue and questioning, which they believe will promote the growth of higher levels of thinking and metacognition. Teachers must be aware of the importance of modelling in teacher education. Language learning strategic teaching must be incorporated into teacher trainings. Periodic parent meetings are also necessary (Oxford Academic, 2009).

5. <u>References:</u>

6 effective teaching methods and how to use them. (2022, September 21). Future Learn. https://www.futurelearn.com/info/blog/effective-teaching-methods

Ahmad, S. Z., Abu Bakar, A. R., & Ahmad, N. (2018). An evaluation of teaching methods of entrepreneurship in hospitality and tourism programs. *The International Journal of Management Education*, *16*(1), 14–25. https://doi.org/10.1016/j.ijme.2017.11.002

Amin, I., Yousaf, A., Walia, S., & Bashir, M. (2022). What Shapes E-Learning Effectiveness among Tourism Education Students? An Empirical Assessment during COVID19. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education, 30*, 100337. https://doi.org/10.1016/j.jhlste.2021.100337

Balakrishnan Nair, B. (2022). Endorsing gamification pedagogy as a helpful strategy to offset the COVID-19 induced disruptions in tourism education. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *30*, 100362. https://doi.org/10.1016/j.jhlste.2021.100362

Bargeman, B., & Richards, G. (2020). A new approach to understanding tourism practices. *Annals of Tourism Research*, *84*, 102988. https://doi.org/10.1016/j.annals.2020.102988

Behaviors of good teachers | Center for Teaching & Learning. (n.d.). © 2022 Boston University. https://www.bu.edu/ctl/teaching-resources/preparing-to-be-a-teaching-fellow/behaviors-of-good-teachers/

Boghossian, P. (2006). Behaviorism, Constructivism, and Socratic Pedagogy. *Educational Philosophy and Theory*, *38*(6), 713–722. https://doi.org/10.1111/j.1469-5812.2006.00226.x

Choi, J. J., Robb, C. A., Mifli, M., & Zainuddin, Z. (2021). University students' perception to online class delivery methods during the COVID-19 pandemic: A focus on hospitality education in Korea and Malaysia. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *29*, 100336. https://doi.org/10.1016/j.jhlste.2021.100336

Chowdhary, N. (2022, May 18). *Online Hospitality and Tourism Education*. https://www.academia.edu/72817485/Online_Hospitality_and_Tourism_Education?source=swp_share

CohenMiller, A. S. (2018, June 26). *Nazarbayev University Repository*. https://nur.nu.edu.kz/handle/123456789/3372

del Carmen Salazar, M. (2013). *A Humanizing Pedagogy. Review of Research in Education, 37*(1), 121–148. https://doi.org/10.3102/0091732x12464032

Elen, J., Clarebout, G., Léonard, R., & Lowyck, J. (2007). Student-centred and teacher-centred learning environments: what students think. *Teaching in Higher Education*, *12*(1), 105–117. https://doi.org/10.1080/13562510601102339

Farsari, I. (2021). Pedagogy for sustainable tourism: reflections on the curriculum space of a master programme in Sweden. *Journal of Teaching in Travel &Amp; Tourism*, 22(1), 6–35. https://doi.org/10.1080/15313220.2021.1978127

Gartenhaus, A. (n.d.). *Pedagogical Techniques for Being a More Effective Teacher | Museum-Ed*. https://www.museum-ed.org/pedagogical-techniques-for-being-a-more-effective-teacher/

Horng, J. S., Hsu, H., & Tsai, C. Y. (2019). Learning corporate ethics and social responsibility: Developing an influential curriculum for undergraduate tourism and hospitality students. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *24*, 100–109. https://doi.org/10.1016/j.jhlste.2019.01.003

John Hilton, David Wiley, Reta Chaffee, Jennifer Darrow, JoAnn Guilmett, Sarah Harper, & Bryson Hilton. (2019). Student Perceptions of Open Pedagogy: An Exploratory Study. *Open Praxis*. https://doi.org/10.5944/openpraxis.11.3.973

Khanal, R. (2021). Crisis Pedagogy: Student Perceptions of Pedagogical Transition Amidst the COVID-19. *Pedagogical Research*, 6(2), em0094. https://doi.org/10.29333/pr/10826

Kivela, J., & Kivela, R. J. (2005). Student perceptions of an embedded problem-based learning instructional approach in a hospitality undergraduate programme. *International Journal of Hospitality Management*, *24*(3), 437–464. https://doi.org/10.1016/j.ijhm.2004.09.007

Leban, T. R. (n.d.). *The relationship between teachers' teaching styles, students' engagement in school and ESL - TITA.* http://titaproject.eu/spip.php?article132

Liu, Y., Liu, J., & King, B. (2022). Intercultural communicative competence: Hospitality industry and education perspectives. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *30*, 100371. https://doi.org/10.1016/j.jhlste.2022.100371

Marsh, K. (2009). Conclusions and Pedagogical Implications. The Musical Playground, 305–318. https://doi.org/10.1093/acprof:oso/9780195308983.003.0011

Mínguez, C., Martínez-Hernández, C., & Yubero, C. (2021). Higher education and the sustainable tourism pedagogy: Are tourism students ready to lead change in the post pandemic era? *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *29*, 100329. https://doi.org/10.1016/j.jhlste.2021.100329

Panayiotou, V. (2014, May 24). *"E-learning in Tourism and Hospitality Industry".* https://www.academia.edu/6565949/_E_learning_in_Tourism_and_Hospitality_Industry_

Pierre Benckendorff, Gui Lohmann, Marlene A. Pratt, Paul A Whitelaw, Paul Strickland, & Paul N. Reynolds. (2015). Creating educator resources for online simulation-based pedagogies in tourism and hospitality. *CAUTHE 2015: Rising Tides and Sea Changes: Adaptation and Innovation in Tourism and Hospitality, 67.*

Pratt, M. A., & Hahn, S. (2016). Enhancing hospitality student learning through the use of a business simulation. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *19*, 10–18. https://doi.org/10.1016/j.jhlste.2016.05.001

Prensky, M. (2003). Digital game-based learning. *Computers in Entertainment, 1*(1), 21–21. https://doi.org/10.1145/950566.950596

Reviews, J. O. C. (n.d.). *Journal of Critical Reviews*. https://jcreview.com/fulltext/197-1587542169.pdf?1588053178

Rong-Da Liang, A. (2021). Examining the factors of experiential learning and teaching style: A case study of a hospitality and tourism program. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *29*, 100332. https://doi.org/10.1016/j.jhlste.2021.100332

Saeheng, P. (2017). A Study of e-Learning, Blended learning, and Traditional Teaching Methods to Motivate Autonomous Learning in English Reading Comprehension of Thais Learners. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *2*(1), 1. https://doi.org/10.21093/ijeltal.v2i1.36

Sándorová, Z., Repáňová, T., Palenčíková, Z., & Beták, N. (2020). Design thinking - A revolutionary new approach in tourism education*? Journal of Hospitality, Leisure, Sport &Amp; Tourism Education, 26,* 100238. https://doi.org/10.1016/j.jhlste.2019.100238

Sigala, M. (2002). The Evolution of Internet Pedagogy: Benefits for Tourism and Hospitality Education. *The Journal of Hospitality Leisure Sport and Tourism*, *1*(1), 27–42. https://doi.org/10.3794/johlste.12.4

Stansbie, P., Nash, R., & Chang, S. (2016). Linking internships and classroom learning: A case study examination of hospitality and tourism management students. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *19*, 19–29. https://doi.org/10.1016/j.jhlste.2016.07.001

Students' Perceptions of Online or Face-to-Face Learning and Social Media in Hospitality, Recreation and Tourism. (2011). *MERLOT Journal of Online.*

Sudargini, Y., & Purwanto, A. (n.d.). THE EFFECT OF TEACHERS PEDAGOGIC COMPETENCY ON THE LEARNING OUTCOMES OF STUDENTS. *JOURNAL OF INDUSTRIAL ENGINEERING & MANAGEMENT RESEARCH (JIEMAR).*

Teaching Methods: Traditional Vs Modern. (2017, July 31). Stephen Parse Foundation. https://sixthform.stephenperse.com/blog/?pid=458&nid=45&storyid=4728

Walia, S. (n.d.). Technology Adoption in Tourism and Hospitality Pedagogy: Analysis of Teacher Readiness Amidst of COVID-19 Lockdown in India. *International Journal of Hospitality & Tourism Systems.*

Wang, C. J. (2019). Facilitating the emotional intelligence development of students: Use of technological pedagogical content knowledge (TPACK). *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *25*, 100198. https://doi.org/10.1016/j.jhlste.2019.100198

Wang, M. J. S., Munoz, K. E., & Tham, A. (2022). Enhancing industry-ready competence and skills through design thinking integration: evidence from a CLIL-based hospitality course. *Consumer Behavior in Tourism and Hospitality*, *17*(3), 326–337. https://doi.org/10.1108/cbth-09-2021-0211

What Is Pedagogy? Importance Of Pedagogy In Teaching And Learning Process. (2021, October 7). Mastersoft. https://www.iitms.co.in/blog/importance-of-pedagogy-in-teaching-and-learning-process.html

Zhang, X., & Tavitiyaman, P. (2022). Sustainability courses in hospitality and tourism higher education: Perspectives from industry practitioners and students. *Journal of Hospitality, Leisure, Sport &Amp; Tourism Education*, *31*, 100393. https://doi.org/10.1016/j.jhlste.2022.100393