


# Chapter 2

## Using Experiential Education and Gamification to Enhance the Quality of Instruction

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### **ABSTRACT**

*This study aims to systematically review the literature on the use of GBL to improve the quality of the teaching process in general, and specifically in the field of hotel management, due to its importance in higher education. The chapter extensively reviewed the most relevant academic literature on the use of GBL in educational settings. The empirical analysis of a project involving 27 players from FPT University Danang's hospitality program yielded significant findings. One of the main findings of the study is a detailed description of theoretical approaches to GBL and EBL, as well as the development of a conceptual model that synthesizes the findings of multiple studies and sets the stage for future research. Another notable conclusion is the creation of a curriculum for hospitality and tourist management that gradually integrates various forms of experiential learning. The importance of the research findings underscores the necessity of close connections between the best aspects of academic and real-world contexts to enhance engagement and effectiveness in teaching and learning.*

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## **INTRODUCTION**

Teaching students who major in hospitality and tourist management has proven to be very challenging because most university classrooms don't have enough space for practicing or displaying hospitality operations. Considering the aforementioned, one of the key objectives of education in hospitality and tourism is to provide students with the knowledge and abilities required to make informed judgments during the course of their future employment in the industry. In order to address the rising demand for training in hotel management, there needs to be a framework for these students to experiment with no possibility of failure. In this experimental scenario, simulator games have two main objectives that pair off each other. They may serve as a laboratory where the behavior of particular groups, with varying profiles and under various settings, may be experienced and investigated (Millians D., 1999). On the one hand, they strive to give techniques for education in specific hospitality disciplines. The optimum learning environments for simulation games are still unknown from the perspectives of costs and actual usage, Even though simulation games are widely used and there is a ton of prior study. This has prompted researchers to choose simulation games for a variety of research questions, particularly in the teaching of hospitality management. There are three basic goals for the study. It starts by looking for the theoretical underpinnings of experiential learning via simulation games. Using this structure, After that, the article gradually integrates multiple forms of experiential learning into a curriculum for hospitality and tourism management. Four research issues are hypothesized to be addressed by the implications of the investigation's questions:

1. What do the pupils think of the instructor, his teaching techniques, and the games?
2. What body of knowledge is compatible with AACSB and ISO 21001: 2018?
3. Which elements of the study correspond to the goals of the course syllabus?
4. What extracurricular activities are listed on the syllabus for the course on empirical methods?

## **LITERATURE EXAMINATION**

### **Experiential Education Through the Use of Simulation Games**

The practical instruction approach's setting compels each participant to take part in a personally meaningful activity. In such a situation, a participant can make use of prior theory and principle knowledge while also being dedicated to the action and experiencing a true sense of success or failure based on the results (Keys J. B. & Wolfe J. B., 1990). Experiential Learning Theory (ELT) model developed by

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