The Impact of Collaborative Online International Learning on Chinese Hospitality and Tourism Management Students

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- Kate: Visiting Faculty at DePaul
- Nick: Involved in Faculty Development in China
- Theme: Hospitality and Tourism - A Global Industry
Hospitality and Tourism Industry Demand

• Tourism numbers continue to rise in China (China National Tourism Association, 2016; United Nations World Tourism Organization, 2016)

• China is faced with significant human resources challenges in hospitality and tourism organizations (Zhang & Wu, 2004)

• The demand for and supply of HTM education in China continues to rise (Kim, Guo, Wang, & Agrussa, 2007)
Challenge with Rapid HTM Education Growth (Lam & Xiao, 2000)

- Hospitality and Tourism Management (HTM) graduates lack dedication to the industry or job commitment
- Limited amount of real-world examples incorporated into HTM classroom learning
- HTM courses too heavily focused on operational concepts as opposed to skill development
- HTM faculty often lack hospitality and tourism industry work experience
- Students receive limited practical training
COIL Project Learning Outcomes

- Examine and investigate culture and diversity as it pertains to the US & China with a focus on the hospitality and tourism industry
- Explain the scope and complexity of the hospitality and tourism industry
- Identification of current hospitality and tourism trends and events
- Discover the various career opportunities and career paths in the hospitality and tourism industry
- Enhance skills working in culturally diverse teams to accomplish tasks
COIL Project Overview

- Spring 2017:
  - 110 Students (26 China, 84 US)
- Fall 2017:
  - 95 Students (31 China, 63 US)
- Undergraduate HTM courses
COIL Project Schedule

• **Phase 1:** Faculty Lectures (Week 1)
  – Industry Overview for US & China
  – Cultural Differences (Hofstede Website, Readings)

• **Phase 2:** Student Introductions (Week 1)

• **Phase 3:** Collaborative Team Project (Week 2-3)

• **Phase 4:** Student Feedback on Team Project, Reflection, and Evaluation (Week 4)
Technology Tool: Learning Management System (D2L)

- DePaul Student & Faculty Knowledge
- Adding China-based Students to D2L
- Instructional Resources
- Mobile Device Accessibility
- Existing University License
<table>
<thead>
<tr>
<th>Topic</th>
<th>Threads</th>
<th>Posts</th>
<th>Last Post</th>
</tr>
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<tbody>
<tr>
<td>Group 1 - Marriott International</td>
<td>8</td>
<td>14</td>
<td>Owen Zhang October 13 at 10:02 AM</td>
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<tr>
<td>Group 2 - Hyatt Hotels</td>
<td>12</td>
<td>20</td>
<td>Wendy Su October 12 at 8:07 AM</td>
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<tr>
<td>Group 3 - Hilton Hotels</td>
<td>8</td>
<td>23 (1)</td>
<td>Yolanda Duo October 21 at 10:54 AM</td>
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<td>Group 4 - Four Seasons</td>
<td>8</td>
<td>11</td>
<td>Bruce Li October 13 at 12:12 AM</td>
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<td>Group 5 - Intercontinental Hotels Group</td>
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<td>36</td>
<td>Meegan Early October 13 at 12:56 PM</td>
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<td>Group 6 - Pizza Hut</td>
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<td>17</td>
<td>Lauren Frasca October 13 at 11:01 AM</td>
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<td>Group 7 - Kentucky Fried Chicken (KFC)</td>
<td>7</td>
<td>16</td>
<td>Bunny Liu October 13 at 6:05 AM</td>
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<td>Group 8 - Burger King</td>
<td>6</td>
<td>11</td>
<td>Sydney Jones October 5 at 9:58 AM</td>
</tr>
<tr>
<td>Group 9 - Royal Caribbean Cruise Lines</td>
<td>9</td>
<td>32</td>
<td>Samantha Kliros October 13 at 2:27 AM</td>
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<tr>
<td>Group 10 - Starbucks</td>
<td>12</td>
<td>26 (1)</td>
<td>Christine Cheng October 20 at 8:49 AM</td>
</tr>
</tbody>
</table>
Technology Tool: VoiceThread
Technology Tool: WeChat

- Limited Application Access in China
- Synchronous and Asynchronous Needs
  - 13-hr Time Difference
- “This form of communication is one of the best resources for speaking to people in other countries.”
I think it's better to put it in, so that our homework will be more complete. What's your opinion?

Brittany Buralli

I agree with you.

Brittany Buralli

Michael, I see your narration on my PowerPoint but would it be possible for you to add it to Bella's PowerPoint?

Oct 14, 2017 22:03

I wish it was used more often in Apple's iMessage, but it seems like we prefer texting in the US. I can do the last question, Grayson.

Samantha Kliros

We can even send voice messages to each other instead of having to type out everything that we learn. I may do that!

grayson k

That's a good plan as well. Do we want to each choose a question to focus on in the meantime?

The voice feature is great. Kate sent me a few tonight. Much quicker.

When you're in China, you see a lot of people communicating that way and not typing.

Not as common here in the US

@Josemon Chemmachel Could you add a recording to page 13?

Oct 14, 2017 22:11
Methodology of Data Collection

- Research Question: *Are there differences between COIL and non-COIL courses.*
- Quantitative
  - 14 questions focused on: preparation for industry, communication, English language skills, COIL project, and instructor
- Qualitative
  - 2 Questions: like vs. dislike
- Students from COIL course and its non-COIL version
Hypotheses

\[ H_{A1} : [u_{11}] \neq [u_{21}] \]
\[ H_{A2} : [u_{12}] \neq [u_{22}] \]
\[ \vdots \]
\[ H_{A14} : [u_{1p}] \neq [u_{2p}] \]

\[ u_{1p} = \text{population mean of COIL class} \]
\[ u_{2p} = \text{population mean of non-COIL class} \]
## Respondent Profile

(N = 119)

<table>
<thead>
<tr>
<th>Item</th>
<th>COIL (n = 57)</th>
<th>Non-COIL (n = 62)</th>
</tr>
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<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>13 (22.8%)</td>
<td>25 (40.3%)</td>
</tr>
<tr>
<td>Female</td>
<td>44 (77.2%)</td>
<td>37 (59.7%)</td>
</tr>
<tr>
<td>Mean Age</td>
<td>20.5 years</td>
<td>20.5 years</td>
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Surprising Survey Results

• Items significantly higher for the non-COIL courses:
  – This course increased my knowledge of job and/or internship opportunities in hospitality and tourism
  – I feel better prepared for a career in the hospitality and tourism industry
  – The course material used in the course had a “real world” context

• Other 11 items were not significantly different

• However, the quantitative data revealed differences
Chinese Student Perceived as Positive

Most common:
• Increased English vocabulary
• Improved English communication skills (oral and written)

Other:
• Global learning
• Making friends with foreigners
• Able to learn more about hotels
Chinese Student Suggested Improvements

• The course is complex [...] difficult for me
• Difficulty in communication
• Differences in time and day [...] between two countries was hard
• Not enough time
• Inconvenient to communicate with other students
• We had issues using Facebook
• U.S. students had issues using WeChat
What May Have Caused These Results?

- Chinese culture and high ratings led to low variability in responses
  - Honest feedback in a quantitative survey
  - Students gave high scores to be respectful of faculty
- Inconsistent quantitative and qualitative responses
- Chinese students see COIL course as a language practice course with limited career applications
- Online teaching mode could potentially make them think this course had little “real world” context
Suggestions for Improving

• Allow more time (weeks) for COIL project
• Discussion on methods of effective communication
• Ensure English competency of Chinese students
• More cultural comparison in the lecture
• Learning Management System overview
• Chinese student field trips
Thank You!
Questions?

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