

ABSTRACT

Optimizing Split Classroom Experiences For Excellence In Professional Hospitality Management Courses Towards Curriculum Enhancement And Teaching Model

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The study aimed to optimize the split classroom experiences for excellence within professional hospitality management courses, focusing on curriculum enhancement and effective teaching models. It assessed the current curriculum implementation among students and teachers at Guilin Tourism University, Guangxi Normal University, and Guilin University of Technology. The study explored teaching ideologies, objectives, strategies, resources, and evaluations. It also examined students' perceived attainment in autonomous development, civic participation, and cultural foundations. Using a descriptive-correlational design, the research included quantitative data from surveys distributed to 304 students and 65 teachers. Key findings indicated significant differences in curriculum implementation based on teachers' years of experience, particularly in objectives, content, and methods. Younger teachers showed higher integration levels, highlighting the impact of recent training and familiarity with innovative teaching strategies. However, no significant differences were observed in teaching resources and overall integration. Recommendations include targeted professional development to bridge the gap between varying experience levels and enhancing curriculum alignment with industry demands. This study contributes to optimizing educational practices in hospitality management, preparing students for dynamic industry roles. Further research is suggested to explore deeper into the factors influencing teaching effectiveness and student outcomes.

Keywords: Split classroom, hotel management curriculum, curriculum enhancement, teaching model