

PBL code International Hospitality Management

Foreword

Problem Based Learning (PBL) and Stenden SA International Hospitality Management (STENDEN SA): two terms for the same thing: education in the human dimension, in which students work together on solving a given problem. They learn from each other, they steadfastly follow the seven steps and immerse themselves in the sources: curious about new knowledge. The STENDEN SA staff member is the wise tutor: he or she supervises, supports and encourages. He or she bears responsibility and behaves in a manner befitting an excellent supervisor.

Introduction

This sub-code is intended to provide STENDEN SA tutors with clear guidelines that STENDEN SA feels are important to PBL education. A distinction is made between five different aspects: a professional approach, contact with students, use of resources, use of instruments and, finally, being presentable.

Professional approach

- As tutors, we recognise the importance of being present at tutor meetings according to the timetable. We do not leave others waiting, we are properly prepared and we call to cancel if we are unable to attend.
- If we miss a meeting, we personally make sure that we are informed of what was discussed.
- We are aware of the rules applicable at STENDEN SA and are completely familiar with the regulations applicable to PBL education.
- We keep the module coordinators informed of progress and the process of the module and other matters that are important to them. We thus create the conditions for optimum coordination of the various subjects, and a clear image of the performance of the PBL groups within the module is obtained.
- We ensure that the module is correctly concluded.

Contact with students

- As tutors, we set an example for students with our attitude and behaviour. We behave, as we would expect them to behave.
- We adopt a careful approach to our responsibilities as tutors in respect of students and do not abuse our position.
- We arrive at the PBL meeting well prepared and on time. We take account of the availability of the room by monitoring the time during the meeting.

- If we want changes to be made to the timetable, we arrange this in good time with those responsible for timetabling.
- Prior to the module we agree a number of rules of play with the students so that everyone knows which behaviour is and is not accepted during the PBL meetings. We also discuss the consequences of not complying with these rules. For example students can be refused access to the meeting, they can be given a warning or points can be withheld from them. We also hold students accountable for unacceptable behaviour.
- As tutors, we actively listen to students so that we know what they expect from us and can act accordingly.
- We return to relevant questions if we are not immediately able to answer them. If we are not ourselves able to answer certain questions, we refer students to the right person.
- We evaluate the PBL meeting and our working method by asking students for feedback. When we come across problems, we look for solutions with the aim of improving the education.

Use of instruments

- As tutors, we apply the seven steps and analysis methods consistently so that general agreement is reached on the way in which we give shape to PBL. The same applies to the use of the tutor instruction. We take this as the basis for steering and supporting students in completing their tasks.
- We adopt a careful approach to tutor instructions and make sure that students are not able to read the instructions. This means, for instance, that we do not leave them lying around in the classroom but store them properly.
- Use of resources.
- We leave classrooms neat and tidy for the next user.

Presentation

In a number of situations, we set requirements for the personal presentation of students and teaching staff. It is the responsibility of the lecturer setting the task to determine the 'dress code', which then applies both to the student and the lecturer.