

HOUSEKEEPING SERIOUS GAME (VR)

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Agenda

1. EHL presentation
2. Course context
3. Activity design
4. Activity delivery
5. Activity evaluation
6. What works well
7. Challenges

Our Heritage.

First hotel management school in the world founded in 1893 by Jacques Tschumi.



1. EHL Hospitality Business School presentation

- Bachelor of Science in International Hospitality Management
- 3'726 Students worldwide
- 120+ Nationalities
- 3 campuses in Switzerland and Singapore



2. Course context

- **Program:** Preparatory year
 - 6 months onsite
 - 6 months internship
- **Module:** rooms division
- **Course:** housekeeping
- **Duration:** 1 week
- **Number of students:** 28

Organisation of the course:

- ✓ Practical morning lessons
- ✓ Theory afternoon lessons



2. Course context

Why did we choose to integrate gamification and VR in our teaching?

- **Innovation** (use of new technology)
- Increase student **engagement** for housekeeping
- Create a **link** between **practical** workshops, **theory** courses and hospitality **industry**
- Enable students to experience activity not possible onsite

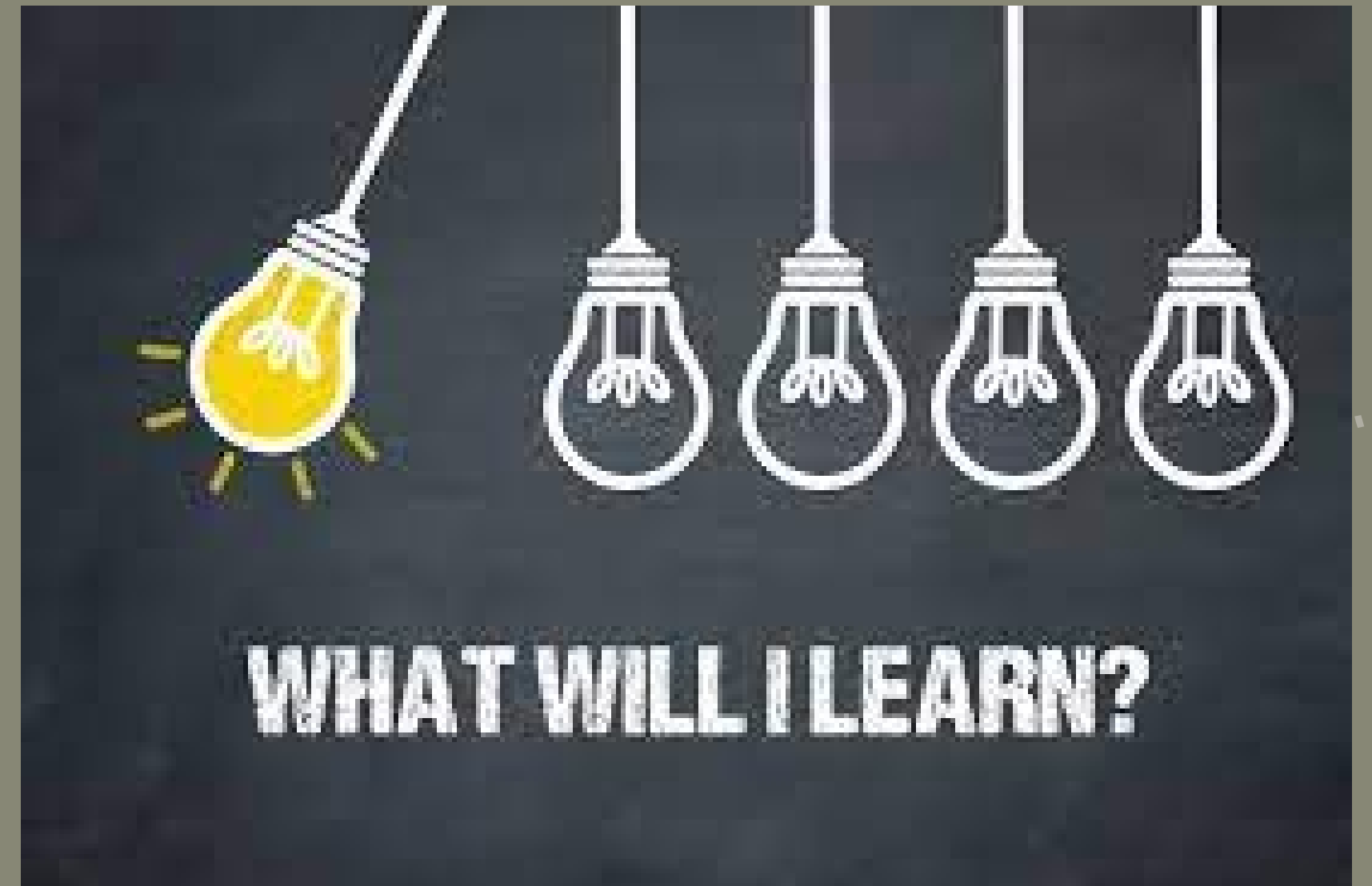


3. Activity design

ALIGNMENT TO LEARNING OBJECTIVES & OUTCOMES

- Apply room **inspection** procedures
- Demonstrate **teamwork** & **leadership** skills

In general: **real world activity** in phase with the requirement of the **industry** to better prepare students to their **internship**.



3. Activity design

- **Internal partners:**

- ✓ IT project's team
- ✓ Program coordination's team
- ✓ Teachers' team

- **External partners:**

- ✓ Beau-Rivage Lausanne (hotel)
- ✓ Elite bed (hotel provider)
- ✓ Beautifulscreen, Rendr, Visual Solutions 360 (filming companies)

Partners



3. Activity design

3 major aspects:

- Technology
- Gamification
- Teamwork



Technology: VR



Teamwork



**Gamification:
Serious game**

3. Activity design

Step-by-step creation:

- Concept
- Storytelling
- Scripts
- Game mechanics
- Different scenarios (defects)
- Review and test beta version
- Activity documents

Game design



3. Activity design

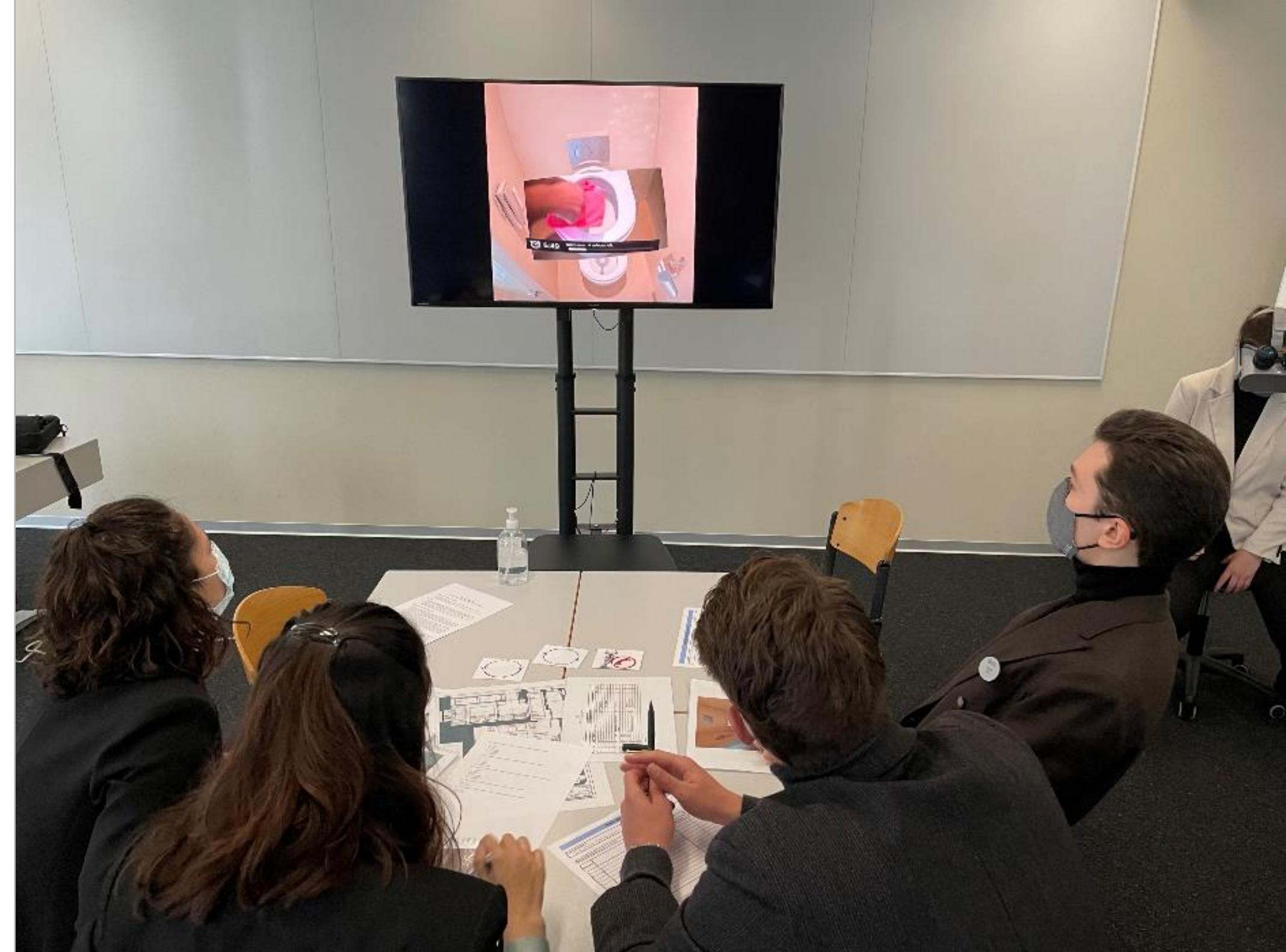
Implementation of active learning

- Teacher as a facilitator/guide
- Student as explorers/teachers
- Collaborative learning groups
- Realistic environment
- Realistic tasks
- Interactive environment
- Challenging tasks
- Gamification



4. Activity delivery

- **Activity:** Guestroom inspection (VR)
- **Duration:** 1:30
- **Organisation:** groups of 5 students
- **Material:** TV + googles
- **Attendance:** mandatory
- **Classroom:** with a specific setup



4. Activity Delivery

- **Pre-work**
 - ✓ Students' preparation (30 min)
- **Right before the serious game**
 - ✓ Briefing + material (10 min)
 - ✓ Students' Preparation (10 min)
- **During the serious game**
 - ✓ Game activity (30 min)
 - ✓ Finalisation of the tasks (5 min)
- **After the serious game**
 - ✓ Student feedback (10 min)
 - ✓ Teacher feedback (5 min)



5. Activity evaluation

During the activity:

- Level of preparation
- Organisation, methodology & cohesion
- Questions during the game
- In game score

During the final exam:

- Questions based on the guestroom inspection



5. Activity evaluation

▪ Game back end

- ✓ Activity dashboard
- ✓ In game score (gamification)
- ✓ Activity reports

Summary			<input checked="" type="checkbox"/> Show only missed hotspots <input type="checkbox"/> Show only QCMs ↻	
pov	hotspot	status		
Room entrance	Porte sale	-		
Desk area	Abat jour mal positionné	-		
Minibar locker	Allumettes manquante (placard du haut)	-		
TV area	Geste de regarder sous les coussins du fauteuil à gauche => billet d'argent trouvé	-		
	Poussière sur la télé - Geste technique	-		
	Poussière socle TV geste	-		
	QCM Poussière socle TV	-		
Terrace	Balcon sol - voix off	-		
Bed area	Coussin oreiller mal placé lit à gauche (perroquet)	-		
Bathroom	Empreinte porte douche	-		

Action timeline					(version : 2)
🕒	🕒	pov	hotspot	point	
00:31:56	00:23:31	Entry hall	QCM - tache porte d'entrée (hall allumé)	2	
00:32:00	00:23:27	Entry hall	Tache sur la porte d'entrée (hall allumé)	1	
00:32:29	00:22:58	Entry hall	Lumière éteinte (ampoule) (hall allumé)	1	
00:32:54	00:22:33	Entry hall	Dépl. Couloir	0	
00:32:56	00:22:31	Entry hall	Dépl. Clim	0	
00:33:20	00:22:07	Room entrance	Clim à corriger	0	
00:33:23	00:22:05	Room entrance	Clim à corriger	0	
00:33:26	00:22:01	Room entrance	Clim à corriger	0	
00:33:27	00:22:00	Room entrance	Clim à corriger	0	
00:33:28	00:21:59	Room entrance	Clim à corriger	0	

Movement order		
🕒	🕒	pov
00:25:58	00:25:00	Lift
00:28:25	00:25:00	Corridor
00:29:38	00:25:00	Door #360
00:30:48	00:24:37	Entry hall
00:31:11	00:24:15	Room entrance
00:31:38	00:23:49	Entry hall
00:33:20	00:22:07	Room entrance
00:35:11	00:20:17	Desk area
00:38:04	00:17:24	TV area

5. Activity evaluation

Frequent feedback/correction

- Level of preparation
- In game feedback
- Multiple-choice questions
- Open-ended questions
- Game score
- Detailed report of the activity
- Debriefing

mistake
+
correction
=
learning

6. What works well

- **For students:**
 - ✓ Active learning
 - ✓ Use of technology
 - ✓ Game-based learning
 - ✓ Frequent feedback/correction
- **For teachers:**
 - ✓ Smaller group
 - ✓ Restore the image of housekeeping
 - ✓ More variety of teaching media



7. Challenges

- Pilot project: v1, v2, v3 coming soon...
- Managing the technology
- Technology issues
- Students' involvement in terms of preparation
- The role of the teacher changes (guide, facilitator)
- VR or gamification is not a solution for every learning situation





Student's feedback

What were your expectations before starting this activity?	What is your global impression regarding this activity?	Do you think this activity brings added value to your learning experience?	What is your opinion about implementing more VR activity into your learning experience?
I was looking forward to VR activity and expected a fun activity where you learn new things.	I was positively surprised as it was really interesting and team building	Yes, it is a great addition to the Housekeeping workshop	Very educational and more interesting than online courses
Obviously, I expect new way of learning with using of technology and a different approach than just a "classic" lesson.	My global impression was that this activity helped us grow as a learner	Yes. Because I can more focus on some details	It can be fun and engaging; however, it may be too fun so that may become distracting for some students.
Have never used VR before, so I was excited!	Really learn something, it was a great experience and I definitely learnt a lot today	Yes because I never experienced something like this.	So much more interesting than a lesson
To experience a new method of learning through modern technology.	This activity fed my team spirit and made me realize that you can't only depend on yourself but you sometime have to let go of the control to do better as a team.	Yes for sure, because it was more about a life experience	It is a good idea, using more technology, advancing in the future, makes the course more interesting as well, to have an operational experience.
	It really helps, not only as a future manager, but also as a human being, to get a virtual experience where you can focus and learn about team work, communication, preparation, and to put yourself as well in the shoes of someone else.		VR will certainly change the world and will be changing where people will be able to learn without experience huge physical or mental effect from old way of learning.



Thank you!