

Experiential learning as a tool for inspiring hospitality students in higher education

ELLERBY, James

Available from Sheffield Hallam University Research Archive (SHURA) at:

<https://shura.shu.ac.uk/24982/>

This document is the

Citation:

ELLERBY, James (2018). Experiential learning as a tool for inspiring hospitality students in higher education. In: EuroCHRIE 2018, Dublin, Ireland, 6-9 Nov 2018. (Unpublished) [Conference or Workshop Item]

Copyright and re-use policy

See <http://shura.shu.ac.uk/information.html>

Experiential learning as a tool for inspiring hospitality students in higher education

James Ellerby, Sheffield Hallam University

Abstract: Universities need to meet the changing needs of students, better equip them to meet industry requirements, and find new ways to differentiate in an increasingly competitive marketplace. These challenges are forcing universities to reconsider their approach to teaching. The pop-up restaurant with a Michelin starred chef documented in this paper demonstrates one such way in which students can be engaged in an experiential learning activity that provides discipline knowledge and relevant transferable skills required for industry. The activity demonstrates an effective way for university departments to collaborate internally in order to enhance the student experience, as well as externally with industry partners. Working with an external industry expert has proved to inspire and motivate the students to learn and try new things, gain confidence in their abilities and employability, and ultimately it has ignited a greater passion for the industry.

Key Words: Experiential Learning, Higher Education, Hospitality Management

Track: Be Inspired by hospitality and tourism education

Focus of Paper: Industry/Applied

Kind of Submission: Paper

Introduction

The university sector is in a state of change. Roberts (2018) explains that this 'great disruption' as many are calling it, is a result of economic instability, changing demographics and the ongoing development of the digital age. There is an ongoing criticism that universities are not adequately preparing students for the real-life world of work, there is a greater need for universities to differentiate in an increasingly competitive marketplace, and there is an increasing awareness of the benefits of engaging with local and regional stakeholders. All of this is having an impact on how we teach in within higher education. One response to these changing times is a growth in experiential learning.

Beyond the market-based and commercial factors that justify the growth in experiential learning, there are also sound pedagogic reasons. Research has shown that experiential learning activities have a substantial impact on student performance and postgraduate success; supporting the development of transferable skills such as communication, responsibility and social skills (Fede, Gorman, & Cimini, 2018).

Experiential learning is widely accepted as an effective way of preparing hospitality and tourism professionals through learning by doing. The integration of real-life projects and experiences in hospitality and tourism curriculum is seen as a critical learning tool (Cecil, 2012; Lee, 2008; Lin, Kim, Qiu, & Ren, 2017). In addition, passion has been identified as a key factor for pursuing real-world goals related to both education and career, as well as for achieving greater entrepreneurial business performance (Mueller, Wolfe, & Syed, 2017). Therefore creating learning methods that inspire passion in students as well as developing their knowledge and transferable skills seems most appropriate.

This paper documents one such approach, which was to provide a group of Hospitality Business Management students with a rare opportunity to work alongside a Michelin starred chef in the preparation and delivery of a week-long pop-up restaurant.

Literature review

Early academic work on the subject of experiential learning includes the work of Dewey (1938), who identified that learning requires a combination of thinking and doing. This included the notion that students need to test the plans they have created to solve problems against reality to determine their value. David Kolb (1984) produced his seminal work on experiential learning theory, where he identified the importance of concrete experience in order to facilitate effective learning. Since then there have been numerous authors who have covered the subject (A. Kolb & Kolb, 2007). Kolb has remained at the forefront of this research and has more recently defined experiential learning as learning through direct sense experience and from action in-context (D. A. Kolb, 2014). It enables the learner to be more in touch with the reality of the subject they are studying, rather than just reading or hearing about the subject from afar.

The key elements of experiential learning have been identified as the direct involvement of students, active engagement of students, and work-based learning opportunities (Mak, Lau, & Wong, 2017). When students engage with this type of learning it has proven to aid in their life skills development, critical thinking, problem solving and work ethic (Wurdinger & Allison, 2017); as well as teamwork, communication and leadership skills (Roberts, 2018). Furthermore, it has been identified how these integrative, boundary-crossing approaches to experiential learning, which bridge the classroom with the outside world, are having the greatest impact in higher education (Bass, 2012).

However, although there are clear benefits to this approach, Dewey (1938) identified an issue that not all experiences are educative. Learning experiences must still be appropriately guided by educators in order for student learning to take place. Furthermore, it is sometimes unclear to what extent academics understand the practices behind the methods and how effectively they are being applied (Wurdinger & Allison, 2017). Developing and implementing new and innovative experiential learning in the first place also faces several challenges. A lack of incentive to make a pedagogical change may hinder participation from academics, many of which may already be overwhelmed with large teaching workloads (Cecil, 2012). Furthermore, a lack of time to create and implement the approaches, along with a lack of funds to pay for the activities can be preventative factors (Cecil, 2012; Wurdinger & Allison, 2017). Operational issues including class sizes and structure also cause problems in the delivery of such methods (Wurdinger & Allison, 2017).

Experiential learning in hospitality education

Given the vocational nature of hospitality education, it has historically been centred around developing technical operational skills, often with a focus on food and beverage (Alexander, Lynch, & Murray, 2009). Within the higher education sector this has resulted in the provision of training restaurants and kitchens. Alexander et al., (2009) identify how these experiential learning environments provide students with valuable opportunities for vocational action, where they engage with real customers, make real management decisions and face levels of pressure similar to the real world. All of which is perceived to better prepare them for industry.

However, even though experiential learning may be widely ingrained within hospitality education, and although the concept of experiential learning has been widely researched across numerous disciplines, there appears to be limited research within the specific field of hospitality and tourism (Mak et al., 2017).

Ball (1995) identified the problem employers had in the 1990s, regarding hospitality management students not having transferable skills for use in industry. Through the designing and development of a real-life, industry-based exercise, students were more motivated, with a greater spirit of enquiry and independent action. Lowry & Flohr (2005) explored the value of competency based curriculum that develops student competency and management skills, as well as discipline specific knowledge. They identified how being competent in their career is a strong motivator for students; and that employers are often more interested in what students can do, rather than what they know. Experiential learning techniques has benefited hospitality students in regards to enhanced learning, interest and enthusiasm (Ruhanen, 2006), and students have achieved higher levels of learning outcomes when given the opportunity for developing and exercising skills within real-world scenarios created for learning (Lee, 2008).

Within the field of hospitality education, experiential learning activities still face the aforementioned challenges. Although there are apparent and substantial benefits of training restaurants in better preparing students for industry (Alexander et al., 2009), in his previous work Alexander (2007) identified how training restaurants can sometimes be unrealistic, such as serving food that is no longer up-to-date with industry,

environments that are dated, and limited customer bases. This highlights that the learning experience and environment must be as realistic as possible and closely relate to what is currently going on in industry.

Therefore, there are clear benefits to experiential learning and a strong case for greater integration of experiential learning activities within hospitality management education, as a fitting approach for better meeting student and industry needs, and to enable institutions to differentiate in a highly competitive marketplace. However there are also clearly challenges and limitations to how they are developed and the results they deliver.

Activity design - a pop-up restaurant

A collaborative partnership was developed between the Hospitality subject group and the Catering Services department, part of the Facilities Directorate at Sheffield Hallam, supporting a 'team-based design' approach to creating a learning opportunity (Bass, 2012). The remit was to find a way that the partnership could enhance the student experience, relating to learning and engagement with the university, whilst working with a local business to support and promote the local business community. This activity aimed to bring together Hospitality Management students and a local restaurant business in order to operate a real-life business venture.

Creating work experiences within universities that connects students to faculty and staff, while providing opportunities to engage with real-world problems has been suggested as a favourable route for nurturing transferable skills (Fede et al., 2018). Involving employers in hospitality management education has been identified as an important way to enhance student learning and developing effective links between education and business is deemed crucial to the development of a highly-skilled workforce (Ball, 1995).

A local restaurateur, who has held a Michelin star for over 20 years, was invited to be involved in the event. A table d'hôte menu priced at £40 was created by the chef, providing a choice for each of the three courses offered. This provided a realistic experience where students would have to manage customer preferences regarding the menu and adapt ordering and preparation activities each day.

As the learning outcomes for the event focused on being more realistic to the sector (Alexander, 2007), the event was planned over four consecutive nights so that the students could learn what it takes to prepare and plan for the next shift, whilst also being able to reflect and develop from one shift to the next. Students across the undergraduate and postgraduate programme were invited to apply for the opportunity to be involved in the activity, writing 200 words on why they wanted to be involved, what they could bring to the team and what they wanted to gain from the opportunity. Student selections were based on a combination of demonstrating a desire to be involved, a willingness to learn and on their past experience, but this was to a lesser degree. As a result 27 students were selected for the week long activity held in March 2018; all doing at least two service shifts so that they had the opportunity to experience and learn from the progression of the event.

Research Objective

The objective of this paper is to demonstrate the application of the experiential activity to inspire and ignite passion for the hospitality industry, whilst providing students with a real-life work experience and equip them with relevant work-based skills to enhance their employability.

Research Questions

The research questions that guided this work are as follows:

1. Do experiential learning activities help students to learn knowledge and skills in hospitality?
2. Does working with a current industry professional have a positive impact on learning?
3. Do experiential learning activities, which involve real events and renowned industry experts, ignite passion?
4. Is there a wider benefit of working with real employers to create experiential learning activities?

Research Methodology

Upon completion of the learning activity all student participants were invited to complete an online questionnaire, in order for them to be able to reflect on what they had learnt from the activity and to produce

their own evaluation of the experience. These results were then evaluated to provide a basis for determining the effectiveness of the experiential learning activity.

The questionnaire was designed based on a mixed methodology of qualitative and quantitative approaches. Closed questions were included with set responses linked to Likert scales in order to provide quantifiable results, in order to generalise the findings. In order to capture qualitative data open questions were also included to allow students to answer freely and provide a rich narrative of their own individual meaning and subjectivity for each of the focus areas (Bryman, 2008). The option for anonymous responses was provided to the students in order to improve the honesty of the findings.

The questions were designed to elicit personal responses from the students on the aforementioned research questions. A copy of the questionnaire questions and students responses are documented in Appendix 1.

Findings and discussion

18 students had completed the questionnaire at the time of writing this paper. The responses have been developed in to the following key themes. An example of a student's response has been included in each theme to demonstrate the rich narrative gained.

Meeting student expectations

All 18 of the students felt that they gained what they initially hoped for (Q3). 10 students referred to gaining the experience of working alongside Max, in a real kitchen and/or with a Michelin star chef. 8 students responded how they hoped to develop their skills within the kitchen (Q2). In terms of meeting student expectations, 12 out of the 15 students responded explicitly that it at least met and on the whole exceeded their expectations (Q4).

"I gained what I wanted and more. I met some amazing students (and staff) and had the best time doing this event. I learnt new skills and pushed myself to try something different and had fun at the same time!!"

In further support of the students developing the appropriate skills, the Head of Catering Services involved in the event identified how impressed he was with this: "I think what was really impressive, was the emerging leadership skills demonstrated, be that from co-ordinating the pass in the kitchen, to hosting at the door, or performing as a chef de rang in the room" (Broadhurst, 2018).

Personal impact of the experience

In relation to whether the experience had an impact on the students personally, a mean score of 8.8/10 was given, with 10 being 'significant impact' (Q5). Students responded in regards to the personal skills they learnt, such as exploring leadership roles, maintaining integrity with a team, more confidence in employment, making them want to try new things, reigniting and creating more passion for cooking (Q6). The opportunity also enabled three students to be offered employment opportunities at the chef's restaurant.

"It has reignited my passion; given me more confidence and I've been offered a placement. It has been a great week and I will not forget it."

Impact on students' future career

With a mean score of 8.3/10, students signified that the experience has had a substantial impact on their career (Q9). Although some students indicated having already decided their career choice after university, several students have identified how it has enhanced their CV, opened their eyes to new opportunities and reaffirmed their desire and passion to work within the sector (Q10).

"Definitely, it has had an impact as I am now thinking about fine dining and possibly going down that route."

Realness of the experience

The students gave a mean score of 8.1/10 when evaluating how realistic the experience was, with 10 being 'very realistic' (Q15). Students acknowledged that the inflated staffing levels were not as realistic as

they would be in reality, and that the service was not quite at the level of a real Michelin starred restaurant. However the students did identify the similarity of working in previous restaurants, the independence to deliver the meal experience, pressure of maintaining an established reputation, dealing with real-world crisis and realistic prices (Q16)

"It felt realistic because we were in charge of maintaining the reputation of a famous Michelin star chef"

Experience of working with a current industry professional

The students highly rated the experience of working with a current industry professional, providing a mean score of 8.8/10, with 10 being 'outstanding' (Q19). The students identified how much they learnt much from spending time with Max, from the way he worked in the kitchen, his knowledge and views on the industry. They developed confidence under his supervision, a willingness to try something new and increased their passion from witnessing his own personal passion for food (Q20).

"I learnt a lot about Max's values and his drive and just seeing how passionate he is, it lights that spark and passion within yourself."

Engagement with the university

The experience had a very positive impact on the students' engagement with the university itself, with a mean score of 8.1/10 (Q7). The students confirmed that through taking part in the activity they have developed a greater appreciation for the university, a greater willingness to engage with activities and a greater understanding of the reward that comes from engaging with university activities (Q8).

"It's shown me that engaging in university activities can be rewarding and you gain something in return"

Opportunities for improvements

In relation to where improvements can be made to the experience, there were only a few responses to this question (Q18). Providing more training for students at the start, greater exposure to aspects such as some cooking elements which Max handled personally, and a bigger kitchen were some of the comments. Running the concept for longer was also identified by a few as a way in which the experience could be further enhanced.

"Can the pop-up restaurant a bit longer, cause I wish to know more."

Beyond the feedback that has been gained, there are several tangible outputs from this activity. The university received three separate press articles within local newspapers, providing positive media coverage for both the university and the local business. Students have been provided with several employability opportunities at the restaurant, including a 48 week placement and a permanent post-graduate opportunity. Two students have also since joined Catering Services as casual staff for events within the university.

Conclusion

Universities are faced with a period of change, where they need to meet the changing needs of students, better equip them to meet the requirements of industry, and find new ways to differentiate in an increasingly competitive marketplace. These challenges are forcing universities to reconsider their approach to teaching and the growth of experiential learning has been identified as an effective way in which this can be done.

The experiential learning activity documented in this paper demonstrates a way in which students can be engaged in an activity that provides not only the relevant discipline knowledge, but also the relevant transferable skills required for industry. More than that, the activity demonstrates an effective way for university departments to collaborate internally in order enhance the student experience, as well as the benefits of collaborating with industry partners. Working with an industry expert from an external business has proved to inspire and motivate the students to learn and try new things, to gain confidence in their abilities and future careers, and ultimately it has ignited a greater passion for the industry. Furthermore, the collaboration has provided direct employment opportunities with the local business and also within the university, supporting both organisations operational needs and most importantly the students' employability.

Educators are however faced with the challenges associated with developing and integrating effective experiential learning activities within higher education curriculum and further research is recommended to consider how these challenges can be best overcome.

Appendix 1

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
What experience do you have in hospitality	What are the main things you hoped to gain from this experience, before it took place?	Did you gain what you wanted?	Please add any further comments related to if the event failed to deliver/or over-delivered on your expectations	Has this experience had an impact on you personally?	In what way has the impacted you personally? (if not, just say it has not)	Has this experience had an impact on your engagement with university?	In what way has this impacted on your engagement with university?
>3 years	Experience with working alongside a Michelin starred chef	Yes	It was a great experience, I would have like to have been involved more!	8	It was a great experience and something to add to the cv, furthers tests your ability to work in a team and provides useful insight for the culinary event in March	8	Helps me to engage better with the final culinary event and understand how it is going to run and how I can best manage it so my team feel confident and the customers are happy!
>3 years	Knowledge and advice from an industry professional	Yes	Exceeded expectations by far and was so enjoyable I even worked an extra day!	10	Allowed me to explore leadership roles and also impacted me insofar as meeting new people	5	I feel like I was already engaged with university however perhaps allowed me to appreciate it more
>3 years	Opportunity to learn new cooking techniques	Yes	N/A	10	I now have an interview at fishers	8	Helped push me to achieve
>3 years	I hoped to gain more skills and to try something new as well as meet other students with the same passion for hospitality as myself. Also the experience of meeting Max was something i really looked forward to.	Yes	I gained what I wanted and more. I met some amazing students (and staff) and had the best time doing this event. I learnt new skills and pushed myself to try something different and had fun at the same time!!	8	I've talked a lot about learning new skills and I definitely think that's the main thing to impact me, I've never worked in a proper kitchen during service before and although I only played a small part I learnt a lot about it and I can now say I've worked in a kitchen not just any old kitchen but one with Max Fischer!!	10	I feel more proud to be from Hallam as as a uni you are putting on these amazing experiences for students and I can stand proud with that knowledge.
None	What does a western kitchen like, and how people work like a team in a kitchen?	Yes	No. i think it was very good	10	As a member of a team, you should not only do your own work, and you should maintain the integrity and continuity of the team with the other members.	8	Try more, learn more, and actively participate.
>3 years	Key kitchen skills	Yes	I didn't obtain as many skills I.e. presentation and more cooking however I believe this was just due to how many people was there which I am ok with as I still learned stuff.	8	It has made me want to try new things and create more of a passion for cooking and being in a working kitchen rather than at home.	7	It has made me want to be involved in more things as this is my last year.

1-2 years	I hoped to challenge myself and push myself out of my comfort zone, and just get as much experience as possible.	Yes	I thought this week was amazing and would love to do it for longer or just again.	10	It has reignited my passion, given me more confidence and ive been offered a placement. It has been a great week and I will not forget it.	10	I have been very engaged with the university anyway with competitions but my aim is just to do as much as I possibly can within uni and get as much experience as possible.
1-2 years	Learn how a good kitchen run and how a good chef should be	Yes	It mached my expectations, although I wish it could be more challenged like higher skills requirements... So that I can test myself a little bit	9	It made me be sure I do want to be a chef, and I saw how Max was enjoyed and focused when he was cooking, it really gave me a big impression	8	Really grateful university provided this chance, I feel I can learn much more from this than in a seminar
1-2 years	Back of House: I hoped to gain knowledge of how a Michelin star chef works are they types of dishes served. I also wanted to improve my practical skills in the kitchen. Although i love to cook at home I had never worked in a commercial kitchen therefore the experience would give me that exposure. Front of House: I have always avoided serving tables as I think of it as a very stressful situation therefore wanted to gain the experience before starting my graduate program in September. Finally I just wanted to have a good time.	Yes	My expectations were delivered with much more being given.	9	It has allowed me to gain experience in the front of house which will allow a lot of confidence when working on my graduate scheme.	9	It has shown me that you only gain as much as you put in. This was an invaluable experience and would recommend to everyone undertaking hospitality.
<1 year	I wanted to experience the real life environment of kitchen during a busy shift, experience working with a Michelin star chef, experience fine dining and all the standards and expectations coming with it	Yes	I haven't recognized any flaws, maybe just a hope it will continue for longer!	9	I gained a lot of experience and confidence to perform in the fine dining environment.	4	
>3 years	more confidence in myself and my abilities	Yes	it lived up to what I expected as we were told early on what to expect	7	made more confident when it comes to facing a daunting task	10	made me more willing to volunteer for events
<1 year	Cooking skills and basic serving skills.	Yes	Really perfect expect thr first day didn't have free time to eat.	10	I have more chance to speak English, and feel confident to talk with non-Chinese students.Actually they are nice and friendly :)	9	Make me like a real hospitality student and make connection with non-topup students.

<1 year	Useful skills and great experience	Yes	It didn't, it is one of the great experience which I am so glad I did joint the event.	9	Improve my skill and knowledge, more understand what I actually interested in the Culinary Art, help to develop my social skill to communicate with different people.	10	More wiliness and interested to join University events, as feel think it could be useful and helpful to develop knowledge.
<1 year	Understanding how the kitchen operates when preparing meals for customers	Yes	It was amazing to see how everyone working back of house had to be working together in sync just to ensure that dishes were prepared at the right time and delivered towards the customers without delay	6	I understand more about the back of house and a greater deal regarding the lifestyle of a chef. So it puts me in a better position when making decisions about my future career	6	It's shown me that engaging in university activities can be rewarding and you gain something in return
1-2 years	Learn and work with the Michelin Starred Chef Max Fischer and the team.	Yes		9	It has given me chance to know and understand better in cooking, especially when things have to be done within minutes. Sometimes, interruptions may occur, and that's the time how things should be managed.	9	It's given me a chance to learn from the tutor, in the way of approaching the customers, serving and giving explanation on the food menu and more.
1-2 years	Study western kitchen flow path	Yes	Cooking with chef	10	Working with classmates can make me feeling sense of achievement	10	I want to join more and more school activities because that can make me having more experience. That good for my working life.
>3 years	Work with a Michelin star chef	Yes	Was wonderful and enjoyable, Max was very easy to get on with and very keen to teach us!	8	Exposure to a well-known chef and an opportunity to work with my university colleagues outside of the classroom environment	10	Enabled me to get to know people from other areas of the course
<1 year	culinary experience	Yes	n/a	8	social aspect, meeting and talking with other students	8	revitalised my enjoyment

Q9	Q10	Q11	Q12	Q13	Q14
Has this experience had an impact on your career?	In what way has this had an impact on your career?	Has this developed your understanding of the hospitality industry?	Please describe how this experience has developed your understanding of the industry	Was this experience different to your usual university learning experiences?	Please describe how the experience differed (if it didn't please just say it did not)
5	None as of yet but should I decide to return to hospitality it could be useful	Yes	It shows how a successful pop up restaurant could be a useful way to market yourself and build up a brand name	Yes	Yes as it was of higher standard of service than usual simulations
8	Given me confidence to go an explore my options after I graduate	Yes	Shown me how cohesive a team can be if the passion is there	Yes	In most cases it's usually academic so this let me explore my options on a practical side
8	If I work at fischers, it will be a great career boost	No	N/A	Yes	More practical experience
9	Definitely it has had an impact as I am now thinking about fine dining and possibly going down that route.	Yes	It has shown another side of the industry to me.	Yes	We do the simulation restaurants in first and second year however it's still not really real however this put you in a situation where actually you have guests who are paying a lot of money really and are expecting great food and service like they would in a normal restaurant and you have to provide that whereas on the 12th floor you are sort of cushioned.
8	Before this event,i have no idea about the kitchen in a restaurant,i have only seen them on tv,after this,maybe,in the future,i will learn to be a chef.	Yes	Before i came here, hospitality is only about hotel for me,but now,i know that it is a big industry.It has so many related parts.	Yes	This event is the first time for me to take part in, not just sitting in a classroom and have a lecture or speech.
8	Not really I've always wanted to know I want to work within hospitality however it has made me want to study patisserie more.	No	It hasn't	Yes	It was more realistic, smaller kitchen, guests we didn't know and a professional who is working out in the industry. Although the university is great and has great chefs etc it just felt more real.
10	It has reignited my passion and I have also been offered a placement here.	Yes	It has just given me more of an insight in the setting up and all the extra planning and time it has taken for this to happen by James, Jon and Lyndsey.	Yes	Instead of like on the 12th floor I felt very much like James trusted us and he was there to help but I felt like we had a lot more responsibility and he trusted us with that which personally for me made me feel like I had done a great achievement when I was given the biggest section one night as it meant that James trusted me enough to do my best and be able to handle the pressure.
8	I guess in the future no matter how tired I am, I can still remember the passion to encourage me keep moving	Yes	Make me know the industry better, it's built on people, relationship, network	Yes	It's closer to real life, well chefs and managers won't be that nice as Max and James LOL...although we are learning management, we will start from the bottom which won't be nice and excited as we learned in class
9	Shown that I am best suited to a rooms division career however can defiantly cope with food and beverage work.	Yes	This experience has shown me the structure of running a high profile event and also shown me that not every kitchen has chefs shouting at each other but it can remain calm and enjoyable.	Yes	It was practical experience rather classroom text book learning. Although some university learning contains a practical element it is not to the same extent.

8	I started to think again about my future career and what I actually would like to do, what I am good at.	Yes	It is a very busy environment, you never stop, you have to do a lot of planning and thinking, but that's what is interesting about it.	Yes	This was much more realistic than the simulations on level 12, we saw the process of preparation, we saw how it went day to day, how many portions we served, what was left for next day and so on. And this is a very important part of working restaurant.
9	made me want to possibly open up my own restaurant or hotel	Yes	I now understand more how a Michelin star restaurant is run	Yes	I was working with someone who has had multiple years of practice in a high intensity environment
7	I may consider to work in resort not only event or conference sector.	Yes	Some skills can be used again when I working in a hotel.	Yes	Can learn from experience directly, which can not be found in a textbook.
10	Develop my skills and knowledge while is great for the CV.	Yes	Understand how a restaurant actually run and develop my skills in the kitchen.	Yes	Different type of pressure and stress, different size of environment, different process and the communication in the environment
6	Giving me experience that I can fall back on when I'm making decisions regarding my future career	Yes	With restaurants you're gonna have to sacrifice a considerable amount of your time towards the business, meaning that you will have to be committed. And the only way to maintain your commitment is to love what you do. Which I observed from Max.	Yes	You're learning from somebody who's been out there in the industry, who's up to date on the latest trends and is willing to share his knowledge
9	It's now clearer in my future career, in the decision making of it.	Yes	Gained better knowledge and service standard of the industry. Totally, it helped my personal development, especially when I could apply the same skills and knowledge to the upcoming restaurant concept (MFBO) and placement job. Most importantly, I could share my experience with my group mates and others.	Yes	By chance, it has created the connection with the university and the Michelin Starred Chef Max Fischer. In addition, Max has invited all to visit Fischer @ Baslow Hall, and placement job is opened to us.
10	This activity make me know kitchen flow path .	Yes	This activity make me know important of group work. If we want to successful,we will study how to work with other people	Yes	In university,some coueses just foces on book knowledge.this activity can make our join in this team and experience <u>cooking mangement</u>
10		Yes	It gave me a deeper appreciation for the art of food service	Yes	Gave us real world practice of serving to the public, whereas usually the restaurant concepts we hold are simulated.
8	improved my cv	Yes	shown to me what it can really be like in a kitchen	Yes	more hands on involvement

Q15	Q16	Q17	Q18	Q19	Q20
How close to a real world experience do you think this event was?	Please describe why the event was realistic/unrealistic	What were the best aspects of this experience?	What aspects of this experience could be improved?	How would you rate your experience of working with a current industry professional	Please comment on what you experienced by working with a current industry professional
6	For a banquet it was very realistic as that's what it was!	Being a part of it and meeting other students from the various years	None	8	Further the experience
8	It was realistic In the sense that we we delivering food to paying customers and what we did in the kitchen had a direct impact on the satisfaction of customers	Working under someone as talented as Max and being given the opportunity to showcase my leadership skills I have been building up in university for 4 years	None	10	Max was very professional and his passion for creating quality dishes was obvious even when he's been in the industry for over 50 years his dedication to perfection is still there
4	More staff to customers than you would get in industry	Working with and learning from max	N/A	8	Inspiration from a top chef
7	I think in majority is was very real however if you were to compare it to the actual Fischer's I dont think the level of service was as real as it is there.	Meeting everyone!	Maybe a little bit more service training before the event so we didn't have to announce dishes at the table but that's only a small thing.	10	I learnt so much from him, from his stories of what it used to be like to who he's worked with and the way he is in the kitchen! His attitude in the kitchen is great he doesn't shout or swear, I asked him if he'd always been this calm to which he said "nobody wants to work for someone who's shouting at them" which is just so true.
9	Because everything in the restaurant is basically there,the chef,the assistants,the waiter,menu and so on.	Realistic	Maybe, next time, you can choose a larger kitchen.	8	You should have enough professional knowledge.
9	As mentioned, smaller kitchens, unknown guests, variations in meals available, different drink options and working till late.	Working with a Michelin star chef of-course.	I think more interactions such as till experience, designing the plates or restaurant design/layout would have been nice touches for those who haven't had any experience before or want to enhance there current skills.	8	Their views on the industry and the experiences he's had regarding customers and there changes in demand I.e more vegetarian options and healthier foods.
10	I would say definitely I mean with the gentleman on my table getting seriously ill, it really was like a real event and we handled it like any other restaurant would, and these were customers paying a decent amount of money for this experience and going on the comment cards we achieved this giving them a very good experience that they would hopefully do again, and when a table was not happy we dealt with it again like any other restaurant would.	The best aspects I think was just the whole teamwork, we all worked hard at this and we all believed in Max's values, One Team One Dream!. Again working with Max in the kitchen it is always an honour but also with front of house I learnt a lot from James and that is great even though he lectures us and he was in charge he was very much part of the team and was there helping us every step of the way like Jon and Lyndsey.	Just do it for longer I think, I loved every minute. Maybe for the front of house team, me Zoe and Kat helped with the initial set up of the restaurant and I think that would be good maybe for future years for them to see all the extra work that goes in to, you don't always walk in to a restaurant or a hotel and it is all magically set up, cutlery polished etc.	10	I learnt a lot about Max's values and his drive and just seeing how passionate he is, it lights that spark and passion within yourself.

7	Kitchen is not big as 12th floor which is real... Chef didn't shout a lot, nice to everyone which was not real at all lol.... Furthermore, found out no matter where it is, there are definitely doers and talkers...which really annoys	Passion, focus and enjoyment	Still prefer 12th floor kitchen...	8	Saw different standard, got more confident, learned a lot
10	The guest were paying a substantial amount of money as they would in a real restaurant therefore the service was expected to be the same.	The best experience was working alongside Max Fisher since it is something not gained everyday.	I believe it could be improved by allowing students to only undertake role in their preferred section. I know some people that worked in the kitchen would have only like to have worked front of house and visa versa	10	It allowed a realistic exposure to the food and beverage industry
8	Small kitchen, real guests, unexpected situations, working as a team, helping and supporting each other, various working times.	Working with Max, tasting the meals :D	Run it for more days.	10	Max is a lovely person, being in the kitchen with him was fun and I learnt so much. He gave me confidence to do things on my own, but was always there to help or advice. He never made me feel like I don't have enough skills do to something.
8	it was a mixture of the two because we got to experience a real life restaurant simulation but we were all students so the pressure was more relaxed then t would be in an actual Michelin star restaurant setting	me gaining more confidence in my abilities and myself	N/A	10	he knows what it takes to make it in the industry and he can give us inside information about how to make it in the industry
9	Really like working in a fine dining restaurant since all the standards are really strict.	Close to Michelin and accept high standard of training.	Is it possible to reward a certificate of so that can proves in personal statement or CV ?	7	None.
9	is quite realistic when the stress and pressure is different, however, is a bit unrealistic, as the amount of student join in the kitchen is quite a lot.	Develop skill when preparation, such as know the technology used in each dish and the reason behind it and having communication with Fischer.	Can the pop-up restaurant a bit longer, cause I wish to know more.	7	It help you to know what you actually interested and suitable in what area of the industry
7	It felt realistic because we were in charge of maintaining the reputation of a famous Michelin star chef	The celebrations after getting through the hard work of servicing on the evenings	Not sure	7	How he can become so engrossed in his work, really interesting to watch as that could be me one day
7	It's more likely to be realistic. However, if more chances of food cooking and handling could be given to the students, it will be absolutely great. As, majority of the cooking (main course/entree) were done by Max. However, it's understandable that standard of cooking has to be remained high to serve the customers.	Have Fun, Great Learning (from all) and Made New Friends.	More cooking could be done by the students.	9	It's really great to learn from Max, especially when he personally teaches all of us in preparing and cooking of food. Had learnt some cooking skills from Max, and definitely this could applies in my future career.
10	Before I came to uk, I worked at marriot hotel.In there I worked at restaurant, I think same with this activity.	Can study how to communitie with classmates	I need more active participation.	10	Prefect experience

10	It was more realistic because we had to develop independence and actually run the service ourselves to support Max, there was no input from mentors or tutors.	Cooking during service, getting to know Max and some of my course mates I'd never spoken with before.	None	10	Max was passionate and encouraged you to throw yourself into the work, he also shared his personal story with us to give us an idea of how we could develop ourselves in the future.
8	I believe it was as close to a real world situation as it could possibly be	working personally with max	I believe that the deserts were not up to the standard of the rest of the menu and if we was on the 12th floor the experience would of been better	9	real information about the industry

References

- Alexander, M. (2007). Purple rinses and pseudo escofferian menus: The problem with training restaurants. *Hospitality Review*, 9(3), 29-36.
- Alexander, M., Lynch, P., & Murray, R. (2009). Reassessing the core of hospitality management education: The continuing importance of training restaurants. *Journal of Hospitality, Leisure, Sports and Tourism Education (Pre-2012)*, 8(1), 55-69. 10.3794/johlste.81.203
- Ball, S. (1995). Enriching student learning through innovative real-life exercises. *Education + Training*, 37(4), 18-25. 10.1108/00400919510088889
- Bass, R. (2012). Disrupting ourselves: the problem of learning in higher education. *Educause Review*, 47(2), 23-33.
- Bryman, A. (2008). *Social research methods* (3rd ed.. ed.). Oxford: Oxford : Oxford University Press.
- Cecil, A. (2012). A framework for service learning in hospitality and tourism management education. *Journal of Teaching in Travel & Tourism*, 12(4), 313. 10.1080/15313220.2012.729452
- Dewey, J. (1938). *Experience and education* Collier-Macmillan.
- Fede, J. H., Gorman, K. S., & Cimini, M. E. (2018). Student employment as a model for experiential learning. *Journal of Experiential Education*, 41(1), 107-124. 10.1177/1053825917747902
- Kolb, A., & Kolb, D. (2007). Experiential learning theory bibliography. Retrieved from <https://learningfromexperience.com/research-library/experiential-learning-theory-bibliography-volume-1/>
- Kolb, D. A. (1984). *Experiential learning : Experience as the source of learning and development* Prentice-Hall.
- Kolb, D. A. (2014). *Experiential learning : Experience as the source of learning and development* (Second edition.. ed.). Upper Saddle River, New Jersey: Upper Saddle River, New Jersey : Pearson Education, Inc.
- Lee, S. A. (2008). Increasing student learning: A comparison of students' perceptions of learning in the classroom environment and their industry-based experiential learning assignments. *Journal of Teaching in Travel & Tourism*, 7(4), 37-54. 10.1080/15313220802033310

- Lin, P. M. C., Kim, Y., Qiu, H., & Ren, L. (2017). Experiential learning in hospitality education through a service-learning project. *Journal of Hospitality & Tourism Education, 29*(2), 71-81. 10.1080/10963758.2017.1297716
- Lowry, L., & Flohr, J. (2005). No student left behind: A longitudinal assessment of the competency-based framework used to facilitate learning in a capstone tourism course. *Journal of Hospitality & Tourism Education, 17*(4), 28-35. 10.1080/10963758.2005.10696839
- Mak, B., Lau, C., & Wong, A. (2017). Effects of experiential learning on students: An ecotourism service-learning course. *Journal of Teaching in Travel & Tourism, 17*(2), 85-100. 10.1080/15313220.2017.1285265
- Mueller, B. A., Wolfe, M. T., & Syed, I. (2017). Passion and grit: An exploration of the pathways leading to venture success. *Journal of Business Venturing, 32*(3), 260. 10.1016/j.jbusvent.2017.02.001
- Roberts, J. (2018). From the editor: The possibilities and limitations of experiential learning research in higher education. *Journal of Experiential Education, 41*(1), 3-7. 10.1177/1053825917751457
- Ruhanen, L. (2006). Bridging the divide between theory and practice: Experiential learning approaches for tourism and hospitality management education. *Journal of Teaching in Travel & Tourism, 5*(4), 33-51. 10.1300/J172v05n04_03
- Wurdinger, S., & Allison, P. (2017). Faculty perceptions and use of experiential learning in higher education. *Journal of E-Learning and Knowledge Society, 13*(1), 15-26.