The Influence of Online Teaching on the Pedagogical Skills: The Case of Tourism and Hospitality Education

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Abstract

In recent years, the Tourism and Hospitality Education (THE) has been facing many challenges. Many of them are related to the ones facing the tourism industry; political instabilities, economic crises, Covid 19 Pandemic…etc. For Example, the COVID-19 Pandemic forced all educational institutions worldwide to a sudden and unprepared transform to remote online learning. Lecturers as well as students were forced to instantly adapt recent technologies. They have faced several difficulties while dealing with various advanced platforms due to lack of training and infrastructure problems among others.

This study aims to evaluate the experience of online teaching from the educators' perspective. Both qualitative as well as quantitative approaches were used, where an online questionnaire was distributed among the lecturers at tourism and hospitality institutions. Interviews with people from the industry were conducted to gather their evaluation of fresh graduate skills who experienced online teaching. Interviews were recorded, transcribed, and analysed.

Study findings show that on-site classes, especially practical ones, lecturers' face to face guidance, discussions and comments on students are irreplaceable. Educators' pedagogical skills are then more efficient and more effective. Online teaching has immense capability and becomes in certain circumstances a necessity. However, it cannot be generalized and requires subject-specific attention and feedback. The transitioning to an online platform requires effective tools and curriculum modifications to fill the gap in industry expectations regarding student employability.

Keywords: Tourism and Hospitality Education, online teaching, pedagogical skills.

Introduction

The tourism and hospitality industry has been facing many challenges. According to Karich, Dudkina, and Kedrova (2023), the problem of employment of graduates of tourist universities has never been as actual as at present. It began in 2014 with the series of bankruptcies and closures of travel firms. Egypt, on the other hand, was significantly affected by the political instabilities in the MEA since its 25th January revolution in 2011 followed by its 30th June revolution in 2013 and the Russian aircraft crash in October 2015 (ITB WORLD TRAVEL TRENDS REPORT 2016 / 2017). As a result, the levels of unemployment have significantly risen, where many tourism enterprises had to close.

However, the covid19 pandemic is considered to have the greatest effect on the tourism industry. According to the United Nations World Tourism Organisation (UNTWO) in 2020, the tourism industry must bear a loss of 850 million to 1.1 billion in international tourist inflow. The World Travel and Tourism Council (WTTC) in

2020 reported a loss of 50 million jobs in the tourism and hospitality industry worldwide (Agyeiwaah, et al., 2022).

The COVID-19 Pandemic forced all educational institutions worldwide to a sudden and unprepared transform to remote online learning. Usually, online teaching and learning should be constructed with specific pedagogical content elements and at the same time students who happen to select these courses would know in advance what intended learning outcomes to be expected. The COVID-19 Pandemic, however, forced all educational institutions including schools, colleges, and universities worldwide to close, affecting 862 million people and approximately 50% of the global student population (Viner et al., 2020).

Consequently, lecturers as well as students had to face many difficulties that they were not ready to deal with. Even parents criticised lecturers' performance and input (Steinmay et al, 2021; Wildemann & Hosenfeld, 2020), while the latter struggled to gain students' interactions.

Within the (THE), teaching is usually considered one of the most stressful jobs, because of its great emphasis on the practical aspects. During the Pandemic, the sources of stress were increased where traditional on-site teaching was replaced by online teaching, for which most of the faculties were not prepared at all (Chandra, et al.,2022). Moreover, training, which is considered of special value in the tourism and hospitality industry, was reduced not only for students but also for fresh graduates and tourism personnel, which would negatively affect their employment.

According to Karich, et al., (2023), these challenges requested new solutions from tourism universities. Many believe that entrepreneurship, innovation, crisis management, data analytics, humanities and communication are important elements of extensive tourism curricula using augmented and virtual reality tools to train specialists in the field of tourism.

Distance learning has been perceived ether as an opportunity or as a source of stress. Influencing Factors include level of technical skill competencies, transition time, resources, encouragement to use and apply technology in classrooms…etc. (Gupta, et al., 2022). Additionally, due to Covid-19 pandemic, it seems an opportunity to reevaluate the case of online education and to discover its benefits and various uses (Sigala,2022).

This study is an attempt to evaluate the experience of online teaching from the educators' perspective and to examine whether Tourism & Hospitality online teaching is considered as a "challenge" or an "opportunity" by asking the following questions:

- What are the main reasons driving online teaching in the (THE)?
- How are Students' educational and personal skills level using online teaching in the (THE)?
- What are the main barriers for online teaching in the (THE)?
- What are the main opportunities offered by online teaching in the (THE)?
- What are the needs for successful and effective online teaching and learning in the (THE)?

Overview of the Tourism & Hospitality Education (THE)

Tourism Education has evolved from a strong vocational origin and is, therefore, highly industry-driven, therefore, tourism related courses focus on responding to practical challenges within the industry. Examples of such experiential learning

include work placements, field trips and case studies and problem solving-based learning approaches that help students get a better understanding of 'real life' situations and challenges (Balula, et al, 2019). Orientations or trainings/internship in hotels, restaurants, kitchens, travel agencies as well as tour guiding at tourist attractions are important teaching methods.

The tourism industry is highly affected by new technologies, even the (THE) has also been greatly affected by the digital transformation. Also, the Joint Research Centre of the European Commission on Learning and Skills for the Digital Era highlighted the importance of digital technologies for the innovative development of education and training practices, improve access to lifelong learning and to deal with the rise of new digital-skills and competencies needed for employment, personal development, and social inclusion (Carretero, et al., 2017; Balula, et al, 2019).

Therefore, (THE) should reform itself and foster digital transformation. On one hand, teachers, ought to include digital technology into Tourism curricula, since it helps foster situated learning and engagement with authentic cases, agents, and contexts. Conversely, students need to understand the role and potentialities of digital technologies and most important be able to use them when starting their career in the tourism sector.

According to the United Nations' World Tourism, tourism higher education is partially responsible of improving the competitiveness in the industry and achieve higher levels of tourists' satisfaction (Tiwari, et al., 2021).

However, according to the industry's perspective, whatever happens in the industry impacts the education system. For instance, growth in the tourism sector results in desired growth in employment opportunities, however, if the sector faces crises, employees are the first to be harmed. Another example, the growing needs of more sustainability in the tourism industry has led to the development of new curriculum and new pedagogic approach (Tiwari, et al., 2021).

The above-mentioned statements stress the correlation between the tourism industry, tourism education and tourism jobs. The COVID19 pandemic made this clear with its impact on the tourism industry which has an affected the (THE). The industry suffered from unemployment and financial losses which discourage new students to take up tourism and cognate courses in the coming years. This has triggered extensive stress for on (THE) organizations (Tiwari, et al., 2021).

The (THE) were negatively affected in many aspects (Edelheim, 2020; Rapanta et al., 2020), for example, many hospitality and tourism students were unable to fully obtain the practical skills needed for an effective classroom learning. Clearly, the in class-practicing of wine mixing, food, and beverage practical task, or a front office task has been diminished to a virtual format (Kaushal & Srivastava, 2020; Sharma, 2020).

Some studies revealed that students did not like to be involved in online courses. The quality of the courses was not affected significantly, but the quality of interactions between students and teachers became lower in this context. (Marin & Bocoş , 2021).

Also, hospitality and tourism students were not able to have any internships at hotel- or tour operator organizations, that are considered vital and part of their education and a requirement of graduation.

Moreover, in many (THE) institutions, physical contact between students and lecturers had been shortened to practical examinations especially for final year

students. Suddenly, teaching staff had to prepare and deliver lectures from home and had to deal with the associated practical and technical challenges of the virtual format (Hodges, et al., 2020).

Other researchers argued that COVID-19 encouraged the introduction of innovative technological efforts for teachers to enhance teaching experiences, however, it specially represented a significant challenge for some hospitality and tourism lecturers with inadequate awareness of the pedagogical content knowledge required for teaching online (Rapanta et al., 2020; Agyeiwaah,, et al., 2022)

It is clear that because of the COVID-19 impact on global education and on the (THE) teachers and other stakeholders are expecting a forced shift in the nature and component of THE in the immediate-to-long term future. For example, (THE) organizations, have to introduce and quickly adapt to technological innovations and use virtual formats even after COVID-19, where the hybrid format (i.e. both traditional and non-traditional) is considered as the competent approach to facilitate (THE). It is expected that this hybrid format will facilitate students' creative learning. This way, the hospitality and tourism students do not lose their studies, but their progress would be supervised instantaneously and with timely evaluation (Bilsland, Nagy, & Smith, 2020; Elumalai et al., 2021, p. 189; Joshi & Gupta, 2021; Lei & So, 2021)

Moreover, Tiwari, Séraphin, & Chowdhary, (2021) suggest that a better integration and synergy between tourism education and the industry should take place. This compiles with the fourth Sustainable Development Goal (SDG), which is "Quality Education" (United Nations Development Programme, 2015) and that it should concentrate on the relationship between education and the industry.

Furthermore, tourism educators claim that there is a need for creativity, innovation, digital knowledge, and vocational skills for students. Courses for s crisis management, business resilience, health and safety measures etc. must be included in the (THE) curriculum. Also, collaboration with industry for curriculum designing and assistance for jobs, as well as government's support in funding the research projects and acquiring digital, innovative, and vocational skills by students. This would help students to take up challenges in times of crises like the COVID-19 and its post phase and the (THE) will robust its performance. Therefore, there is a need to strengthen the linkages between the various stakeholders in the tourism system for the development of knowledge-based economies (Tiwari, et al., 2021)

Online teaching and learning

University of Houston (uh.edu) defines the Online Learning (sometimes also referred to as Distance Learning or Distance Education) as "education that delivers instruction to students who are separated from the instructor or instructors, and that supports regular and substantive interaction between students and instructor(s) either synchronously (students are required to log in and participate in class at a specified time each week) or asynchronously (online learning that allows students to view instructional materials each week at any time)". In other words, it can be defined as "learning that is mediated by the Internet" which differs from traditional face to face which takes place in a classroom setting (www.britannica.comhttps).

The implementation of information and communication technologies (ICTs) has played an important role in the (THE) for some time. For example, it began in 2003 with the SARS outbreak (Ye, and Law, 2021) and even in Egypt there were some primary attempts by the international schools that has started with the 25th of January revolution.

On the one hand, online learning can offer many advantages, for example, course content recorded via ICT ensures consistent quality of lectures (Rodney, 2020) and helps reduce human resources and cost. Also, successful online educational delivery leads to students' efficient learning process and positive outcomes. For example, social interaction in online discussions emphasises students' critical and creative thinking. Moreover, online courses and materials provide students time and space flexibility, as well as high interaction with industry professionals (Ye, and Law., 2021) In addition, a study by Meylani, et al., (2015) earlier asserted the desirable attributes of online learning environment OLE as it is accessible anywhere and anytime. Through its computer tutorials and online learning activities, virtual manipulatives can be stimulated. It also can provide online assessment with feedback on the results. Among, it is flexible new and useful instructional paradigms, it conforms educational standards positive attitudes in learners.

However, online educational delivery concerns should be considered and addressed. These include the financial barriers for introducing high standard online learning with advanced platforms and needed infrastructure. Other barriers are related to users whether tutors or students and their ICT proficiency (Ye, and Law., 2021). For instance, lecturers are more likely to be stressed and feel anxious if they are required to use new equipment and technologies, they are not familiar with. Besides, in many cases lecturers had to play the role of technical support team to students or other untrained teachers, which exerted extra stress and workload over them (Gupta, et al., 2022). This has been the case in Alexandria University as well as other Egyptian Universities that were forced to shift to online learning during the COVID 19 pandemic.

Other issues of online teaching in the (THE) arise concerning communication efficiency between teachers and students. Computer mediated-communication has many advantages, but this type of communication is not efficient in maintaining and developing close educational relationships between students and teachers. This can be achieved through discussions and interactive learning situations. However, the traditional on campus (THE) is said to be more effective (Marin & Bocoş , 2021).

Another disadvantage of online learning is related to the teacher's low control over students' activity, where evaluation is a complex process. In the absence of face-to-face interactions, monitoring students' performance becomes a more difficult process and students' integrity during examination is also a worrying issue. Furthermore, students with low self-control and self-motivation may easily fail in time management and participation in online activities (Marin & Bocoş , 2021).

Unlike other higher education courses, (THE) curriculum and internship arrangements require additional consideration because of its nature. Issues about the delivery of online practical courses, evaluation of students' performance, and arrangement of students' compulsory internship need to be addressed. Concerning

online training, assessing students' competencies becomes more difficult. The level of knowledge is the only component of competencies that is easier to be assessed in the online environment (Tiwari, et al., 2021; Ye, and Law., 2021).

However, Sigala (2001a) stated that students with enhanced self-regulatory and self-control competencies outperformed others in the online (THE) but most of students made limited use of the communication tools of the virtual classroom and focused only on sharing material and on clarifying rules of instruction, rather than on knowledge building practices (Sigala2002; Sigala 2001)

It is hence clear that the main benefit provided by the online learning situations is the opportunity offered to all the students to study and use learning materials anytime or anywhere they want. Another advantage lies in the increased accessibility of the courses and seminars for all students. It is also clear that globalization, the emerging requirements of the students, as well as technological developments, are the main factors that more and more attract students to be enrolled in online courses (Marin & Bocoş , 2021).

Consequently, for an effective online (THE), a technical team should be formed to assist in online (THE) activities (e.g., online classes and webinars). General technical training courses should be provided by a technical team to reduce technical issues encountered by students and educators during online activities. An internship management team is required to handle issues between the tourism industry and students (e.g., postponement of students' internship, internship performance evaluation). A logistical care team should be formed to provide psychological counselling services and even financial support for students and staff in need (Tiwari, et al., 2021).

Moreover, Marin & Bocoş (2021) suggest that online teaching should have certain characteristics as training have to be individualized and differentiated, the training objectives must be set clearly, using attractive methods of presenting the content which should be adequate and accessible. Lastly, the learning environment should stimulate positive interactions between students through engaging and comprehensible learning situations. It has been revealed that technology offer a good opportunity to enhance students' engagement through, the multiple delivery modes of various learning platforms that can be used for personalized educational experiences and the delivery to non-traditional tourism educators. Additionally, some studies stated that the blended learning, i.e. mixing both face-to-face learning contexts and online learning situations generate positive learning experiences and offer multiple satisfactions. Conversely, many studies are questioning the benefits of online learning as well as of blended learning. Therefore, staff and students must be involved in a collaborative effort to innovate teaching and learning practices that suits both (Balula et al., 2019).

Concerning blended learning in Egyptian (THE), this was applied during the COVID 19 pandemic. As for Alexandria University, and many other Egyptian higher education institutes, as soon as the pandemic started, teachers were asked to use any mean of social media but not for too long as they were advised to use google classroom then Microsoft teams. Teachers were also advised to make their class material available online and were financially encouraged to deliver their own e-books and to implement MCQ tests.

However, this was not to the favour of especially tour guiding lecturers who believe that onsite and on class teaching and evaluation, and essay-questions examination are the best means to deliver successful and professional tour guides. As for tourism and hotel students, they mainly faced problems of having practical courses, training, and their essential internship. This was due to the termination of the distinct types of the industry organizations where their training/internships occur.

Even after the pandemic has ended, blended learning continued in many Egyptian (THE) organizations for other reasons like in days of bad weather conditions and heavy rain, or to overcome the problem of overcrowdings in classes or even due to health issues of lecturers. Moreover, where traditional class learning was applied, still Microsoft teams were constantly used for reasons ranging between making class material and e-books available to students, having online exams or its usage as a channel for communication between lecturers and students.

Long before the COVID 19 pandemic, Sigala (2002) highlighted that the internet capabilities can be exploited for developing a just-in-time educational platforms, in which tourism and hospitality industry professionals can also get involved to provide students with first-hand experience and knowledge. Moreover, the urge to develop skills and knowledge of tourism and hospitality students through collaborative and personalised e-learning environments is justified by the changes in technological tools as well as students' characteristics facing new trends and issues in the tourism and hospitality industry in specific and in the society in general.

Finally, Sigala (2021) highlights the fact that the tourism industry is changing faster than ever and that the (THE) should act accordingly. Also, Tourism/hospitality firms should face severe competition by demonstrating responsible and sustainable leadership. Graduates should, accordingly, be able to use both critical and creative thinking for solving problems and making the right decisions. they should be capable of designing, interpreting, and evaluating AI algorithm decision-making. Tourism/hospitality curricula should reflect these needs. Furthermore, students of different demographical and geographical characteristics are now the rule rather than the exception. They come from various industries, disciplines, and stages of their professional/educational careers. Tourism and hospitality educators should act quickly to the various needs, backgrounds, and constraints of this diversified student body and use all the tools and benefits online education can offer to their favour.

From the above mentioned, the experience of online teaching in the Tourism & Hospitality Education (THE) should be thoroughly evaluated and its effect on the pedagogical skills, and to examine its usefulness in the evolving world condition including human and natural crises.

Research Methodology

This research can be categorized as descriptive- analytical. The study adopted a mixed method approach. Firstly, an online survey was conducted to examine the influence of online teaching on the (THE) from the educators' perspective.

A quantitative approach of data gathering was used with a sample space of 69 academic staff in Tourism and Hospitality institutions. Data was analysed statistically using SPSS.

Secondly, in-depth interviews were conducted to discuss phase one results further deeply. Interviews were compelled with Managers from the Tourism and Hospitality

industry in order to explore their opinions concerning graduates personal and working skills achieved through online learning during the Covid 19 pandemic.

Results and Discussions

1. Questionnaire

The survey was divided into three sections. The first and second gathered demographic and work data. The third consisted of 8 Likert scale questions and was examining online teaching in the (THE). Furthermore, it rated students' personal skills and educational level when using online teaching in the (THE) from the educators' perspective. It also detected the challenges as well as the opportunities offered by online teaching in the (THE). Finally, it enumerates the needs for successful online teaching in the (THE).

Data review and analysis

The first group of questions involved personal data. The result showed that 88.6% were females and 11.4% were males. Concerning age range, the majority ranged between 30 to 40 years old (37.1%) , followed by age range 40 to 50 (31.4%). The results showed that 34.1.1% were assistant professors, followed by 20% were assistant lecturers.

Table (1) Reliability of Research Instrument

Measures	Cronbach's Alpha
Challenges facing online teaching	.711
Students' evaluation	.703
Different opportunities	.823
Different requirements	.886

The Cronbach alpha test has been used to examine the instrument reliability as shown in Table (1), and the results reveal that all instruments used to measure each construct are reliable (.703 ~ .886). These results indicate that the tool is considered suitable for measuring respondents' perceptions of the study variables.

Most of the respondents (65.7) stated that they started using online teaching by the outspread of the corona virus pandemic, followed by bad weather condition (48.5%) and geographical boundaries (45%) respectively. However, what currently drive them to teach online is mainly having any health issues (48.5%) followed by geographical boundaries (42.9%), then by both bad weather conditions and political issues/security concerns (31.4%).

The results showed that most respondents used Microsoft teams (71.4%) in online teaching followed by google classroom (37.1%) and whats app (34.3%) respectively. When asked about the main challenges they have faced during online teaching, most of the respondents strongly agreed that it was because of the poor response of students (51.4%), followed by bad internet (37.1%) and family-work load stress (31.4%) respectively (fig.1).
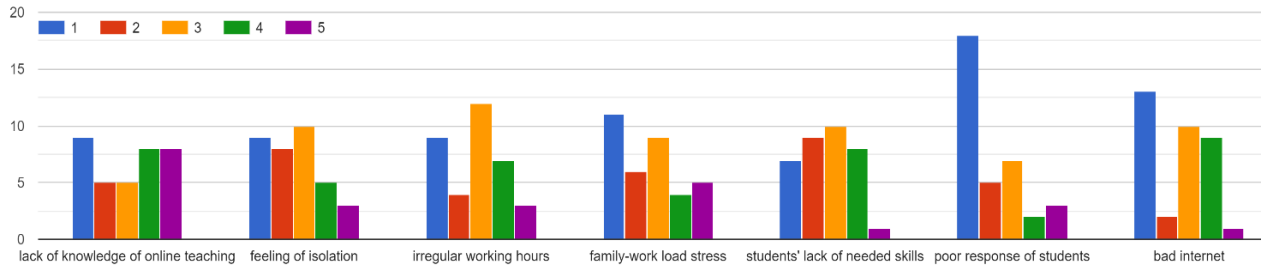
Fig. 1: Main challenges of online teaching

Most of the respondents consider that students' personal skills level (e.g. Presentation & Communication skills) can mainly be obtained through traditional- (65.7%) - followed by blended learning teaching (57.1%) rather than online teaching (40%)
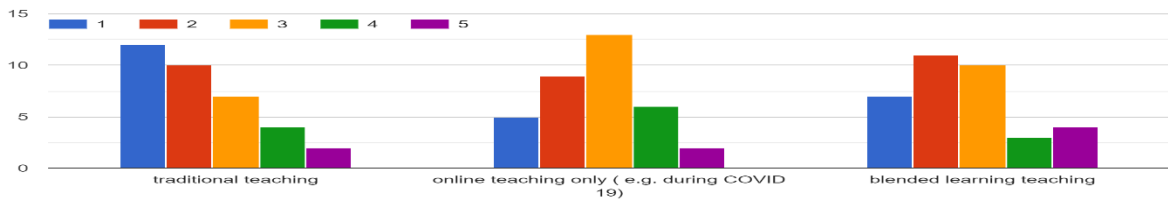

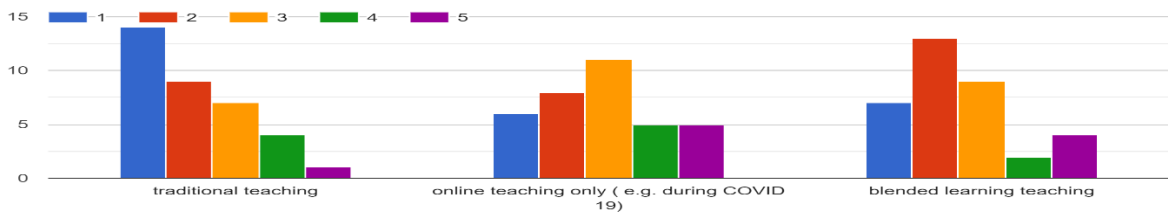Fig. 2: students' personal skills level using various modes of teaching.

Fig. 3: students' educational level using various modes of teaching.

Most of the respondents consider that students' personal skills level (e.g. Presentation & Communication skills) can mainly be obtained through traditional- (62.9%) - followed by blended learning teaching (57.4%) rather than online teaching (40%)

Most of the respondents believe that the greatest advantage of online teaching is that it offers flexible working hours (62.9%), followed by being a good alternative for traditional teaching in case of emergencies (54.3%) and constant availability of teaching material to students respectively (42.9%) respectively.
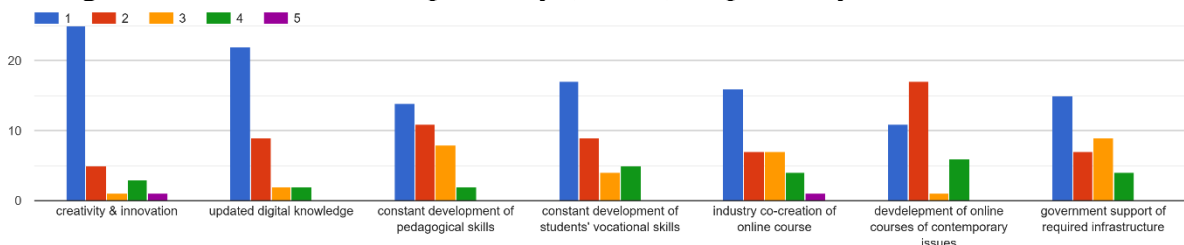

Fig.4: Advantages of online teaching

Most of the respondents believe that online teaching needs constant creativity and innovation (71.4%) followed by the need for updated digital knowledge (62.9%) and constant development of students' vocational skills (48.6%) respectively.

Table (2) Pearson correlation between some challenges and types of evaluation for different types of teaching

		Student lack of skills	Student poor response	Evaluate educational level for online teaching only	Evaluate educational level for blended teaching	Evaluate personal skills for online teaching	Evaluate personal skills for blended teaching
Student lack of skills	Pearson Correlation	1	.559**	.063	-.028	.228	-.087
	Sig. (2-tailed)		.000	.719	.874	.188	.618
Student poor response	Pearson Correlation	.559**	1	.177	.126	.335*	.121
	Sig. (2-tailed)	.000		.309	.469	.049	.487
Evaluate educational level for online teaching	Pearson Correlation	.063	.177	1	.104	.621**	.074
	Sig. (2-tailed)	.719	.309		.551	.000	.674
Evaluate educational level blended teaching	Pearson Correlation	-.028	.126	.104	1	.322	.935**
	Sig. (2-tailed)	.874	.469	.551		.059	.000
Evaluate Students personal skills for online teaching	Pearson Correlation	.228	.335*	.621**	.322	1	.290
	Sig. (2-tailed)	.188	.049	.000	.059		.091
Evaluate personal skills for blended teaching	Pearson Correlation	-.087	.121	.074	.935**	.290	1
	Sig. (2-tailed)	.618	.487	.674	.000	.091	
Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).**							

As shown in Table (1) the correlation coefficient had been calculated to test if there is significant correlation between the variables under study. The relationship between some of the challenges that had been faced during online teaching and types of evaluation for different types of teaching were studied using Pearson correlation analysis. Results indicated that there is a significant positive correlation between student lack of skills, and students' poor response during online teaching (Pearson correlation coefficient =.559**, sig. (2 tailed) =.000). Furthermore, there was a significant correlation between students' poor response during online teaching and evaluation of students' personal skills level during online teaching (Pearson correlation coefficient=.335*, sig. (2 tailed) =.049). Concerning the evaluation of the students' educational level using online teaching only and the evaluation of students' personal skills level during online teaching only, results indicate a significant correlation (Pearson correlation coefficients= .621**, sig. (2 tailed) = 0.000), as well as for the evaluation of students' personal skills level during blended teaching and the evaluation of the students' educational level during blended teaching (Pearson correlation coefficient= =.935**, sig. (2 tailed) =.000).

Chi-square test has been deployed to measure the association between gender, age and the challenges facing online teaching. Results indicate that there is no association between gender and reasons of using the online teaching (Pearson Chi-Square =9.057,

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p value = 0,229) as well as between age and the challenges facing online teaching (Pearson Chi-Square =4. 007, p value = 0,261).

Accordingly, it is clear that (THE) online teaching faces many problems, mainly related to lack of communication between teachers and students. This finding is consistent with what Marin & Bocoş (2021) and Sigala(2001a) have stated concerning the fact that online teaching lacks close educational relationships between students and teachers. This in turn affected negatively both students' levels; educational and personal skills.

2. Interviews

Interviews were made with managers of 3 travel agencies and 3 hotels. Two round table discussions held at the UCCD (University Centre for Carer Development) at the Faculty of Education were also attended for the same purpose. Data collected was transcribed and analysed using content analysis. Two main questions were addressed to the interviewees, namely:

1- How would you evaluate graduates' competences and work performance, who were online students during Covid 19 pandemic, when compared with graduates of traditional (THE)?

2- What are your recommendations in case of any emerging issues forcing (THE) organizations to turn to online teaching (as the previous case of the COVID 19 pandemic)?

They stated that they lack essential working skills stating the fact that: "They cannot even write an email". They added that communication as well as presentation skills were also negatively affects. Hoteliers claimed that students' training must be made on site and never online and that they must experience different tasks and situations themselves. Travel agents added that tourist guides should experience themselves situations like holding a microphone and guiding in a bus and in archaeological sites. Educational Experts at the UCCD round table discussion even mentioned the symptom Dyslexia between students as a response to their isolation at the time of the pandemic. Hence, the interviewees agreed that traditional education and on-site training had better influence on the graduates concerning their personal and working skills rather than online education.

When asked about their recommendations in case any emerging issues forced (THE) organizations to turn to online teaching as the previous case of the COVID 19 pandemic, they suggested to be given the opportunity to share in updating the curriculum of various courses according to industry requirements. They also offered to set online meetings with students and fresh graduates to share real-time working situations with them. This finding is consistent with what Tiwari, et al., (2021) have suggested concerning having a good integration and synergy between tourism education and the industry specially in curriculum designing and assistance for jobs.

Conclusion and Implications

In conclusion, the research sheds light on the profound impact of online teaching on pedagogical skills within the context of Tourism and Hospitality Education (THE). The study was prompted by the challenges faced by the industry which were strongly intensified by the COVID-19 pandemic.

The findings of the study indicate that while online teaching possesses great potential and, in certain circumstances, is a necessity, it cannot completely replace the effectiveness of on-site classes, especially in practical aspects. Lecturers emphasized the irreplaceable value of face-to-face guidance, discussions, and direct interactions with students. The pedagogical skills of educators were considered more efficient and effective in traditional teaching settings. Online teaching, however, can offer flexibility and opportunities but demands subject-specific attention and tailored feedback.

The challenges faced during the sudden shift to online teaching were multifaceted, ranging from technical issues to the lack of student engagement and poor internet connectivity. The study highlights the importance of effective tools and curriculum modifications to bridge the gap in industry expectations regarding student employability. The transition to online platforms necessitates comprehensive planning, technical support, and the consideration of specific challenges unique to (THE).

Online teaching should strategically complement traditional methods. It should mainly be used as an alternative to traditional teaching in some cases. These would range from health issues, political instabilities, bad weather conditions or simply geographical boundaries and the desire to enrol students from remote areas.

The study emphasizes the need for a subject-specific approach in implementing online teaching in (THE). Recognizing the unique requirements of practical courses and hands-on experiences, educators should tailor online methods to suit the specific needs of the Tourism and Hospitality industry.

The findings highlight the importance of adapting curricula to the evolving demands of the industry. Entrepreneurship, innovation, crisis management, data analytics, and communication skills are identified as crucial elements that should be incorporated into extensive tourism curricula. Augmented and virtual reality tools may play a role in enhancing the training of specialists in the field.

Online teaching presents an opportunity to foster creativity and innovation in (THE). Industry experts should actively participate in curriculum development, bringing real-world insights to educational content. Innovative tools, such as gamification, should be explored to enhance student engagement during online sessions.

Additionally, governmental support is crucial in overcoming barriers to online teaching, particularly in obtaining necessary infrastructure. Investing in digital infrastructure and providing financial assistance can facilitate a smoother transition to online education, addressing one of the significant challenges faced by educators.

Moreover, industry collaboration is highlighted as a key component for successful online teaching. In times of crisis, such as the COVID-19 pandemic, industry professionals can contribute to students' education by providing real-time insights, sharing experiences, and actively participating in curriculum updates.

Both educators and students faced challenges during the transition to online teaching. The study suggests the importance of continuous training and support for educators to handle new technologies effectively. Additionally, support structures, such as technical teams and internship management teams, should be in place to address various issues that may arise during online activities.

Employers in the Tourism and Hospitality industry express concerns about the competencies of graduates who experienced online learning during the pandemic. Traditional education and on-site training are perceived as having a more positive influence on graduates' personal and working skills. This implies the need for ongoing evaluation and adaptation of online teaching methods to align with industry expectations.

In conclusion, the implications of this research highlight the necessity for an adaptive approach to online teaching in (THE). Recognizing these unique challenges and opportunities, educators, institutions, and industry stakeholders must collaborate to enhance the effectiveness of online education while preserving the essential practical aspects of Tourism and Hospitality Education.

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تأثير التدريس عبر المنصات الالكترونية على المهارات التربوية: دراسة حالة التعليم السياحي والفندقي

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الملخص

في السنوات الأخيرة، واجه التعليم السياحي والفندقي (THE) العديد من التحديات. يرتبط الكثير منها بتلك التي تواجه صناعة السياحة مثل عدم الاستقرار السياسي والأزمات الاقتصادية وجائحة كوفيد 19 ... الخ. على سبيل المثال، أجبرت جائحة كوفيد 19جميع المؤسسات التعليمية في جميع أنحاء العالم على التحول المفاجئ وغير المستعد إلى التعلم عن بعد عبر الإنترنت. اضطر المحاضرون وكذلك الطلاب إلى استخدام التقنيات الحديثة دون سابق انذار. ولقد واجهوا العديد من الصعوبات أثناء التعامل مع مختلف المنصات الالكترونية بسبب نقص التدريب ومشاكل البنية التحتية وغيرها.

تهدف هذه الدراسة إلى تقييم تجربة التدريس عبر الإنترنت من وجهة نظر المعلمين. تم استخدام كل من الأساليب النوعية والكمية، حيث تم توزيع استبانة عبر الإنترنت بين المحاضرين في مؤسسات السياحة والضيافة. كما تم إجراء مقابلات مع أشخاص من الصناعة لجمع تقييمهم لمهارات الخريجين الجدد الذين جربوا التدريس عبر الإنترنت. تم تسجيل المقابلات ونسخها وتحليلها.

تظهر نتائج الدراسة أن التعليم التقليدي بمؤسسات التعليم السياحي والفندقي، وخاصة المقررات العملية، وإرشادات المحاضرين وجها لوجه، والمناقشات والتعليقات على الطلاب لا يمكن الاستغناء عنها. ومن ثم تصبح المهارات التربوية للمعلمين أكثر كفاءة وفعالية. يتمتع التدريس عبر الإنترنت بالعديد من المميزات اللازمة في ظروف خاصة. ومع ذلك، لا يمكن تعميمه ويتطلب اهتماما خاصاً وتقييم مستمر. فالتعليم عبر المنصات الالكترونية يستلزم استخدام أدوات فعالة وتحديث مستمر للمناهج الدراسية لسد الفجوة الخاصة بمتطلبات الصناعة فيما يتعلق بتوظيف الطلاب.

الكلمات الدالة: التعليم السياحي والفندقي، التدريس عبر الإنترنت، المهارات التربوية