

Learning and Teaching in Hotel Management Studies: Defining the Students' Experience

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Abstract

Studies in hotel management can be divided into two broad areas: the first is theory and the second is practice. Theory is discussed during lectures and practice takes place in the areas where the industry exists. The aim of this paper is to present the various methods of learning and teaching with emphasis on the way the students define and perceive various experiences during studying. The 4Es model of Pine and Gilmore (1999) is taken into consideration for the categorisation of the students' experiences during studying. The method used is qualitative and in particular focus groups with the final sample to be 100 students studying Hotel Management in Cyprus. The results revealed the incorporation of various methods of students interrelated their experiences with the personality and style of the educator, the notes content along with extra curricula activities, industrial placement and the cohort of their classmates in each class.

Keywords: learning, teaching, hotel management studies, tourism studies, experiential realms

1. Introduction

Over the years, teaching has been enriched by an array of helpful theories and professional practices that contribute to all fields of scientific discipline in higher education (Airey, Tribe, Benckendorff and Xiao 2015). In general, the art of teaching connotes the combination of an innate ability to deliver and transmit relevant content to the targeted audience, supplemented by pertinent concepts compiled from a rich source of educational theories (Stone and Petrick 2013). Fry, Ketteridge and Marshall (2003:8) elegantly states: 'learning' is not a single thing; it may involve mastering abstract principles, understanding proofs, remembering factual information, acquiring methods, techniques and approaches, recognition, reasoning, debating ideas, or developing behaviour appropriate to specific situations; it is about change.'

Feng et al (2015:46) put forward the idea that 'effective teaching involves students engaging in an understanding of the dialectical relations of knowledge rather than teachers' simply delivering facts and content to the students. In the case of the hotel management field of studies, teaching can be considered as both an exciting and a complicated task at one and the same time. Hotel management constitutes an important part of the tourism industry and therefore of tourism studies. The curriculum includes assorted topics in modules that concentrate on particular directions in hotel operations and management (Costa 1997, Chathoth and Sharma 2007). In general, the lecturers follow a common path in portraying real industry situations so as to convey the theoretical perspectives and insights more effectively. Zwaal and Otting (2007:257) argued that 'the focus of education has shifted from a traditional teacher-centred approach to a constructivist and student-centred orientation'. The primary trend of educators is the emphasis given to the ability to blend theory and practice through deploying evocative examples from the global environment (Demicco and Williams 1999, Chung-Herrera, Enz, & Lankau 2003, Gursoy, Rahman, and Swanger 2012).

An important indicator of quality assurance in tourism studies is accreditation under the Quality Assurance for Tourism Education, Training and Research Programmes (TedQual) from the United Nations World Tourism Organisation.

The aim is to encourage and promote tourism education among institutions and educators (Ring et al 2009). Having said that, this study discusses the various methods of teaching and learning in order to identify the students' experiences throughout their studies. This will be achieved by using the Experience Realm model (4Es) of Pine and Gilmore (1999). The study addresses the following questions: a) how students experience their studies based on the various teaching and learning methods, and b) what are the experiences gained based on the characteristics of each teaching and learning method. The study is structured with the theoretical framework, the methods used and a discussion of the main findings.

2. Teach and/or support students' learning in higher education

This section is divided into two parts, the first part discusses the learning theories and the second part provides an understanding of the model developed by Pine and Gilmore (1999) of the experience realms. An important prerequisite in learning is the curriculum development as the 'structured form of teaching' (Alexander 2004:11) with assorted themes and the provision of guidance and direction to students. Alexander (2004:12) makes the following statement: Pedagogy is the act of teaching together with its attendant discourse. It is what one needs to know, and the skills one needs to command, in order to make and justify the many different kinds of decisions of which teaching is constituted. Curriculum is just one of its domains, albeit a central one. The curriculum is the vehicle that should draw upon the current needs of the real environment with continuous enrichment and updates.

Each field of study should be customised and offer the necessary skills that will potentially equip the students for the outside business environment, something that is imperative for hotel management students. Thus, pedagogical methods should be adjusted according to the needs of each field of study with a variety of teaching methods and approaches. In educational research, several studies have been associated with the development of various learning and teaching methods: (Wong et al 2000, Zwaal and Otting 2007, Green & Sammons 2014), active participation (Hawtrey 2007), an understanding of the strengths of learning (Cooper, Bottomley and Gordon 2004), practice (Groenewald 2004), field trips (Shariff 2013), employability and lifelong learning (Morgan 2004, European Commission 2014), travelling and learning (Stone and Petrick 2013) in the field of tourism. In addition, learning theories are primarily concerned with the senses, the behaviour, past experiences of the learner, desire, and emotions (Yan and Cheung 2012).

In particular, the amalgamation of diverse didactic methods in any given course is imperative (Carr 2008). In Weimar's (2013) seminal research, which constitutes a repository of education theory, the argument is that: 'Teaching is still often focused on what the teacher knows and on unilateral transmission followed by recitation and evaluation rather than on the facilitation of learning' (Weimar 2013:65). In general, teaching necessitates the incorporation of various methods and approaches that entail an interactive mode of transmitting the expected content. However, it should be emphasised that teaching quantity is distant from teaching quality, whereby the latter, in most of the cases presupposes an important parameter in teaching (Schuck, Gordon, Buchanan 2008, Zamorski 2002). The various teaching methods are directly guided by the content of a particular module and the cohort of students (Maclellan 2008). However, the main issue from an educational standpoint is the promotion of alternative and multi-modal teaching methods characterised by 'research-led' learning (Zamorski 2002). This presupposes the active involvement of the student in the teaching process by becoming a researcher on a particular theme or topic (Rowland 1994).

In general, teaching in essence offers the opportunity to inaugurate and incorporate a variety of teaching methods with specific aims and intended outcomes. The multi-modal teaching approaches draw on diverse theoretical perspectives and insights ranging from the 'Sensory stimulation theory' of Laird (1985), the 'Reinforcement theory' (Skinner 1968 as cited in Laird 1985), 'Cognitive-Gestalt approaches' (Burns 1985), 'Holistic learning theory', 'Facilitation theory (the humanist approach)', 'Experimental learning' (Kolb 1984 as cited in McGill & Beaty 1995) and 'Action Learning' (McGill & Beaty 1995) (Table 1 for more information and implications for educational praxis).

Table 1: Teaching Theories

Learning Theories	Implications for Tourism
Sensory Stimulation theory '...effective learning occurs when the senses are stimulated' (Liard 1985)	presentations case studies (Stake 2003)
Reinforcement theory (Skinner 1939) '...behaviour is a subject of its consequences. The learner will repeat the desired behaviour if positive reinforcement (a pleasant consequence) follows the behaviour.'	Presentations Group work Class discussion
Cognitive – Gestalt approaches (Burns 1995) 'The emphasis here is on the importance of experience, meaning, problem-solving and the development of insights (Burns 1995:112)	Field trips, Industrial placement Practice (restaurant, hotel rooms, reception)
Holistic Learning 'individual personality consists of many elements...specifically...the intellect, emotions, the body impulse (or desire), intuition and imagination' (Liard 1985:121)	Lectures, Tutorial Presentations Group work Assignments, Projects
Facilitation theory (Roger 1969) 'learning will occur by the educator acting as a facilitator'	Presentations
Experiential learning (Kolb1984) "Learning is the process whereby knowledge is created through the transformation of experience" (Kolb 1984, p. 38).	Industrial Placement Internships

The abovementioned theories are set out as the cornerstone for the initiation of different methods of teaching and learning in tourism studies. In particular, the amalgamation of diverse didactic methods in any given course is imperative (Carr 2008). In the tourism education context, all of the above constitute a priority given the multi-complexity (Coles et al 2006) and peculiarity of the field, which borrows concepts from different disciplines (i.e. economics, marketing, sociology, psychology) and creates a multidimensional 'body of knowledge' (Fardabesh 2002:95). Thus, and in accordance with Fardanesh (2002:95): 'A body of knowledge is meaningful and understandable when is structured and organised. By structure and organisation it is meant that various components of knowledge are recognized and the relationships between them are established to the learner.'

However, each theory gives rise to a different style or styles of teaching in an attempt to ensure that the right content is transmitted appropriately (Table 1). In addition, learning theories are primarily concerned with the senses, the behaviour, past experiences of the learner, desire, emotions. The role of the educator is to be aware of this element and to become 'a facilitator' in the teaching process by ensuring the presence of those conditions that will make the learning experience effective.

In general, teaching presupposes the incorporation of both informal and formal methods of learning (Brody 2005). Formal pathways, which are offered in organised learning as in the case of Higher education entail: 'meaningful cognitive learning various cognitive processes such as assimilation of new ideas, accommodation of existing ideas and progressive differentiation of knowledge structures (schema) were taken into consideration' (Brody 2005:205)

In the case of informal learning, what is encouraged is over stimulation of 'curiosity or intrinsically motivated learning' (Brody 2005:606) by differing activities that involve interaction and immersion as in the case of fieldworks and fieldtrips. This will enable the learner to expand beyond direct methods of learning and to act in different environments which 'involve intellectual of physical tasks of a group that allows learning to have grater meaning' (Brody 2005:606). Informal learning is prominent in tourism for, as it has been already discussed, its nature is inexorably linked to real life. In other words, the need for students to engage in industrial placements or internships is imperative in order to facilitate the acquisition of certain skills (Zopiatis 2007:65). Zopiatis (2007:65) states that: 'The internship experience enables students to apply classroom theory within the actual world of work thus bridging the gap between theory and practice.' This has in addition direct implications for 'Experiential learning' whereby the student gets involved in the learning process in an actual environment with the aim to acquire experience and to understand how to translate theory into practice.

An important element that enables an effective delivery of teaching which makes learning attainable is to pertinently structure a session in alignment with the particular characteristics of the targeted audience (Zamorski 2002, Zopiatis 2007). Thus, an educator should be able to understand and draw upon the needs and characteristics of different cohorts of students. A well-structured lecture constitutes a sine qua element in order for the relevant information to be transmitted adequately to the students. The topics of discussion should be interlinked and conveyed in a seamless fashion so as to actively engage students in the learning process. By the end of the session students should be equipped with a robust knowledge base, so as to be able to further expand or to concentrate on a particular dimension.

This has, in addition, direct implications for ‘experiential learning’ that can take various forms whereby the student gets involved in the learning process in an actual environment with the aim of acquiring experience and to understand how to translate theory into practice (Wong and Wong 2009, Philip 2004, Armstrong 2003, McCarthy & McCarthy 2006, Zopiatis 2007, Yan and Cheung 2012, Arcodia, Cavlekand Abreu-Novais 2014). The various teaching methods are developed based on the content of a particular module and the cohort of the students (Carr 2008, MacLellan 2008). However, the main issue from an educational standpoint is the promotion of alternative and multi-modal teaching methods driven by ‘research-led’ learning (Zamorski 2002). This presupposes the active involvement of the student in the teaching process by becoming a researcher for a particular theme or topic (Rowland 1994, Graham and Fiedel 2001).

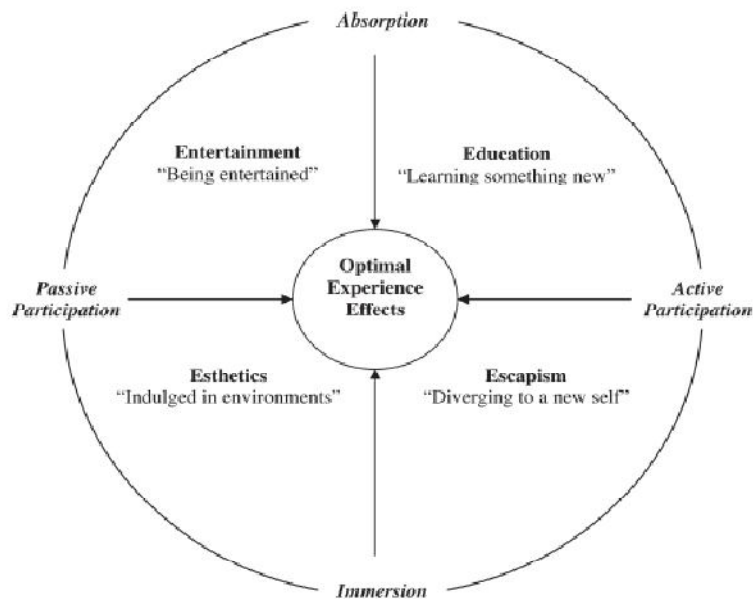
At the same time, hotel management studies as such provides a rich source of ideas and concepts in teaching given the plurality of different methods that derive from active sources of the real environment. Variation necessitates the inclusion of varied teaching methods such as lecturers, seminars and tutorials, practical training, research among others (Table 1). Additionally, the teaching of hotel management necessitates the incorporation of various methods and approaches that entail an interactive mode of transmitting the expected content. However, it should be emphasised that teaching quantity is distinct from teaching quality, with the latter – in most of cases – presupposing a norm in teaching (Zamorski 2002, Fardanesh 2002). According to Kolb and Kolb (2005:1994): ‘Learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education, the primary focus should be on engaging students in a process that best enhances their learning – a process that includes feedback on the effectiveness of their learning efforts’.

Wong and Wong (2009) emphasise the importance of field trips and provide guidelines for their organisation especially in the context of the limited finances of many universities that make cost savings imperative. Having discussed the various learning and teaching methods, the next part will examine the experiential realms of Pine and Gilmore (1999) and will interrelate it with the various learning and teaching methods.

3. The experiential realms and the tourism industry

The experience economy of Pine and Gilmore (1999) involves four main parts, the "4Es" or experiential realms, namely, educational, aesthetic, entertainment and escapist. Each of the parts has a measurement in terms of participation and absorption or immersion. Participation is either active or passive and absorption deals with "occupying a person's attention by bringing the experience into the mind"; immersion is "becoming physically (or virtually) a part of the experience itself" (Pine and Gilmore 1999: 31). Undoubtedly, the tourism sector constitutes an important part of the Pine and Gilmore (1999) ‘*experience economy*’ with active or passive participation, immersion and absorption. Tourism experiences have entertainment, educational and aesthetic values, and should not harm the environment. Above all, tourism is an ‘escapist experience’ from everyday life (Figure 1) (Pine and Gilmore 1999). Weiermair (2003:3) states that ‘*experience in this context means content, i.e. the nucleus of the holidays*’. Additionally, Pine and Gilmore (1999:2) put forward the idea that:

‘When a person buys an experience, he pays to spend time enjoying a series of memorable events that a company stages – as a theatrical play – to engage him in a personal way.’ In particular, an experience is a subjective concept based on human behaviour, beliefs, socioeconomic status and cultural characteristics.

Figure 1: The experience realms

Source: Pine and Gilmore ‘The experience economy’ 1999

This study is of academic value because it applies the concept of the experience economy within the educational boundaries of tourism-related fields of studies and contributes to the body of knowledge by providing an understanding of the students' experience. More specifically, the present study utilizes the central constructs of the experience economy realm model, namely the 4Es, by Pine & Gilmore (1999), as mentioned above, in order to identify the experience gained by students via the incorporation of various methods of learning and teaching during their studies. The purpose is to incorporate the various methods of teaching and learning and to identify the type of experience gained during studying. Students can be seen as customers who are able to evaluate the process and methods of learning and teaching throughout their studies. They can describe their experience and express their degree of satisfaction and dissatisfaction in relation to their learning experiences (Braskamp 2000). Thus, it seems imperative to understand the particular experiences of the students throughout their studies (Theall and Franklin 2001) with special reference to hotel and tourism students. The next part will describe the methods used to fulfil the aim of this study so as to draw useful conclusions.

4. Methodology

The next step is to determine primary data collection which according to Clark et al (1998:8) ‘...generally refers to that research which involves the collection of original data using an accepted research methodology’. The primary research is based on qualitative methods of inquiry which refer to the formation of focus groups (Robson 1993). The choice of this particular method is strictly based on the research questions and the problem of inquiry as to how best it can be investigated. The focus groups were based on the format of semi-structured group interviews in order to enable the retrieval of a rich amount of information from the graduate students of a private educational institution in Cyprus offering a Bachelors Degree in Hotel Management. Kvale (2006:481) has pertinently pointed out that an interview can ‘give voice to the many’ and lead to a rich content of words. Furthermore, Rapley (2001:304) has argued that it is vital ‘to see interviewees’ talks as ‘accounts’, or ‘versions’, which offer up a window through which to view the various possible ways that the topic of the interview can be talked about’.

The focus groups took place within a period of two academic years (2013–2014, 2014–2015) in the research methods class which is compulsory for the final year students. The students were divided into four groups with twenty-five in each (N=25) (Total N = 100, 40% female and 60% male) in a random selection with the educator to be the moderator of the discussion. For the purpose of the analysis the groups were named and then abbreviated as follows: Group Fall Semester 2013 – GFS2013, Group Spring Semester 2014 – GSS2014, Group Fall Semester 2014 – GFS2014, Group Spring Semester 2015 – GSS2015. There were four meetings with each group for two hours over a period of four weeks.

In the first meeting, the task was the students to study the model of the Experience Economy (Pine and Gilmore 1999) with a thorough discussion on how it is best applied in the hotel management studies. During the second meeting, the students had a home assignment to complete with the application of the model to various tourist experiences. In the next meeting, the various learning and teaching methods were discussed and the task was to identify the learning and teaching methods the participants had encountered during their studies. In the final meeting they had to discuss, in groups, their results and then to identify the value of their experience for each method with reference to the Pine and Gilmore model (1999).

All the focus groups' discussions were tape recorded with the students' permission and were transcribed for the purpose of the analysis. The transformation of the oral conversation into a written document is important for the analysis. Transcription constitutes or composes a part of the analysis and enables the transformation of the oral conversation into written data. Transcription took place after the end of each focus group meeting. Analysing the rich information of textual transcripts is a complicated task since the judgment is subjective in term of coding parameters and thematic networks classifications (Boyatzis 1998, Strauss 1987, Silverman 1993). Rubin (1995:226) argues that analysis is exciting because '*you discover themes and concepts embedded throughout your interviews*'. The ability to use thematic analysis appears to involve a number of underlying abilities, or competencies. One competency can be called pattern recognition.

It is the ability to see patterns in seemingly random information. (Boyatzis 1998:7). Forming clusters of themes may be useful as a way to organize the code, that is, to organise the arrays of themes identified (Coffey and Atkinson 1996 as cited in Boyatzis 1998:136). The focus groups' responses were categorised into different thematic networks (Attride-Stirling 2001:387) based on the Experience Economy model themes. The analysis was facilitated through NVivo software for qualitative research. Ethical considerations constitute an important priority and should be religiously maintained as the hallmark of the current 'epoch' of research. The term ethics can be taken to mean 'treating people with respect' (Graham, Grewal, Lewis 2006) but yet it is a rather difficult concept to define and understand exactly. However, the researcher must have the sole responsibility for maintaining and following ethical considerations so as to protect not only the identity of the participants but also their position in society. The next part will discuss the findings of the primary data that form the aim of the study.

5. Research Findings and discussion: Learning and the Experience Economy

The results of the study are useful and add to the wider literature context of education with particular reference to hotel management studies. The analysis of the focus groups' content was facilitated through the development of various themes of discussion. During the focus groups each student had to state their educational experience via various teaching methods. The students were asked to identify and write on a paper the various teaching and learning methods they experienced during their studies. Afterwards, they had to classify their experience in accordance with the four categories in terms of various teaching and learning methods. The general result of the study is that all students were really excited to be participating in the focus groups and to be able to express their opinion. The themes/clusters that they developed involved the various methods of learning and teaching in relation to the 4Es experience realm model. The model will be examined with the development of the following themes: a. Education, b. Entertainment, c. Escapism, d. Aesthetic (Pine and Gilmore 1999).

a. Education

All the students agreed that tertiary education is all about learning and gaining the necessary skills needed for the working environment. However, when the discussion was about the experience during their education in relation to the education section of the 4Es model the students had interesting opinions. A student from GFS2013 (F) expressed the following opinion: 'Yes it is all about education but the issue is what you learn and how you learn it. Some lecturers allow active participation in the learning process with, for instance exercises, group discussion. Others just deliver the content without any interaction. In some classes I absorb the content immediately so my experience is more positive'

Another student had the following view: 'In general hotel management modules are interesting – the lecturers have the opportunity to break up lecture sessions with many activities so we are learning by doing. Content is delivered through audio-visual aid.'

[GFS2013 (M)]

In general, the main argument from both focus groups was that combining various methods of learning is vital to enhance and stimulate the interest, to create desire and to gain constructive experiences (Yan & Cheung 2012).

In relation to the experience economy (Pine and Gilmore 1999) students mentioned that each teaching method can be classified in one or more of the 4Es. In addition, a student from (GFS2014 (F) emphasized that: ‘During my studies I have to admit that I learned, I was entertained, I escaped all in an aesthetical environment. Even class group discussion had a direct impact on the way I learned’.

This supports the arguments that an amalgamation of various learning practices and styles directly affects students’ satisfaction and they become more motivated (Carr 2008).

a. Entertainment

In the part where students had to classify the various teaching and learning methods that are related to entertainment, students from GFS2013 were more eloquent in arguing that the style and personality of the educator plays an important role in the tourism experience (Theall & Franklin 2001). A student expressed the flowing opinion: ‘We have some lecturers who could be famous actors. They have it; I want to enrol in their class and to enjoy their performance and at the same time to learn’. [GFS2013 (M)]

Another student from the same group had the same opinion by stating that: ‘There is one lecturer in Hotel Management who is very exciting. As soon as I get in the classroom and sit – I say to the other students – fasten your seatbelts and enjoy this educational journey – which is indeed always very interesting’.[GFS2013 (M)]

A student [GFS2014 (M)] argued that: ‘Entertainment is when we had field trips to visit mainly hotels and other places of interest in Cyprus. I had a great time and I posted my moments with my classmates on social media. I want these moments to follow me for the rest of my life.’ This is linked with the fact that education and learning are considered to be a more constructive experience when it is associated with extracurricular activities.

c. Escapism

The two groups of GSS2014 and GSS2015 registered in Spring Semester were more vocal when complaining and expressing their disappointment about their practical training and their view that the experience they had was not what they expected. They were positive in stating that having practical training in hotels is vital for their studies. The problem is that there is no structured training plan and the hotels view them as seasonal employees. Unfortunately, this a common problem in Cyprus, that there is no proper training schedule in the majority of the hotels (Zopiatis 2007). A student mentioned:

‘My first year of practical training conditions had a negative impact on my studies. I wanted to interrupt it but then I changed my mind because I really like the tourism industry and my whole experience with my fellow students during my studies.’ [GSS2015 (M)]

This opinion is very important because the social groups and the people you meet in College and University have an impact on the whole studying experience. Another student from [GSS2015 (F)] stated the following: ‘In most of the classes I wanted to be in the lecture just to be with my friends’ another student mentioned [GSS2014 (F)] that: ‘There are lecturers that they have no contact during the lectures with the students. Their class is boring. ‘This supports Weimar’s (2013) argument mentioned above that the teachers are distant and not involved ‘in the facilitation of learning’ (Weimar 2013:65). Thus, students lose interest and their attention wanes. The opinion of the students in terms of the group assignments varies. In particular, a male student from GFS2014 mentioned in an aggressive way that is a ‘waste of time’. Other students confronted him and said that it depends on the topic, the members of the group and how easily you can adjust and become part of a team.

This opinion was representative of the majority of the students:

‘My educational experience is further enhanced when the book and lecture notes are helpful. Additionally, the usefulness of the revision notes and examination notes before the exams’.[GSS2014(F)]

d. Aesthetic

All the students mentioned that they liked the variety of teaching methods in their higher education years. There was an amalgamation of different methods. A student from (GFS2014) mentioned that: ‘I was always excited when we had a break from scheduled classes and we visited hotels, wineries, archaeological sites. My experience was positive because I had a great time with my fellow students.’ [GSS2014 (F)]

The students were very eloquent in expressing their opinions and mentioned that the most fruitful experiences throughout their studies were the field trips and visits to hotels. Additionally, face to face interaction with various guest lecturers was again a very constructive experience. In the same vein, the students’ engagement in case studies and problem based learning (PBL) (Weimar 2013) is an active educational participation.

The results of the study are indicative and suggest that students thought out their studies form their own way of experiencing the learning process. Thus, it is seems inevitable that the role of the educators is becoming more demanding, creating various methods of teaching so as to make learning more constructive.

The results of the study have a significant contribution to advancing knowledge and practice of the field. The results are indicative and present the interrelation of various teaching and learning methods with the experience realm model (Pine and Gilmore 1999). The students pay attention and have more constructive experience when the educator has a pleasant personality in the delivery of the lecture content. Additionally, involvement into extra activities and fieldtrips contribute positively to learning experience. The main academic expectations of Hotel management students in their pursuit of a bachelor degree are to gain the necessary knowledge and skills and to be ready to work in the industry. The students expressed this by emphasising the importance of a constructive industrial placement. The results suggest that educators of the field should rethink the format and structure of the work placement in order to be more effective.

The preferred teaching method/style of educators entails the incorporation of various learning and teaching methods. This includes useful and guiding lecture notes with an interesting class content delivery by the educators. The students mentioned that some educators have an innate ability to make lectures more interesting because of their style and personality. Another important outcome of the study was the effect of interaction of class mates and social groups in each course with this to play an important role on the students' experience.

6. Conclusion

The study contributes to the wider literature on learning and teaching in higher education. It is revealing that the students set their own criteria to determine their experience while studying. Particular emphasis was also given to exploring the extent to which the teaching method affects the learning experience. The incorporation of various methods enhances the learning experience and makes the student more eager to be involved. Even though the study is small-scale, it is significant because it sheds light on the way students assess their learning experience. The results suggest that the incorporation of various methods of teaching can provide satisfaction to the students with more positive experiences. Additionally, in the learning experience, the characteristics of the educator, for instance in the delivery of the lectures verbally play an important role.

According to the empirical evidence presented in this study, educators should take into consideration and understand the needs of the students. This will enable them to be more proactive and adaptive to offer a better learning experience. To this end, understanding experiences based on the experience realm of Pine and Gilmore (1999) provides a more practical approach with better academic results. Educators should prioritise making the learning experience more active and immersive because students become more motivated. Given the small scale of this study, it can be a stepping stone for other researchers to adopt the methodology and identify the views of their students. Thus, focusing on experience and based on the research results, academic institutions can develop the curriculum and module content in such way that it can be enriched with various methods of learning and teaching. Additionally, an active and immersive experience in learning can play an important role in the reputation of the academic institutions, leading to positive outcomes.

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