Scenario: Online sales Training on Hospitality and Tourism

Target audience

VET learners and tourism staff from small businesses in the Hospitality and Tourism sector. EQF level 3 and 4.

Problem to solve - Learning Situation

Emergency need for online sales in hospitality and tourism to provide trainees from VET school level 3 and 4 to acquire theoretical and practical concepts, tools, and best practices that will enable them to use digital channels to make online sales, and thus prevent crisis and pandemic situations that make it impossible for businesses, particularly in the hospitality and tourism sector, to carry out their normal activities in person.

Overview of scenario

Final beneficiaries of the training program are learners EQF level 3 and 4.

In this learning scenario we propose a number of activities aimed at activating learners' practice. Active teaching methods will be used, supported by "Project based learning", inviting the participation and intervention of the trainee. There will be synchronous and asynchronous sessions.

Different activities can be performed according to the level of the trainees - 3rd and 4th EQF levels. Level 3 activities are more practical and level 4 more managerial.

Competencies covered from DigCompEdu

Area 2: Digital resources

2.1 Selecting digital resources
To identify, assess and select digital resources to support and enhance teaching and learning. To consider the specific learning, objective, context, pedagogical approach, and learner group, when selecting digital resources and planning their use.

2.2 Creating and modifying digital resources
To modify and build on existing openly-licensed resources and other resources where this is permitted. To create or cocreate new digital educational resources. To consider the specific learning objective, context, pedagogical approach, and learner group, when designing digital resources and planning their use.

2.3 Managing, protecting and sharing digital resources

To organise digital content and make it available to learners, parents and other educators. To effectively protect sensitive digital content. To respect and correctly apply privacy and copyright rules. To understand the use and creation of open licences and open educational resources, including their proper attribution.

Area 3: Teaching and Learning

3.1 Teaching

To plan for and implement digital devices and resources in the teaching process, so as to enhance the effectiveness of teaching interventions. To appropriately manage and orchestrate digital teaching interventions. To experiment with and develop new formats and pedagogical methods for instruction.

3.3 Collaborative Learning

To use digital technologies to foster and enhance learner collaboration. To enable learners to use digital technologies as part of collaborative assignments, as a means of enhancing communication, collaboration and collaborative knowledge creation.

Area 4: Assessment

4.1 Assessment strategies

To use digital technologies for formative and summative assessment. To enhance the diversity and suitability of assessment formats and approaches.

4.2 Analysing evidence

To generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress, in order to inform teaching and learning.

Area 5: Empowering Learners

5.3 Actively engaging learners

To use digital technologies to foster learners' active and creative engagement with a subject matter. To use digital technologies within pedagogic strategies that foster learners' transversal skills, deep thinking and creative expression. To open up learning to new, real-world contexts, which involve learners themselves in hands-on activities, scientific investigation or complex problem solving, or in other ways increase learners' active involvement in complex subject matters.

Area 6: Facilitating learners' digital competence

6.2 Digital communication and collaboration

To incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication, collaboration and civic participation.

6.3 Digital content creation

To incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats. To teach learners how copyright and licence apply to digital content, how to reference sources and attribute licences.

6.5 Digital problem solving

To incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

Curriculum Construct(s)

According to Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001:
https://www.researchgate.net/publication/264675976_Transitioning_from_Teaching_Lean_Tool
s_To_Teaching_Lean_Transformation/figures?lo=1), the learning scenario applies to five areas:

- **Understanding**: Understanding the needs of the sales area of the tourism/hospitality business (hotel, restaurant, travel agency, museum, etc.) in promoting digitally their business;
- **Applying**: Applying knowledge gained through the theory into practice in Hospitality/Tourism contexts (creation of FB and Youtube pages, defining sales goals/metrics, creation of digital content)
- **Analysing**: Analysing the needs of promotion of the touristic business through social media and online campaigns (goals, communication channels, expected results). Analysing peer activities and giving feedback.
- **Evaluating**: Peer review of other learners' work and giving feedback. Reflecting on own performance in practice and through others feedback (tutor and fellow learners)
- **Creating**: digital content production, social media creation, and planning of sales campaigns, goals, metrics.

Scenario description

This scenario is intended to support VET tutors to create e-learning courses in the area of Online Sales for the Hospitality and Tourism sector, developing pedagogical activities that allow them to acquire knowledge/skills on digital tools and technologies that learners and trainees can apply in the commercial and marketing promotion of businesses related to Tourism.

Scenario Objectives

The aim is for a tutor to design and elaborate a training program (online) with the contents and digital didactic material (videos and/or slides, e-books), as well as the most adequate model and assessment tools.

Figure 1: Online advertising as part of online sales campaign - created by macrovector_official - www.freepik.com

GENERAL OBJECTIVES:

- To know and use the Web in order to communicate and disseminate multimedia information in an attractive and effective way;

- To use social networks for online sales in the Tourism sector

- To plan sales campaigns for social networks;

- To use content production tools for digital channels to promote online sales.

The topics covered are:

- The Internet and the Web in Hospitality and Tourism
- Social Media and the Tourism sector
- Online sales
- Creation of digital content for online sales (website, CMS, landing pages, video, image)
- Online sales campaigns

Requirements

As for the tutor' prerequisites (and learners), we suggest implementing the activities suggested in this learning scenario by those who have already mastered the intermediate digital skills in DigCompEdu, as mentioned above.

It is therefore essential for the tutor to undertake, beforehand, the IDC-VET self-assessment tool, to ensure consistency with this requirement.

DIGITAL EQUIPMENT:

- LMS/Moodle platform with H5P plugin

- ICT skills

- Computer with internet connection, camera and microphone

- Smartphone or video camera

- Access to digital softwares like: Padlet, Canva, Shotcut.

- Personal account on Facebook

- Google account

- Personal account on Youtube

Outline plan

Activity 1	Introduction to the LMS platform
Timing	1 hour
Methods	Lecturing, presentations, questions-answers. Active learning.
What the tutor is doing	The tutor should prepare the e-learning platform/LMS to make the content available and the learners access it online. The tutor should: - create the course on the platform - create the profiles of the learners - insert pedagogical contents (files, videos, etc.) - create evaluation elements such as quizzes, surveys.

	Subsequently, the tutor should interact with learners by: - giving the trainees access to the LMS platform - introducing the platform to the learners (how it works) - explaining how to use the tools of the e-learning platform: use forums, answer polls, work with glossaries, answer activities, etc.
What the learners are doing	Individually, the learners will access the platform, and test the functionalities of the LMS provided by the tutor.
Equipment and Support	LMS platform (like Moodle), computer with internet access.
Reference to DigCompEdu	02 Digital resources - 2.2 Creating and modifying digital resources (C1) 02 Digital resources - 2.3 Managing, protecting and sharing digital resources (B2) 03 Teaching and Learning - 3.1 Teaching (B1) 03 Teaching and Learning - 3.3 Collaborative Learning (B2) 05 Empowering Learners - 5.3 Actively engaging learners (B2) 06 Facilitating learners' digital competence - 6.2 Digital communication and collaboration (C1)
Assessment of/for learning	Assessment for learning (to see if the learners can use the LMS): observation of learners learning activity by using tha LMS platform.
Resources/links/relevant content/Examples	Moodle - "How to" documentation: https://docs.moodle.org/400/en/Main_page

Activity 2	Get-to-know online
Timing	1 hour
Methods	Active learning
What the tutor is doing	In the first session, the tutor will present Padlet for get-to-know exercise, and explain to learners how Padlet and the exercise works.
What the learners are doing	Using Padlet for presentation of their name, background and get to know each other, insert text, images, links and descriptions. Each learner will introduce him/herself with the following characteristics: name, photograph, qualifications, what he/she likes to do in his/her spare time, what he/she would like to learn on the course.
Equipment and Support	Computer with internet access, Padlet application
Reference to DigCompEdu	02 Digital resources - 2.1 Selecting digital resources (B2) 02 Digital resources - 2.2 Creating and modifying digital resources (C1) 02 Digital resources - 2.3 Managing, protecting and sharing digital resources (B2)

	03 Teaching and Learning - 3.1 Teaching (B1) 03 Teaching and Learning - 3.3 Collaborative Learning (B2) 05 Empowering Learners - 5.3 Actively engaging learners (B2) 06 Facilitating learners' digital competence - 6.2 Digital communication and collaboration (C1) 06 Facilitating learners' digital competence - 6.3 Digital content creation (B2)
Assessment of/for learning	Assessment for learning - getting to know some digital skills from the learners.
Resources/links/relevant content/Examples	www.padlet.com

Activity 3	The Internet and the Web in Hospitality and Tourism - survey, glossary and H5P
Timing	2 hours
Methods	Lecturing, presentations, questions-answers; active learning, assessment of knowledge and feedback.
What the tutor is doing	The tutor presents to the learners the first topic, related to "The Internet and the Web in Hospitality and Tourism", showing the importance of ICT in the sales strategies in Tourism, and referring to some practical examples used in this sector, so relevant in the present covid era. The tutor uses presentations, videos and/or images with relevant

	examples. Based on the theoretical topics presented in the online session, the tutor: - creates a survey (on the LMS, like Moodle) with a list of terms that were referred to in the theoretical part of the course so far. Each term can only be chosen by one learner, so that there is no repetition of terms and the ensure that no terms are left unanswered. - After, the tutor creates a glossary in the LMS, so that the learners can participate, by creating definitions for the terms. Each term should have a definition and bibliographic reference. - creates on the LMS a set of H5P activities to assess knowledge on the topic of "Internet and the Web in Hospitality and Tourism" (e.g., drag the words, fill in the blanks, multiple choice, quiz, etc.)
What the learners are doing	The learners have access to the materials presented by the tutor, and engage in the questions/answers moments of debate in class. The learner will, then, access the LMS platform, and the links for the H5P activities developed by the tutor, fill the activities and get immediate results. Following the theoretical part, each learner has to access the survey with the list of terms, and individually choose 2 terms (so there is no repetition). Afterwards, they will create their definitions in the Moodle "glossary" tool. At the end, all learners will have contributed to the creation of a complete

	glossary of terms related to the various topics covered in the training, and will be evaluated by their submissions.
Equipment and Support	Presentation, LMS with H5P plugin, video/images, computer with internet.
Reference to DigCompEdu	02 Digital resources - 2.1 Selecting digital resources (C1) 02 Digital resources - 2.2 Creating and modifying digital resources (C1) 02 Digital resources - 2.3 Managing, protecting and sharing digital resources (B2) 03 Teaching and Learning - 3.1 Teaching (B2) 03 Teaching and Learning - 3.3 Collaborative Learning (B2) 04 Assessment - 4.1 Assessment strategies (B1) 05 Empowering Learners - 5.3 Actively engaging learners (B2) 06 Facilitating learners' digital competence - 6.2 Digital communication and collaboration (C1) 06 Facilitating learners' digital competence - 6.3 Digital content creation (B2)
Assessment of/for learning	Assessment of learning - formative and summative assessment: - Assessment of learning questions/answers moments of debate in class - participation in H5P activities on the LMS - choosing terms in the survey - Evaluation of each contributions to the glossary of terms.
Resources/links/relevant	https://h5p.org/content-types-and-applications

content/Examples	

Activity 4	Social Media and sales in Tourism
Timing	3 hours
Methods	Active learning.
What the tutor is doing	The tutor presents to the learners the topic, related to social media and hospitality and tourism. The tutor uses presentations, videos and/or images with relevant examples. The tutor demonstrates and explains: - How to create a page on Facebook for a business/an event (the tutor actually creates a page, to show step by step) - How to create a store in a Facebook page - How to create a Youtube channel (the tutor actually creates a page, to show step by step) On the LMS, the tutor should create an area for the learners to submit their reports, where the tutor will after that evaluate each submission, and submit feedback to the learners in order for them to improve.
What the learners are doing	The learners have access to the materials presented by the tutor, and engage in the questions/answers moments of

	debate in class. In **pairs**, each learner group should: - select and define a business (existing or fictitious), define the goals for a social media strategy for that business in the time span of 1 month - create a FB page, taking in consideration the type of business (a hotel, a restaurant, a travel agency, a resort, a B&B, an event like a festival, etc.) - create for the same business a Youtube channel - create a calendar of publications for the FB page and the Youtube channel, considering the goals that were defined in the strategy. To create the calendar, learners can use amongst each other a collaborative document (like google doc). learners should submit the activities on the LMS platform (with the names of the members of the pair group): - Document with links to FB page and Youtube channel created - Document with the social media strategy defined for the business/event - Document with the calendar created for the post publication in both pages
Equipment and Support	Presentation, computer with internet, facebook/youtube/google drive accounts. This activity can also be used for the understanding and creating an Instagram business account.

Reference to DigCompEdu	02 Digital resources - 2.1 Selecting digital resources (C1) 02 Digital resources - 2.2 Creating and modifying digital resources (C1) 03 Teaching and Learning - 3.1 Teaching (B2) 03 Teaching and Learning - 3.3 Collaborative Learning (C1) 04 Assessment - 4.1 Assessment strategies (B1) 04 Assessment - 4.2 Analysing evidence (B2) 05 Empowering Learners - 5.3 Actively engaging learners (B2) 06 Facilitating learners' digital competence - 6.2 Digital communication and collaboration (C1) 06 Facilitating learners' digital competence - 6.3 Digital content creation (C2) 06 Facilitating learners' digital competence - 6.5Digital problem solving (B2)
Assessment of/for learning	Assessment of learning - formative and summative assessment: questions/answers moments of debate in class assessment of each group's work: creation of a FB page, the Youtube channel, and a calendar of publications on social media. Assessment of the documents created by the learners shared on the google drive and pages created.
Resources/links/relevant content/Examples	13 Social Media Calendars, Tools, & Templates to Plan Your Content: https://blog.hubspot.com/marketing/social-media-calendar-tools

Activity 5	Online sales goals and metrics - planning
Timing	3 hours
Methods	Lecturing, presentations, questions-answers; active learning: group activity and peer learning.
What the tutor is doing	The tutor presents to the learners the topic, related to online sales in hospitality and tourism. The tutor uses presentations, videos and/or images with relevant examples. The tutor should create a cloud/online folder (like google drive) to share with the learners, where they should publish their activities' results.
What the learners are doing	1) The learner pair groups (from the previous activity) will have to create a report in which they will define: - objectives and expected results for online sales of a business in the area of tourism. - Indicate which digital communication channels they could use to achieve the objectives and expected results (eg, social media, google ads, affiliates, email marketing, etc.). - define a set of metrics, with quantitative values, to evaluate the publication schedule presented in the previous topic. The report should be submitted on the google drive created by the tutor. 2) all pair groups will access the reports from the other learner pairs, and comment according to the theoretical elements (peer based review learning)

Equipment and Support	Google drive, computer with internet.
Reference to DigCompEdu	02 Digital resources - 2.1 Selecting digital resources (C1) 02 Digital resources - 2.2 Creating and modifying digital resources (C1) 03 Teaching and Learning - 3.1 Teaching (B2) 03 Teaching and Learning - 3.3 Collaborative Learning (C1) 04 Assessment - 4.1 Assessment strategies (B1) 04 Assessment - 4.2 Analysing evidence (B2) 05 Empowering Learners - 5.3 Actively engaging learners (B2) 06 Facilitating learners' digital competence - 6.2 Digital communication and collaboration (C1) 06 Facilitating learners' digital competence - 6.5Digital problem solving (B2)
Assessment of/for learning	Assessment of learning - formative and summative assessment: the tutor will evaluate the report submitted and the peer review.
Resources/links/relevant content/Examples	Which Social Media Metrics Are Marketers Tracking? [New Research]: https://blog.hubspot.com/marketing/social-media-metrics-ceos-cares-about
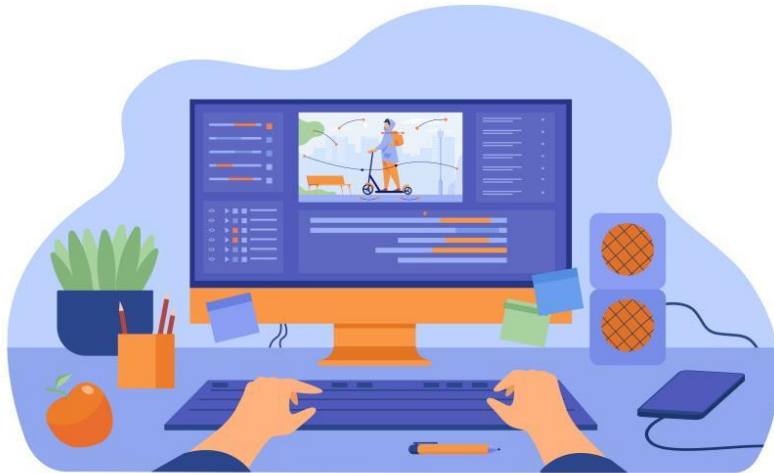
Figure 2: Video content creation - created by pch.vector

Activity 6	Digital content creation
Timing	4 hours
Methods	Active learning.
What the tutor is doing	The tutor presents to the learners the topic, related to digital content in hospitality and tourism. The tutor uses presentations, videos and/or images with relevant examples (e.g. a video created by the tutor as an example of the practical exercise for the learners). The tutor should prepare, on the LMS platform, a set of

	digital material for the learners to use in the creation of digital contents: free images (photos, graphics), a list of sites where learners can download free sounds/music/videos/image banks to use in digital content), reflecting on the different types of licences/copyrights. The tutor has to prepare, in the LMS, an "Assignment activity" for the learners to submit their work, and after submissions, the tutor will give feedback.
What the learners are doing	The learners will have to individually: - Create a promotional short video (3 minutes max.) for a tourism business (for a service, an event, a product, an initiative, a promotion, etc). The learner may use the digital elements provided by the tutor and available on the LMS and use them to create a promotional video, or use its own resources, like videos filmed by the learner. The final result should be published in the Youtube channel created before, and the link should be published in the LMS platform, in the "Assignment activity" created by the tutor. - Create 2 different posts for a Facebook campaign, using material provided by the tutor or totally created by the learner.
Equipment and Support	Computer with internet, smartphone or video camera, software for video editing; software for image editing. Youtube account, Canva account. Submission in the LMS "assignment activity".

Reference to DigCompEdu	02 Digital resources - 2.1 Selecting digital resources (B2) 02 Digital resources - 2.2 Creating and modifying digital resources (C1) 02 Digital resources - 2.3 Managing, protecting and sharing digital resources (B2) 03 Teaching and Learning - 3.1 Teaching (B2) 03 Teaching and Learning - 3.3 Collaborative Learning (C1) 04 Assessment - 4.1 Assessment strategies (B1) 04 Assessment - 4.2 Analysing evidence (B2) 05 Empowering Learners - 5.3 Actively engaging learners (B2) 06 Facilitating learners' digital competence - 6.2 Digital communication and collaboration (C1) 06 Facilitating learners' digital competence - 6.3 Digital content creation (C2)
Assessment of/for learning	Assessment of learning - formative: Tutor will assess the creation and publication of the promotional short video, and the creation of posts for a Facebook campaign.
Resources/links/relevant content/Examples	https://www.youtube.com https://www.canva.com https://shotcut.org/ https://www.dotpdn.com/downloads/pdn.html

Activity 7	Online sales campaign
Timing	2 hours

Methods	Active learning
What the tutor is doing	The tutor presents to the learners the topic, related to online sales campaigns in hospitality and tourism. The tutor uses presentations, videos and/or images with relevant examples. The tutor has to prepare, in the LMS, an "Assignment activity" for the learners to submit their work, and after submissions, the tutor will give feedback to each group/pair.
What the learners are doing	In group or pair, the learners plan an online sales campaign for a business in the tourism sector, using Facebook page ads and google ads. Include: - campaign objectives and the metrics, with quantitative values, to evaluate the effectiveness of the planned campaign (FB and google ads); - submit the task on the LMS in the "assignment activity", through a text file with the objectives and metrics of the campaign, as well as the screenshots of the configuration of the campaign in the Facebook Ads Manager, and Google ads.
Equipment and Support	Computer with internet, word processor, facebook account, google account.
Reference to DigCompEdu	02 Digital resources - 2.1 Selecting digital resources (B2) 02 Digital resources - 2.2 Creating and modifying digital resources (C1) 02 Digital resources - 2.3 Managing, protecting and sharing digital resources (B2)

	03 Teaching and Learning - 3.1 Teaching (B2) 03 Teaching and Learning - 3.3 Collaborative Learning (C1) 04 Assessment - 4.1 Assessment strategies (B1) 04 Assessment - 4.2 Analysing evidence (B2) 05 Empowering Learners - 5.3 Actively engaging learners (B2) 06 Facilitating learners' digital competence - 6.2 Digital communication and collaboration (C1) 06 Facilitating learners' digital competence - 6.3 Digital content creation (C2) 06 Facilitating learners' digital competence - 6.5 Digital problem solving (C1)
Assessment of/for learning	Assessment of learning - formative.
Resources/links/relevant content/Examples	How to create Facebook ads: https://www.youtube.com/watch?v=8I9jbS4_GxE Google ads tutorial: https://www.youtube.com/watch?v=SNjqe9GT9mw

Our notes from practice

The aim of this online sales in hotels and tourism course is to provide trainees with theoretical concepts, tools and good practices that allow them to use digital channels to make online sales campaigns, to further promote the business in the hospitality/tourism (either small businesses, or even bigger ones). This will allow the business to differentiate itself from the growing (and increasingly dynamic) competition and to reach larger audiences.

With this scenario, the tutor will be able to develop digital competences when interacting with the LMS platform, when supporting learners to create their practical work, and when interacting with diverse software.