

## Application of Virtual Simulation Teaching Resources in Banquet Design Course

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**Abstract.** In this paper, based on traditional teaching, how to apply virtual simulation teaching resources in knowledge imparting, teaching organization form, practical training, evaluation and feedback, as well as assessment in Banquet Design course is researched to change the present situation of huge investment in training room hardware construction for colleges of tourism; and to offer effective approaches for complementary application of traditional teaching resources and virtual simulation teaching resources.

### Research Background

Teaching resources are those available conditions provided to conduct teaching effectively. Broadly speaking, teaching resources may be everything that can be applied in the teaching process by teacher, including persons, properties, objects and information which support and serve for teaching. Narrowly speaking, teaching resources (study resources) mainly contain teaching materials, teaching environment and teaching backup system. In the present paper, teaching resources discussed refer to the narrowly defined teaching resources. In the fields of architectural design and interior design, virtual simulation teaching resources have been widely used for curriculum teaching.

Nowadays, with the keen market competition and growing upgrading of hotel and banquet products, it has been an essential ability for hotel and catering administration staff to develop various kinds of special banquet products. *Banquet Design* course is a special course of hospitality management major in higher vocational colleges, designed under new changes of this industry. However, in the past *Banquet Design* teaching, students' design works are limited by existing real equipment resources in the case of applying traditional teaching resources. However, it is impossible for school to invest a large quantity of capitals to support students to consume real object teaching resources for banquet product design like a real operating hotel or banquet company. Thus the teaching effect is not obvious. Therefore, regarding this, the scientific application of virtual simulation teaching resources in *Banquet Design* course is discussed in this paper.

## Banquet Design Course Design

### Object Design of the Course

*Banquet Design* course aims at the following employment posts: banquet planner and banquet service manager. The overall course objective mainly targets at improving students' banquet planning and management ability, cultivating their innovation and practice ability, so as to make them understand and master the method and process of banquet design. Then students are trained to possess banquet management knowledge, high design ability, innovation ability and cost control ability, after that, they will change primarily from a basic servicer to a planning manager in order to seize opportunities in future work and achieve promotion.

### Design of Knowledge System in the Course Content

According to the work content of banquet planning and operation as well as the requirements on knowledge capability and quality of banquet manager, the knowledge system of *Banquet Design* course is as shown in Figure 1.

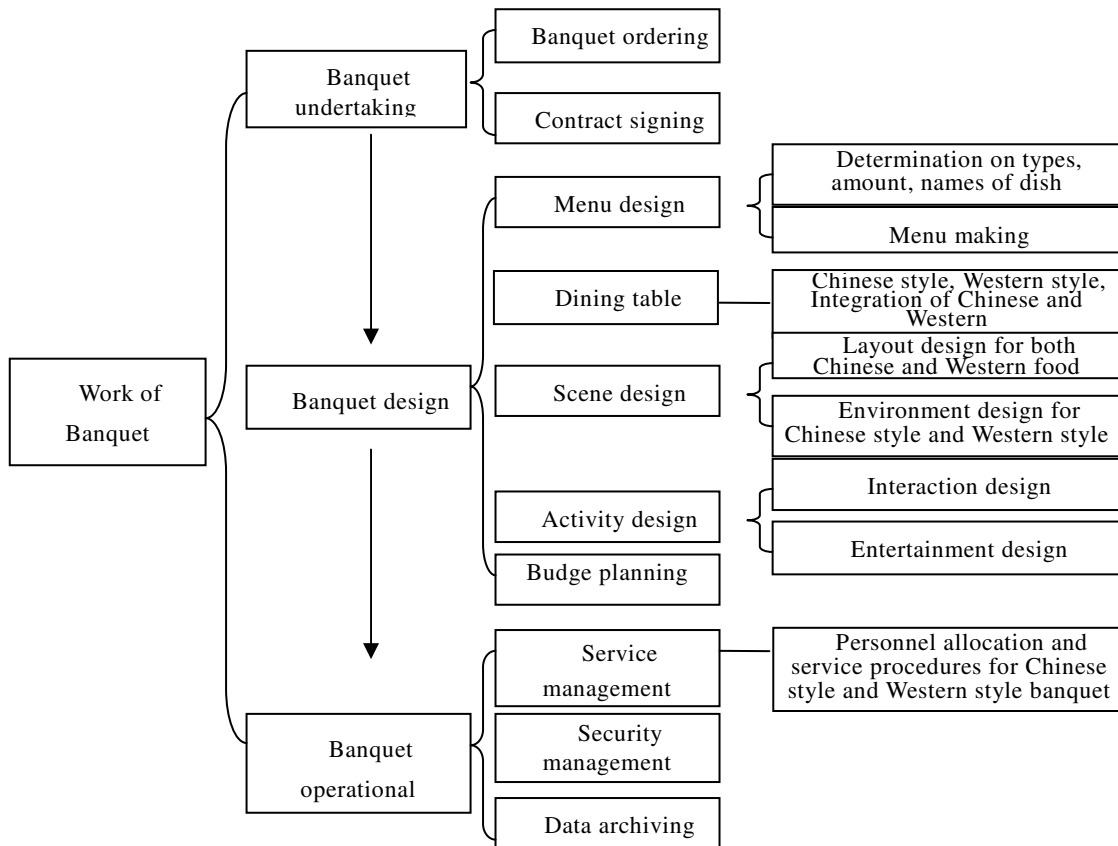


Figure 1. Banquet Design Knowledge System.

## Practical Training Item Design

In the past traditional teaching of this course, banquet undertaking and banquet management are two major items for practical training; they are conducted via simulation service by students in group. And the core link of banquet design is finished through group discussion and copy writing. While for virtual simulation teaching resources, the practical training items are developed in accordance with practical working procedures. Seven items are designed to cover the whole process in banquet management, including communication with customers and introduction, banquet undertaking, banquet menu design, table design, scene design, activity design and reception simulation, shown in Table 1.

Table 1. Practical Training Item Design for *Banquet Design*.

Item name	Sub-item name	Work content
Banquet undertaking	Banquet undertaking	Greet clients and introduce successful banquet to them; undertake new order and determine banquet theme
Banquet design	Menu and wine list design	Select and match sorts of dish and wine; design menu and wine list
	Table design	Design tableware and table decoration
	Scene design	Design layout and scene decoration
	Activity design	Plan activity and compose host address
Banquet management	Reception simulation	Simulate reception and conduct accident training

## Application of Virtual Simulation Teaching Resources in Banquet Design Course

### Application in Formation of Students' Banquet Knowledge System

Before real banquet design, students have to know and get a good command of characteristics of classic banquets, procedures of both Chinese style and western style banquet, banquet fashion trends, special menu, wine application principle, Chinese and western service style, knowledge of tableware matching, regional culture, cooking culture, Chinese and western layout design, as well as knowledge of color, lighting and music. The contents of words and pictures in traditional textbooks are limited. With virtual simulation teaching resources, banquet resources can be classified. After comparing numerous resources, students can build their own knowledge system through self-study and absorb experience from excellent works.

### Application in Practical Training Item

Virtual reality is not only a presentation media, but also a design instrument, which can reflect the designer's idea visually. In the banquet design process, virtual reality can

change the invisible idea into visible virtual objects and environment, and project into real training field. In this way, design mode which previously depends on real object can be visualized, which significantly improves quality and efficiency of the design and planning. By applying virtual reality technology, teachers can get rid of limited practical training environment and design the scale and shape of banquet hall themselves; then the designer can arrange and decorate the virtual hall built by teacher according to their own idea, to match types, style and placement of tableware on the desktop, even change the equipment layout, environmental decoration and lighting color; moreover, the designer can also move freely in the hall to observe the design effect until he is satisfied. Students can get more training in terms of hall layout effect in different banquets and situation, so as to improve their emergency processing ability in future work.

### **Application in teaching Organization Form**

“Virtual company” teaching method is used for teaching. A study group is like a virtual banquet company or banquet department of a hotel. The head of company (group leader) leads and organizes employees (group members) to integrate existing resources of the company before meeting the clients, namely, collection and evaluation of virtual banquet works by previous students, communicate with clients face to face and prepare, design and present banquet, in order to enhance students’ role awareness.

### **Application in Teaching Feedback and Curriculum Assessment**

In the way of virtual teaching resources, students can discuss with members and their instructor at any time during the design process rather than writing tedious literary description. They can also choose to demonstrate their works in actual training room together with on-site reply to questions raised by virtual enterprise members, which makes design work more real. Besides, an interaction area can be established on the website of this course to let students comment and praise each other, and acquire teaching feedback more timely, offering evidence for teaching assessment.

## **Advantages of Virtual Simulation Teaching Resources Application**

### **Improve Learning Interest, Cultivate Self-Study Ability**

In terms of knowledge study, students collect and learn relevant knowledge point on their own in the form of group, then make summary and conclusion. Compared with traditional teaching resources, digital virtual simulation teaching resource has a larger and richer capacity, and a scene feeling, as well as vivid study scene to motivate students’ study interest.

### **Foster Students’ Teamwork Spirit**

The pattern of the virtual banquet design company is used to conduct group study and creation. During this process, each group member can share and debate their own opinion, and obtain the best design idea as collective creation achievement of the company. In the teaching process, students can gradually cultivate their occupational quality: teamwork spirit, which is essential for hospitality management major.

## **Be Convenient for Teaching Resources Updating and Management**

In the past, updating traditional teaching resources experiences a range of tedious and complicated procedures, for example, declaration, purchasing, account recording and storage management; while for updating virtual simulation teaching resources, it can be completed by updating its data resources, which means to take photos of design elements and then upload them, the updating time and management difficulty are shortened greatly. Concerning the referential materials, the teaching materials can be digitalized and uploaded to corresponding website for timely updating. Moreover, excellent works of precedent students can also be uploaded to enrich and perfect the teaching resources pool. For these reasons, virtual simulation teaching resources do better than traditional resources in terms of updating speed and efficiency.

## **Conclusion**

The application of virtual simulation teaching resources in *Banquet Design* course is not to totally replace traditional teaching resources. Because for those items like banquet security management and banquet simulation stage, traditional teaching resources remain indispensable for them to train at practical training room to reach the real effect; direct communication between students and teachers for design effect cannot be realized in virtual teaching resources, either. Thus application of virtual teaching resources is the perfection and supplement to the overall teaching resources pool, remedy deficiencies of traditional teaching resources, such as large space occupation, difficulty in practical material management and teaching feedback behind time. It makes curriculum teaching combine fiction with reality, theory with practice, so as to reach more superior teaching effect.

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