



A Literature Review on Implementing Virtual Reality in a Hospitality Education

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Introduction

When considering the future of work in the hospitality sector, digitisation is often mentioned as potential (positive) disruptors. To answer the question how the future hospitality professional can benefit from digitisation in the form of Virtual Reality, a literature review is composed to identify how Virtual Reality has been implemented in Hospitality Education.

Theoretical framework

The focus of this paper lies on how Virtual Reality can be embedded in specifically a higher hospitality education and the purpose is to reveal the ideal link between the elements including learning frameworks.

Virtual Reality (VR)

In a rapidly changing world, the importance and relevance of online learning and its application in Tourism and Hospitality education is addressed by Lei and So (2021). Where online learning fosters opportunities for learning due to its flexible nature, reduce time, diminish space barriers, and is convenient, this is also applicable to a VR world. Lei and So (2020) share that hesitance in adopting online learning by teachers relates to the fact that hospitality and tourism subjects are strongly practical related and therefore a virtual environment might seem inappropriate. Radianti et al. (2020) state that VR can be used to enhance learning where Krokos et al. (2019) share already that more information is retained by students and that students, when having joined VR exercises, can even better apply what they have learned in real world (Radianti et al., 2020).

Learning Framework

A learning framework is constructed by Radianti et al. (2020) by combining learning theory and learning content. The learning theories included are behavioural-, experiential-, generative-, operational-, game-based-, and contextual -learning, Jeffries simulation theory, and Cone of learning theory. The learning content described is 1) analytical and problem-solving, 2)

communication, collaboration, soft skills, 3) procedural-practical knowledge, 4) declarative knowledge, 5) learning a language, 6) behavioural implications, 7) others, and 8) not specified. Derived from their results, Experiential learning is most often applied, 11%, when creating VR content or designing the application for VR, after the 'not mentioned' (68%).

In the end, the context to which the application of VR in a specific learning framework needs to apply, is a higher Hospitality education. For this, a literature review process is constructed.

Literature review process

The methodology used is based on Search string used as proposed by Evidence-based Software Engineering (EBSE) by Kitchenham, Dyba, and Jorgenson (2004). The following search string has been applied for the initial paper search.

Keywords need to align with sub dimension:

Keywords	Conjunction
["Virtual reality" or "VR" or "virtual environment" or "VE"]	AND
["hospitality education" or "higher hospitality education" or "professional hospitality education"]	AND
["augmented reality"]	NOT
["educat*" OR "learn*" OR "train*" OR "teach*" OR "learning framework"]	AND
["rehabilitation" OR "therapy"]	NOT

The paper search has been applied to the following online libraries: Ebsco – hospitality and tourism journals, Ebsco – general journals, Google Scholar, and Science Direct. By means of a semi-automatic process, articles have been included and excluded from the final list. A manual comparison of articles from the online libraries has been performed and only unique articles remained. Next, the manual opening and reading of the article to determine the article's fit to the purpose of the research. The last step to be taken is the quantitative content analysis by means of Atlas.ti to construct a list of most relevant words and to create clusters.

Key findings and practical and theoretical implications

This part is still under construction.

References

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