


Cultural diversity and the perception of experiential learning among hospitality students in Switzerland



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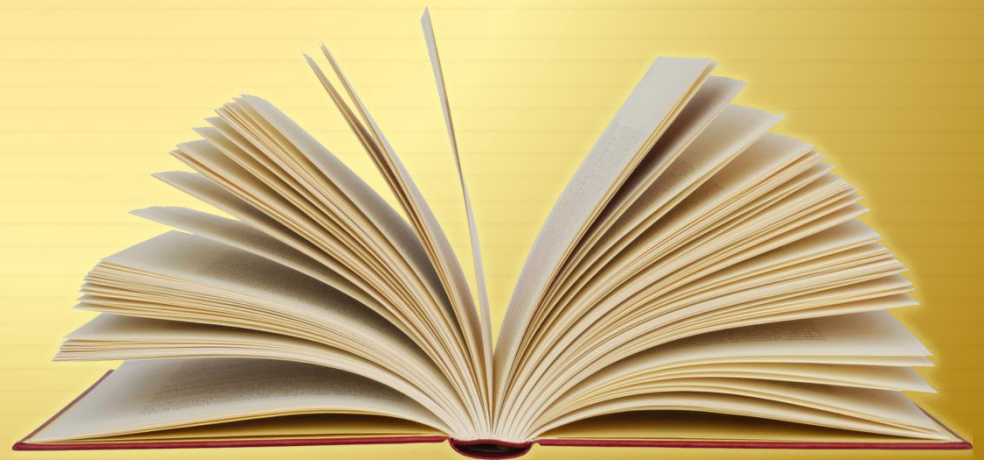
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Rationale



- ✦ Culture impacts learning styles (Joy and Kolb, 2008)
- ✦ Lack of research in case of experiential learning and culture
- ✦ No existing application in hospitality curriculum institutions
- ✦ Hospitality schools require experiential learning to prepare students for their internships and career (White, 2004; Ruhanen, 2005; Kiser and Partlow, 2013)
- ✦ Contribution to
 - ✦ Hospitality schools while using experiential learning
 - ✦ Training programs for the hotels

Aim and Objectives



- ✦ The aim of this paper is to critically examine the impact of cultural diversity on perceptions of experiential learning among hospitality students in Switzerland

In order to achieve the aim, the following objectives are identified:

- ✦ Evaluate the structure and implementation strategy of the experiential learning method as a pedagogy within the classroom
- ✦ Analyse hospitality students' perceptions of the 'experience' of experiential learning at one Swiss hospitality schools.
- ✦ Evaluate variation in experiential learning across cultural clusters

Review of key literature



- ✦ Main learning theories (Beardwell et al., 2004; Coffield et al., 2004; Beardwell and Claydon, 2007; Mullins, 2010)
- ✦ Kolb's learning cycle (Kolb et al., 1974 cited in Armstrong, 2006)
- ✦ Hall's low and high context cultures
- ✦ Intercultural communication (Beamer, 1992; Boeing, 2013; Samovar et al., 2014)

- ✦ Experiential learning in classroom context
- ✦ Experiential learning in work training context (extra curriculum possibilities)

Background information



- ✦ International hospitality schools in Switzerland
- ✦ Approximately 3-4 HE institutions
- ✦ Institutes with English as a main language
- ✦ Students who experienced internship
- ✦ Great mixture of culture and gender

Methodology

- ✦ Quantitative method
- ✦ Questionnaire (300-400)
- ✦ 3 sections:
 - ✦ Joy and Kolb
 - ✦ Internship and EL experience
 - ✦ Background of Students
 - ✦ Culture & Nationality
 - ✦ Closed questions
- ✦ PCA, CFA, MIMIC analysis



Challenges and Limitations

- ✦ Permission of schools to question students
- ✦ Lack of knowledge of EL (students), missing experience
- ✦ Misinterpretation of culture of some students by author
- ✦ Reliability and Validity of answers
- ✦ Ethical issues → Anonymity
- ✦ Reverse Ecological Fallacy



Next steps

- ✦ Analysis
- ✦ Discussion
 - ✦ Identify benefits, facilitators, challenges and limitations for students in coping with the experiential learning method
- ✦ Conclusion
- ✦ Recommendation



Discussion



1. Are there any other limitations in the method chosen?
2. What can be possible findings of the study?





Thank you for your
attention!

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