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Policy: **Teaching and Learning Methodologies**

Code: **03EP15**

Reviewed/ Revised: **19/07/2022**

Policy Owner: **Dean**

Target audience: **Faculty, Students, all staff**

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**PURPOSE:**

The purpose of this policy is to provide direction and guidelines on the methodologies in place for teaching and learning at EAHM.

**SCOPE:**

All academic programmes offered at EAHM.

**DEFINITIONS:**

**Teaching:** Any activity with the intention of inducing learning.

**Learning:** Knowledge or skill acquired by instruction, study or experience.

**Teaching and learning:** All actions carried out with the intention of achieving the objectives of an academic programme and its curriculum.

**POLICY STATEMENT:**

EAHM's approach to teaching and learning endeavours to be in alignment with the reality of the Hospitality and Tourism Management phenomenon. This focuses on a balance between equipping students with management competences and the ability to apply them through live experiences. That means that the experiential learning is central in the way students are stimulated and challenged by their trainers to think and process knowledge, in an environment equipped with spaces that allow them to apply their theoretical knowledge & develop solutions to real-life problems, while being actors in their learning. In that sense, a student-centered learning experience is the key to the teaching and learning at EAHM.

**RESPONSIBILITY:**

The policy is implemented by the faculty, and is monitored by faculty, programme managers and dean as part of the course review, programme review and updated accordingly.

**IMPLEMENTATION OF THE POLICY:**

The Policy provides the guidance on the preferred approach to teaching and learning at EAHM. The emphasis is made on a student-centred (constructivist) and experiential teaching and learning philosophy. The student-centred experiential-learning based teaching and learning approach is characterised by the following:

1. *Learning environment:* as opportunities to reflect on and to regulate learning, personal motivation, and the social context of learning that reflect a learning rather than a teaching orientation. The affective learning domain addresses a learner's emotions

towards learning experiences. A learner's attitudes, interest, attention, awareness, and values are demonstrated by affective behaviours. These emotional behaviours are organised in a hierarchical format also, starting from simplest and building to most complex

2. *Authentic learning environments*: that are designed to simulate situations in which students may be employed, linking experience, previous understandings, and new knowledge in a way that is obvious to the learner.
3. *The learning process*: is defined with the EAHM's Graduate Capabilities in mind, and embedded as an integral part of the curriculum and not superficially superimposed in any way. It incorporates the revised Bloom's taxonomy that combines both the *cognitive process* (process used to learn) and *knowledge dimensions* (knowledge to be learned). This taxonomy is useful in understanding the learning process and key to designing efficiently aligned learning objectives, teaching approaches and assessment methods.
4. *Learning strategies* include a diversity in learning opportunities that allows students to experiment with integrating and applying skills and knowledge and then reflecting in a structured manner on the relative success of similar solutions in different situations. That also include consideration of different student learning styles when planning varied learning opportunities as well as methods of student evaluation/assessment.
5. *The role of the instructor* becomes to encourage and facilitate this learning and reflection process, so that the lecturer helps the student to construct knowledge rather than to reproduce a series of facts. The lecturer provides tools such as problem-solving, design-thinking and inquiry-based learning activities with which students formulate and test their ideas, reach conclusions, while constructing their knowledge in a collaborative learning environment. Case study, project-based learning, simulation activities, real life information retrieval are all part of this

The faculty adhere to the philosophical stance on teaching and learning and are free to decide on the choice of learning resources, assessment tools etc. as long as such methodologies are adequate for achieving the learning outcomes and aligned with the overall stance.

**ASSOCIATED DOCUMENTS:**

- Assessment and Grading Policy
- Examination Policy
- Faculty and Staff handbook
- Undergraduate Program Specifications

**MENTIONS:**

- Catalogue
- Student Handbook
- Faculty and Staff Handbook
- Course syllabi

**DATE OF NEXT REVIEW:**

This document should be reviewed by **February 2024**.

