Maximizing Hospitality Learning Outcomes: An Integrated Experiential In-Class Approach

Robert J. Harrington, University of Arkansas
Godwin-Charles A. Ogbeide, University of Arkansas
Michael C. Ottenbacher, Heilbronn University

Program Web Address
www.uark.edu

Abstract
This study explored the influence of an experiential, in-class approach to the hospitality curriculum as a means of increasing its efficiency and effectiveness. Specifically, the study provides an example of how hospitality faculty might utilize an experiential, in-class approach to integrate additional hospitality-specific content along with process and content issues for working in teams and team decision-making. The results of this study support the efficient and effective use of an experiential in-class teaching method. The value of this study is twofold: (1) it provides an initial test of this approach’s usefulness and (2) it provides a forum for continued conversations of how experiential approaches can be utilized to enhance and reinforce other hospitality content and managerial skills and to bridge the gap between vocational and liberal education outcomes.

Recommended Citation
Available at: https://digitalcommons.fiu.edu/hospitalityreview/vol28/iss1/5