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Project Report for MOE Teaching Practice Research Program

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(計畫名稱/ADDIE系統化教學模式融入「旅館管理」課程之服務態度教學-應用
角色扮演法)
(配合課程名稱/旅館管理)

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本文與附件 Content & Appendix

(計畫名稱/ Integrating ADDIE Model Instructional Design into the Hotel Management Course –Applied role-playing

一. 本文 Content (3-15 頁)

Abstract

Due to the COVID-19 epidemic, the applicant encounters problems with the suitability of teaching materials in the class, such as field trips. "Service attitude" is an abstract concept. It is not easy to demonstrate the nuances of hotel demeanor through textbooks only. Therefore, this research intergrades the innovative educational technology of the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) systematic teaching model into the hotel management teaching design. Having more specific auxiliary teaching tools can be used to cultivate students' good service attitudes. Adopting the situational role-playing methods encourage and attracts students to participate in teaching courses, and the content of role-playing scripts is presented in Chinese and English. Utilizing both quality and quantity methods is parallel, and its reliability and validity are verified through triangles in the study. There are 44 students of study hotel management participate. The course is 18 weeks. The course includes basic knowledge and concepts of hotel management and five themes (friendliness, enthusiasm, empathy, problem-solving, appearance, and professionalism). The research tool is a questionnaire with 5 dimensions and 38 items, using a five-point scale. The purpose of the research is to: 1. Design and innovate a variety of service attitude teaching tools to enhance students' interest in learning. 2. Establish students' correct service attitude cognition and conduct component. 3. Evaluate the effectiveness of students' situational role-playing 4. Improve students' hotel English communication skills. 5. Offer teachers reference with the ADDIE systematic instructional design for their development.

Keywords: ADDIE (Analysis and Design. development, implementation, evaluation)Model, Hotel, Instructional Design

1. Motivation and purpose of the study

1.1 Motivation for the Teaching Practice Research Program

The leisure and tourism services market continues to expand with the increase in income levels. Consumers also have high expectations for quality service. The key elements of hotel success have been gradually transformed from location and facility considerations to quality of service (Wright, McMahan and McWilliams, 1994), and hotel personnel play an important role in quality of service. Prahlad (1983) also emphasizes that "people" has become a sustainable competitive advantage for organizations. Therefore, the quality of service of hotel employees has become a key factor in the development of the hotel industry. How to cultivate interns outside the school to establish the correct service attitude of hotel industry practitioners is an extremely important issue. Moreover, due to the progress of the times and social changes, the role of school education is also changing, especially in colleges and universities, which are recognized as national centers for educating talents. Due to the rapid progress and rapid growth of communication technology, Zhang (2002) pointed out that enterprises have successfully developed and applied new technologies to the educational environment of schools, hoping to change the way information is used and improve the performance and competitiveness of education. The massive expansion of educational knowledge in today's world, and how teachers use technology to assist teaching, improve the quality of teaching, and lead students in a more interesting and efficient way is also one of the main motivations of this research.

Kuo (2003) pointed out the results of a questionnaire survey between 61 managers and 20 teachers of hospitality and tourism departments of Taiwan International Tourism Hotels and universities: the professional skills of hotel management students are divided into five aspects:

professional knowledge, professional skills, management ability, communication ability and service attitude, and the "service attitude" aspect is the most important, which shows that service attitude plays a key role in service skills. According to Chase (1987), service is not only the mental and physical labor provided by the service staff to the customer, but also the feeling that the customer receives. Therefore, how the service staff has a good service attitude is a necessary condition for the operation of the hotel. Geller (1985) According to a questionnaire of 74 managers in 27 hotels in the United States, the key success factors of the hotel are: 1. service attitude of the staff; 2) customer satisfaction with the service; 3. gorgeous facilities; 4. good location... and nine other items. This shows the importance of the attitude of the staff to the professional competence of the hotel. Yan (2002) pointed out in his book "Rising Against the Wind" that professional "attitude" is actually more important than "technology". Based on the above understanding of the importance of service attitude in the hotel service industry, this study explores how to cultivate students' good service attitude, which is the second motivation of this study.

With the advancement of the times and technology, teaching methods have gradually evolved, and traditional teaching is nothing more than oral lectures by teachers, various written teaching materials, and on-site visits. However, the customer service attitude is more abstract, and people often identify the other party's thoughts because of the other party's tone, attitude, expression or body language, which makes communication impossible to carry out, which in turn affects the quality of service. And the teaching of service attitude is a part that cannot be accurately expressed in written textbooks, because it has to solve problems that belong to "people". There are few jobs that do not have contact with others at all, so how to solve "human problems" will also become one of the keys to the success of work. Lin (1990) believes that because the role-playing method allows students to perform and play roles in person, whether it is performing dramas or using games to educate and entertain, it will arouse the interest of users, and then become interested in the knowledge content that the role-playing method wants to convey, and learn happily, which is very effective in the cultivation of value judgment and attitude, because students are more likely to show positive actions after feeling and thinking. Therefore, this research will use the "role-playing method" to allow students to focus on the process of activities, whether they are experiencing it personally or observing from the sidelines, so that students can learn and acquire knowledge through their own experience in the course, hoping to cultivate students' good service attitude, in order to enter the workplace and integrate with the industry more smoothly.

Educational technology has always been a great expectation for improving the quality of education, and how to apply technology to hospitality management and teaching design has also been the focus of applicants for many years. In recent years, the teaching design of online learning has most often used the ADDIE (Analysis Analysis, Design Design, Development Development, Implementation) proposed by Kruse (2003). Implementation, Evaluation) model development of teaching materials, its characteristic is that it can plan scripts and develop teaching materials according to learner needs and course characteristics, and then evaluate the learning effectiveness and improve the teaching materials after the learners actually use them. At present, teachers in the hotel industry rarely use ADDIE modules to design teaching materials, because the development of teaching materials step by step according to the ADDIE model causes a lot of time and manpower burden on teachers, and it is necessary to outsource the production of teaching materials. Therefore, this research intends to develop a curriculum design with theory, practice, simplicity and creativity based on the ADDIE module design of auxiliary teaching materials focusing on hotel service attitude, and conduct student learning effectiveness evaluation, which is the fourth motivation of this research.

2.2 Themes and objectives of the Teaching Practice Research Plan

1. Design and innovate diversified service attitude teaching aids to enhance students' interest in learning.

2. Establish students' correct service attitude cognition and execution ability.
3. Evaluate the differences in teaching effectiveness of students involved in role-playing.
4. Improve students' foreign language service communication skills
5. Provide a reference for the development of the teacher systematic instructional design ADDIE model.

2. Literature review

2.1. ADDIE teaching model

According to Romiszowski (1981), science and technology education is a creative application for the purposes of science education. Dewey (1990) claims that science is the link between science learning theory and educational practice. Gagné, Briggs, and Wagner (2005) state that school teachers should be familiar with curriculum design. The curriculum design of the ADDIE module includes simple pedagogical steps that can be used to integrate new technologies into the innovative curriculum (Gagné et al., 1992). ADDIE is the most commonly used Instructional System Design (ISD) model when practicing digital learning, including Analysis and Design, development, implementation, evaluation, and other five stages, although different Systematic instructional design patterns have been developed in the field of digital learning, but the most common is still a linear systematic instructional design model, and various other models can be said to be variations derived from ADDIE models. This module is in line with the previous scholars' view that the use of technology and education has developed a systematic curriculum design that integrates theory, practice, simplicity and creativity. In this study, the process of developing textbooks was based on a systematic ADDIE model (Figure 3).

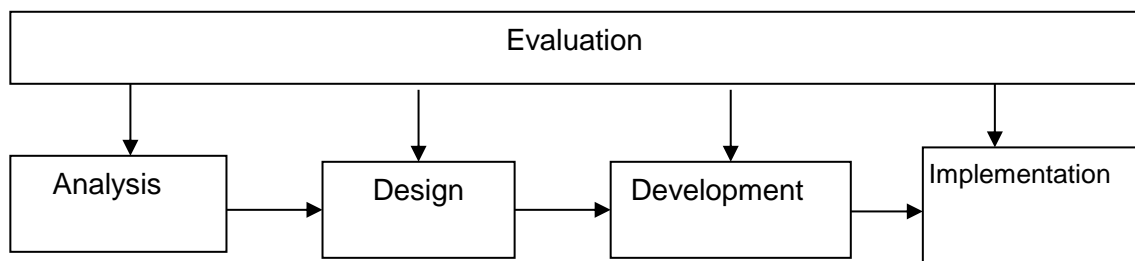


Figure 3 ADDIE model

Source: <http://www.personal.psu.edu/faculty/s/j/sjm256/portfolio/kbase/IDD/ISDModels.html>

ADDIE Teaching Mode:

The ADDIE teaching model is a general customary model used to guide instructional design in the process of teaching system design. ADDIE represents the key points of the teaching system "analysis", "design", "development", "implementation", and "evaluation". The origins of ADDIE are unproven, but as early as 1978, Branson used ADDIC as an interservice procedure for "analysis," "design," "development," "implementation," and "control." Instructional Systems Development (IPISD), but Branson (1978) did not use the name ADDIC or ADDIE, but classified it as one of ISDs (instructional system design). The "analysis" phase of the widely used ADDIE model emphasizes the analysis of needs, content, object, existing resources, development tools, and teaching objectives at the beginning of instructional design, as well as the formulation of project books, with the aim of ensuring that the developed content meets the needs of all levels of teaching. The "Design" stage emphasizes the design of curriculum content, the use of teaching strategies, the design of teaching processes and activities, art/graphic design, and interface blueprint design, with the aim of ensuring the interactive and organizational content of the teaching materials. The "Development" stage emphasizes the use of various software to produce the elements required for teaching content, with the aim of completing and integrating all the design elements and then accepting the development results of the curriculum system. The

"Implementation" phase emphasises the actual operation of the curriculum, including the actual operation of the promotion and service and the required supporting measures, with the aim of adapting the curriculum system to the field teaching context. The "Evaluation" stage emphasizes formative evaluation (improvement: providing projects that improve the operation of the system) and summative evaluation (evaluation: providing satisfaction and learning outcomes, or items approved by experts). On the one hand, the main point of evaluation is to help the system make necessary corrections through feedback; On the other hand, it also provides a value proposition for system development. In summary, the ADDIE teaching model is to provide systematic planning indicators for instructional designers to ensure the teaching quality of instructional design outcomes (Lin, 2012).

Strickland, Strickland, Wang, Zimmerly, & Moulton (2013) The authors review the record structure created by the first two phases of the ADDIE instructional design model (analysis and design) as a background, and then use the design phase and the task of product development to ID Focused, and analyzed the surface validity and content validity of the data by Delphi techniques. The study, divided into two groups, one consisting of subject matter experts (SMEs) and one of instructional design experts (IDEs), participated in the review of 14 tasks in the analysis phase and seven tasks in the design phase, and the study took the application of the ADDIE module to the next level. Fang Haoxuan and Chen (2013) A Preliminary Study on the Mechanics of Using ADDIE Instructional Design Model to Develop Distance Learning Storytelling—Taking National Air University as an example, through the results of this study: 1 The University is pleased to see the proposal to implement the story mechanics program and increase the storytelling skills course, which supports the use of ADDIE teaching design model to provide positive feedback to the development of the storytelling process of distance teaching. Xie & Zhao (2018) pointed out the policy solutions in the face of advanced countries such as German Industry 4.0 and AMP advanced manufacturing in the United States The existing literature rarely discusses the construction of industrial automation function model, so ADDIE is used to construct Industry 4.0 industrial automation control talent function-oriented courses, and the research results show such as: (1) Verify that there is a talent gap in the field of industrial automation and control for industrial transformation and upgrading The total number of hours of developing function-oriented courses suitable for industrial automation control is 86 hours and it is recommended that the government and industry use the results of this study into a statement of work, performance appraisal and education and training course planning, etc., from which it is known that the use of ADDIE can make constructive suggestions for the construction of Industry 4.0 industrial automation talent function-oriented courses. Liu (2014) Discussion on the construction and implementation results of the 3 years (110-102 years) of hospitality digital learning certification textbooks and courses, students have high satisfaction with online courses, and have been affirmed and recommended by learners of different levels, and suggest an open learning learner mutual evaluation mechanism to improve the business level of digital learners. Muhamad & Mohammad (2019) Malaysian vocational colleges use ADDIE models to design blended learning applications, and experts and scholars also praised the application of the ADDIE teaching model to point out the blended vocational schools. Zhang, &, Zhang (2021) Applying ADDIE Models in Fundamental Design Lesson: Elucidating Social Trends and Needs It aims to analyze the multi-dimensional connections of design education: to meet the expectations of university students to acquire design knowledge and social experience, to cultivate students' interests, and to enhance their design achievements and confidence. In addition, the paper also discusses how to reform the teaching of design courses to make design education more in line with the needs and expectations of the times and society.

In summary, ADDIE teaching mode is a theoretical, practical, simple and clear, and creative integration of systematic curriculum design, and has been firmed and recommended by scholars at home and abroad and learners of different levels of ADDIE's systematic teaching mode is integrated into the "Hotel Management" curriculum, and innovative teaching materials are designed to meet teaching needs to improve students' teaching effectiveness.

2.2. Role Playing

Role play teaching method can be a very important and practical teaching method, for some knowledge that needs to be experienced and learned, role play method can be used to let students experience and learn from it, so as to stimulate students' motivation to learn to increase learning interest, increase impression, and greatly improve the learning effect.

2.2.1 *Research on role-playing in the hotel industry*

Shulan Hong (2009) An action study on the application of role-playing to enhance the English learning effectiveness of higher vocational students shows that role-playing provides students with the opportunity to practice speaking English, students enjoy the main role in the classroom, and students with low academic achievement can also confidently demonstrate their ability to speak English. In role-playing situations, students' learning attitude changes from passive to active, especially familiar life themes, which can stimulate a sense of participation in learning. In addition, students who can take the initiative to express themselves in class are making more and more progress in class and have better grades. Yang (2008) applied role-play teaching methods to hospitality courses, and the results showed that hospitality students can improve their enthusiasm and motivation to learn. Valdivia (2021) In the role-playing staffing process: experiential learning for tourism students, the results show that: through multi-secondary learning tools, Students are best suited to character-play strategies for the selection process, as well as key mistakes to avoid in interviews and examples of good practices for future interviews. In summary, this research applies the role-playing method to the innovative curriculum design of hotel management, aiming to enhance students' enthusiasm and motivation to learn, improve students' English communication skills, and understand how to show a positive attitude and avoid key mistakes in the process of guest service Serving in the hotel industry.

2.2. 2. *Definition and advantages and disadvantages of role-playing pedagogy:*

Role-playing is the completion of a certain task as the main focus goal, such activities are process-oriented group teaching techniques, that is, after setting a teaching goal let students whether they are personally experiencing or observing, they must focus on the process of the activity so that students can learn and acquire knowledge through their own experience in the course. In role-playing, students can deeply appreciate the characteristics of different roles. Develop empathy so that students can understand and figure out the real situation in imaginary situations. There are many obstacles in reality that make it impossible for students to actually experience the real situation for themselves. Since there are many obstacles in reality, it is impossible for students to experience the real situation in person, so students can understand and figure out the real situation as close as possible to the real situation so that students can understand and figure out the real situation in a situation that is very close to the real situation as learning (Lin, 1988).

2.2. 3. *Key points for role-playing:*

The duration of the role-playing event should not be too long, about 5~10 minutes is preferred, and the number of cosplayers is most suitable for 4 to 10 people. Teachers and students must also be very proficient in role-playing techniques, and students participating in role-play must be fully aware of the whole activity in order to experience the fun of role-playing and to maximize the effectiveness of this discussion. Therefore, after the event, all participants should have a discussion with the audience including the performance in order to obtain feedback from the discussion (Lin,1990).

2.2. 4. *Advantages and disadvantages of role-playing pedagogy:*

Since the role-playing method allows students to perform and play roles in person, whether it is performing dramas or using games to educate and entertain, it is both lively and vivid, which will arouse the user's interest and make them interested in the knowledge content that the role-playing method wants to convey, and learn happily. The role-playing method can also attract and increase the user's attention due to its lively and vivid characteristics, so it is more effective for young children with insufficient concentration or young children. For shy students, the

effectiveness of role-playing may be diminished by the user's uncooperative attitude. The role play is used in the teaching of customer service attitude, hoping to provide students with immersive experience and feelings, through the practice of preset situations, it should have a positive effect on improving students' willingness to persuade action, but the teacher himself needs to grasp the needs of students for the selection of drama choreography and theme and discussion after the fact, in order to guide and improve students' ability to customer service actions in the case of edutainment and play, and achieve the predetermined teaching goals. Because role-playing is a more lively and vivid teaching method, and there is more interaction with students, which can allow students to actually participate in it, and hope to improve their willingness to learn and persuade through acting, and the content of the performance is also more common roles in their guest service, the researchers adopted the role-playing method to conduct this study.

3.3. Service Attitude

3.3.1 Definition of service attitude

Although the importance of service staff attitude has been repeatedly mentioned in the process of service contact, there are relatively few studies on service attitude. From the definition of attitude, we can understand that service providers have different perceptions, feelings and action tendencies towards services, resulting in different service attitudes. Lele and Sheth (1993) argue that attitudes cover the attitudes and actions of service providers, including: (1) courtesy of service providers in handling customer inquiries and problem solving, giving information, and providing services; (2) Understand sales knowledge; (3) To meet the needs of the served, the attitude and behavior that is intended to be shaped should be through education, training, rewards and punishments. Larsen and Bastiansen (1991) defined service attitude as "the tendency of service personnel to behave towards customers in contact with customers". Role-Playing Staffing Process: Experiential Learning with Undergraduate Tourism Students

2.3.2 Research on service attitude

According to Chase and Bowen (1987) the hotel industry is a pure service industry. Therefore, service is not only the mental and physical labor provided by the service staff to the customer, but also the feeling that the customer gets. Therefore, how to make the service staff serve customers with a good service attitude to meet or even exceed the needs of customers is the direction that hotel service staff should strive for. Geller (1985) surveyed 74 managers of 27 hotels in the United States and identified nine key success factors, in order: 1. employee attitude; 2. customer satisfaction with service; 3) gorgeous facilities; 4. good location; 5) cost control; 6) profit maximization; 7) increase market share; 8. increase customer sense of value; 9) correct target market selection.

Chen (1999) defines service attitude as the cognition, feeling and action tendency of service providers learned through the process of education, training, socialization and various situations. Cai (1994) divides the service attitude into: 1. Physical facility facet, which is a hardware factor, including the appearance of service staff and store display and cleaning factors; 2. Operating procedure facet: a software factor, including the performance of responsiveness such as checkout speed, professional knowledge and skills, etc.; 3. Personnel friendliness: a psychological factor, including politeness, patience, cordiality, thoughtfulness and respect, that is, taking the initiative to help solve problems, caring for customers or knowing customers.

Larsen and Bastiansen (1991) have studied the differences between service attitudes between waiters and nurses in restaurants and restaurants in three aspects: cognitive, emotional and behavioral, and listed ten attributes of service attitudes, including 1. skills; 2. politeness; 3. giving extra service; 4) empathy; 5. smiling and good emotions; 6. individual treatment; 7. flexibility; 8. trust; 9. willingness to derail and sacrifice work for the benefit of customers; 10. maintaining close relationships with customers. Lin Dongyang (1999) summarized five attributes of service attitude in his research on front-line service personnel in department stores, including: customer demand response, competent care, problem solving, differential treatment, and

workplace rules.

Employee friendliness in past research includes attitudes about the process and manner of employee service delivery (Gronroos, 1990; Heskett and Schlesinger, 1994; Chua, 1994), service staff with warmth, cordiality, courtesy, smiling, and neat and clean appearance (Larsen and Bastiansen, 1991; Lele and Sheth, 1993; Cai, 1994, Lin, 1999, Xu, 1999) and then build good relationships with customers (Martin, 1986; Crosby, Evans and Cowels, 1990) ◦

Regarding the willingness and agility of hotel service staff, such as the customer's questions, and whether the service staff can respond quickly (Lin, 1999), effective and reliable service to solve problems and complaints for customers and thus make customers satisfied (Lele and Sheth, 1993; Lin, 1999; Xu, 1999).

Service staff can stand in the customer's position with empathy, wholeheartedly understand the customer's needs, understand the customer's individual needs, patiently care for the customer, and provide the customer's individual service (Larsen and Bastiansen, 1991; Cai, 1994; Lin, 1999).

Heskett and Schlesinger (1994) mention that good service attitude requires continuous service attitude training, recruitment efforts, good treatment, and empowerment of service personnel. Tornow and Wiley (1991) pointed out that service attitude and customer satisfaction are indeed correlated. Chua (1994) pointed out that the best service quality perception often depends in part on the work attitude of service staff. Crosby, Evans and Cowels (1990) also believe that the good relationship between service staff and customers in the service process is an important factor affecting the quality of service.

Kuo (2007) pointed out that in the study of customer satisfaction with staff service attitude of International View Hotel, the service attitude is four conceptual facets and 28 service attributes, including cordiality and friendliness, empathy and intimacy, active service and problem solving, (Table 1). Due to the study service attitude measurement project, only relevant literature is summarized. The formation of the scale construction must have scientific procedures, and the scale must be publicly issued by the academic community and industry. According to Churchill (1979), development requires certain procedural steps, including: defining the concept, generating project samples, data collection, purification measurement, data collection, reliability and validity assessment, and developing norms. In view of the definition of service attitude, hotel operators should strengthen service staff to solve customer problems, actively provide services such as introducing new products of the hotel, and train staff to understand customer needs and serve customers with a cordial and friendly attitude to meet customer needs. Since the connotation of Kuo questionnaire is more appropriate to the data required in this study, this study intends to use Kuo (2007) to propose a service attitude profile, and then develop the industrial service attitude scale again based on relevant literature and industry interview results, so as to make the service attitude scale more reliable and valid. To ensure that the scale is sufficient to represent the concept of service attitude.

Table 1 Service attitude factors and items

Service attitude	Service Attitude items
Friendliness	<ol style="list-style-type: none"> 1. Will smile at you at all times 2. Greeting you politely 3. Dress neatly and elegantly 4. Full of spirit during the service 5. There is no discrimination as to your nationality or colour
Empathy	<ol style="list-style-type: none"> 6. Take the initiative to consider your individual needs and provide personalized services 7. Put your interests first 8. Ask about your needs 9. Pay attention to your security and privacy at all times 10. The service staff will put yourself in your shoes and put yourself in your shoes 11. The service is kind and friendly to talk to you like a friend
Enthusiastic	<ol style="list-style-type: none"> 12. Take the initiative to correctly tell you about hotel offers and other related information

	13. Even if the service staff is busy, always pay attention to your needs 14. Will help you introduce new equipment or products to the hotel as appropriate 15. During the service, the movements are elegant and appropriate
Problem - Solving	16. When you are unhappy or complain, the service staff will patiently solve the problem 17. When you are unhappy or complain, the service staff can ask the reason and solve it 18. The service process is fast and efficient 19. Provide you with the correct service 20. Deal with your problems quickly and effectively 21. When you are upset or complain, the service staff will listen carefully and apologize 22. For your request or complaint, the service staff will follow up afterwards to understand your satisfaction 23. Stay calm and deal with your problems 24. Respond to your requests immediately 25. Keep an eye out for emergencies at all times 26. Willing to take the initiative to assist customers in dealing with problems 27. Will recognize your body language and provide appropriate services 28. Do not provide different services depending on what you wear

Recourse: Kuo, C. H. (2007). The importance of hotel employee service attitude and the satisfaction of international tourists, *The Service Industries Journal*, 29(7-8), 1037-1086.

In summary, the application of ADDIE systematic education model as creative education technology and the use of corner group color play to increase students' learning interest and mutual assistance cooperation and improve students' good service attitude are all student-centered conscious learning, teachers are no longer the protagonists of one-way knowledge transfer, but assist and guide students (groups) to communicate with problem awareness, stimulate the direction of problem solving, integrate conscious knowledge and make applications. In short, when applied to curriculum planning, activity design and measurement of effectiveness in the future, real situations should be used as the driving force for learning, strengthen the ability to communicate with foreign languages, cultivate the thinking and inquiry ability of group members, and cultivate the spirit of mutual assistance and cooperation good service attitude.

3. Instructional design and research methods

3.1 Research Architecture

This research focuses on the integration of ADDIE's systematic teaching model into the service attitude role-play teaching of hotel management courses. Through the collection of literature, this research collates and analyzes the relevant materials related to curriculum design of educational technology design at home and abroad, so as to understand the theory and framework of educational technology in teaching practice, which is used as the theoretical basis of this research. It is proposed to study towards an innovative teaching system learning environment that is more humanized, timely, asynchronous and synchronous. In this project, it is planned to produce a multimedia teaching CD-ROM and an e-based teaching website platform, which will place online learning materials based on ADDIE module development service attitude, so that students can learn anytime and anywhere, so as to enhance the fun and convenience of students, and conduct learning effectiveness evaluation (Figure 5).

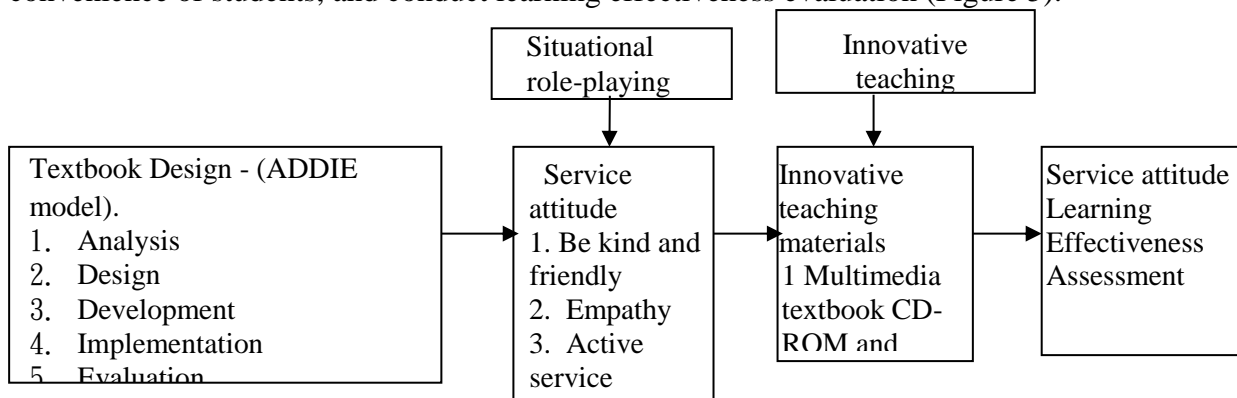


Figure 5: Research architecture diagram

3.2 Research objects and fields

This project selects junior college students who are taking courses related to hotel management to implement situational role-play themes in hotel management courses. By designing four hotel management themes: Theme 1, Kindness and Friendliness. Theme 2: Empathy and intimate thought. Theme 3: Active Service. Theme 4: Problem solving, through students' situational role play of real problems, students cooperate with each other. The overall curriculum activities are carried out in small group discussions and learning, with teachers acting as facilitators and catalysts in the role of group members. Each topic is taught for a total of 12 weeks over a period of 3 weeks. The research field is mainly based on the dining hotel classroom and the school's professional photography classroom.

4.3 Reliability and validity of research methods and tools

This study is based on Guo Chunmin (2007) pointed out that in the study of customer satisfaction with staff service attitude of International View Hotel, the service attitude is cordial and friendly, empathetic and caring, active service and problem solving, etc. four concepts and 28 service attributes, and the fifth facet grooming and professionalism (10 questions) is added to a total of 38 questions (as shown in Annex I), and the fifth aspect is the basic knowledge and skills that hotel service providers should have. The questionnaire was measured on Li Ke's five-point scale. In this study, "quality" and "quantity" are studied in parallel, and the triangulation method is used to check the reliability and validity. Through teacher teaching observation group discussions, students evaluate each other, invite hotel industry executives to conduct evaluations and students' experiences, group discussions, in-depth interviews, etc., as formative assessment tools, and form a triangulation test with summative assessment (Figure 6). The changes in students' learning are observed through the front and back (Figure 7).

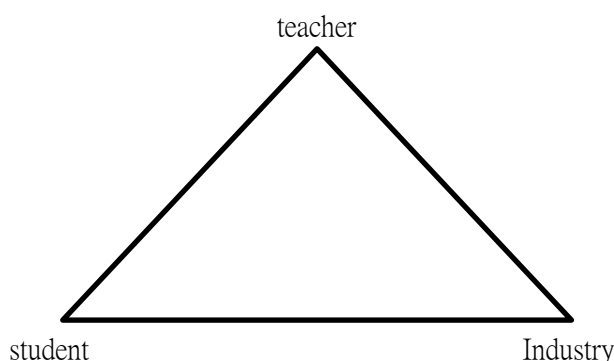


Figure 2: Hexagonal Verification Diagram 7: Observe the changes in students

3.4 Data processing and analysis

The data analysis was quantitative and qualitative. (1) Quantitative data analysis part: collect the scores of students' test questionnaires and professional knowledge assessment institutes, and test their differences with t-test (the school has SPSS authorized public statistical software available). (2) Qualitative data summary part: Through teachers' teaching observation and collection of each group discussion and feedback, understand the situations, experiences and final results encountered by students in the course group activities.

3.5 Course Implementation

3.5.1. Service attitude textbook design ADDIE model development

As instructional designers, researchers must control the following tasks: whether the development of teaching materials is in line with the spirit of ADDIE; Review compliance with various instructional design points; Track and control the progress of the production of teaching materials, and the development of ADDIE model requires a team, combined with talents with expertise in different fields, such as hospitality service experience and qualifications and experience in implementing courses; Experience in the production of teaching materials; Experience in

working with photographic media; Experience in using multimedia software; Audio and video recording experience experience, etc. The following is a description of the ADDIE model development as shown in Table 2

Table 2 Development of ADDIE model for service attitude textbook design

Instructional design steps	Description of the contents of the textbook
	<p>The main focus of this stage is on analyzing who the target learners are. What are its needs? How long does it take to complete my studies? What are the abilities required for learning completion? What are the objectives and objectives? Using brainstorming to understand the teaching goals and objectives at this stage, the answers to these questions actually exist for many years of hotel management teachers; You can also refer to the facets of the Service Attitude Scale, such as the five conceptual facets of cordiality, empathy, active service, problem solving, grooming and professionalism, and 38 service attributes, etc., or you can find the answer by searching for past information and a simple pre-course questionnaire.</p>
Design (Design)	<p>A complete analysis is the basis for the design phase to proceed smoothly, because the beginning of the design work is to understand the knowledge base that the learner already has through analysis, so as to understand what learning content should be taught, so that the learner can add new learning content from the existing learning foundation. Instructional designers must design what future courses will look like, so instructional objectives must be reviewed repeatedly during the design phase. The main points to consider at this stage are: How should the content of the textbook be organized? How is the idea communicated to learners? How do I send teaching materials? Therefore, the logical smoothness of the flowcharts and storyboards of the course must be considered at this stage. In addition, before completing this stage and moving on to the next stage of development, the fluency and cooperation of flowcharts and storyboards are evaluated.</p>
Development (Development)	<p>The development stage is based on the basic development of teaching materials in the design stage, the work has scripting, the development script is the most time-consuming, some scripts are more complex to present, of course, there are scripts that are completed in a few pages, at this stage the development of service attitude content can use situational drama or novel plots (episodes), presented in a lively and vivid way to enhance the fun and breadth of learning of students. Similarly, before moving on to the next implementation phase, the navigation, content, and appearance fit of that phase must be evaluated.</p>
Implementation (Execution)	<p>After the above stage is planned, the implementation of the course will begin, that is, students formally encourage students to use situational role-play to shoot, so the work items at this stage are: theme 1 is cordial and friendly; Theme 2 Active Service; Theme 3 is the same and intimate; Theme 4 Problem solving; Theme 5 Grooming and Professionalism. set a time for shooting; Set learning schedules according to teaching strategies; All learners and leaders who master the course; Let the students have a pleasant shooting experience. At this stage, before the course is implemented, this research will conduct a pre-test of students' service attitude to understand their perception of service attitude. This research is designed for first-year elective management course students in the Department of Leisure Industry Management, Taichung Qinyi University of Science and Technology.</p>
Evaluation (Assessment)	<p>The implementation of the course does not mean the end of teaching, after the implementation of the course, relevant data must be collected and analyzed</p>

	<p>according to the training evaluation level formulated in the analysis stage, so as to calculate the benefits of this training course and facilitate the revision and reference of subsequent relevant course planning. Here are a few questions that must be carefully considered during the evaluation phase: Do students enjoy the course? Did the student achieve the predetermined learning objectives at the end of the study? Has the learning of the curriculum changed students' service attitudes, behaviors and habits? Is there a predetermined customer satisfaction goal for the hotelier?</p>
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4. Results and Suggestions

4.1 Result

1. Design and innovate a variety of service attitude teaching aids, such as media textbooks and E-learning learning platforms
2. Establish students' correct service attitude cognition and execution ability.
3. To explore the differences in teaching effectiveness of students' role-playing methods.
4. Provide a reference for the development of the teacher systematic instructional design model (ADDIE).
5. Improve students' foreign language service communication skills.

4.2 For the student's studies

1. Learn the use of technology related to ADDIE's systematic teaching module.
2. Through role-play, students are trained to practice service process and customer complaint handling to enhance service attitude.
3. Improve students' foreign language service communication skills in hotels.
4. Improve students' cooperative problem-solving skills, such as how to complete situational character shooting
5. Increase students' knowledge and skills in professional photography.

4.3 The impact and contribution of teaching

This project is an attempt to introduce the ADDIE system learning model into the teaching of hotel management, and use the situational play method to teach the teaching. The result showed that it improves technical and vocational education and the service attitude of hotel and homestay and catering service staff, and at the same time makes teachers in the teaching community more willing to try such curriculum design.

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