

106 學年度傑出教學獎獲獎教師教學經驗論述

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領域專長	Services marketing, hospitality management
主要授課科目	Tourism and Hospitality Marketing, Introduction to Services Management, Food and Beverage Management, Safety and Hygiene, Banquet and Catering Operations, Bar and Beverage Management

Teaching philosophies

My teaching philosophies are (a) be an educator cum leader who influences students and triggers or enhances their interest in continuous study and learning, (b) be flexible and objective minded in engaging students and delivering knowledge and (c) each of the student is unique, coach and help them to uncover their values and talents in learning and in their future career. Regardless their past results and attitude in class, I try to approach, listen and consult, coach or help according to their learning needs and conditions.

Teaching materials

For core courses, I do use reference book as reference. When I choose book I do consider some factors such as the learning outcomes, attractiveness of the book (e.g. color, picture and organization of chapters), and price whether is reasonable or affordable. The book is used to help students to cultivate reading habit, better understanding about lecture contents as well as for them to read the diagrams or figures better.

All courses of teaching slides are based on the textbooks but I edited each of the slide with colorful and relevant pictures also more importantly incorporated the teaching pedagogy, learning interest and outcomes. Sometimes, relevant videos from secondary source are used in teaching to enhance students' interest of study and understanding about the topic.

The teaching outline of each course is not necessarily following the textbook. I also designed the course outline by myself with the considerations of learning capacity and learning benefits for students especially professional courses such as Food and Beverage Management, Bar and Beverage Management, Safety and Hygiene. I also use relevant videos, case studies and conduct field trips whichever relevant to courses.

Teaching methods

I concern on student learning experience and learning outcomes. Each of the semester, I try to challenge myself do something better and different compared to previous semesters or last semester. Being a role example for students with continuous improvement attitude.

Generally in class, I will start with some general small chat for first 5 minutes before starting to conduct the lesson of the day. Sometimes could be a review for last week lesson. Or ask the students to talk to

each other for verbal review. I usually stop teaching after a few slides and let the students to preview what they understand from my teaching. Also ask them some questions to remind them the important key points before I proceed teaching more slides. Sometimes, I also ask the students to stand up and approach different classmates to share and interact. So far, most of them are cooperative and enjoy.

For Sophomore students and depends on nature of the course, I also let a group with three students to do an 8-minute presentation relevant to the topic on today's teaching lesson. I will give them feedback and further explain on what they have presented. This is to develop their presentation skills, research skills and analysis skills.

I try different ways to promote student class participation and critical thinking. Sometimes, I explain the purposes of my teaching approach. Throughout the class, class activities, discussion and written quiz (in group or individual submission). Group submission is allowed with maximum two students in a group to promote their discussion and sharing of knowledge and thoughts. Also with the condition, the written quiz must have two different hand-writing.

I stay in the classroom during each hour 10 minutes break, during the 10 minutes I approach students randomly to have casual chat or ask them if they have any questions about the teaching. I also welcome students to ask me questions through email or make appointment to talk face to face.

Each of the course, every group project, students are required to include a section of their individual reflection about the contents of the project, their communication and teamwork in completing the project and how the project helps them in their daily life and future. Generally, the assignments which I designed require students to collect data, simple analysis and provide recommendations for improvements.

Teaching outcomes

During the first week of the semester, I ask students to share about their expectations toward their learning in the course or what they like or dislike in class learning either verbal or non-verbal expressions. If it is written expectations, I read and compile some expectations which I want to clarify and explain further especially those that I do not explain earlier. The students can choose whether their written work want to be anonymous or not.

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