

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The central area is white, providing a clean space for the text.

# Culinary Program Redesign

Successes and Challenges

# Project Background

- ▶ Realign with the ITA outcomes
- ▶ Update instructional strategies, assessment, classroom activities and recipes
- ▶ Reduce amount of production and increase amount of demonstration and practice
- ▶ Implement student e-portfolios
- ▶ Increase use of classroom technology and begin use of e-textbooks
- ▶ Improve the scaffolding of skills throughout PC1 and PC2



# Curriculum - Blended Learning

## Design

- ▶ Identify type of blended delivery
- ▶ Moving from pure F2F to Online blended
- ▶ Formative assessments and reflective practice
- ▶ Culture change

## Development

- ▶ Ongoing support to faculty

## Implementation

- ▶ Student and faculty surveys
- ▶ Identify ongoing support and plan for revisions

# Departmental

- ▶ New programs X3
- ▶ Integration of:
  - ▶ Learning activities
  - ▶ Moodle
  - ▶ New Textbook and supplements
    - ▶ Culinary E-companion
    - ▶ Wiley Plus
    - ▶ E-Text
- ▶ Instructor buy-in
- ▶ Technological capabilities
- ▶ Follow-up and upkeep



# Moodle Development & Training

## Challenges

- ▶ **Starting Points:** Instructors have diverse tech experience & expectations. Different paths to become "Moodle ready".
- ▶ **Consistency:** Set standard course design and common procedures for authors.

## Lessons Learned

- ▶ **Moodle Training:** Started with whole-group sessions. Later, used small groups and 1-to-1 to respond to specific skill-level and course needs.
- ▶ **Moodle Support:** Occurred during course design, through implementation, and ongoing in course management.
- ▶ Each Faculty Moodle support contact is a training opportunity.

# If that wasn't enough, e-textbooks too

## What we anticipated vs. reality

- ▶ Initial set-up more complex than we thought
- ▶ Giving students choice: print or e-textbook
- ▶ Low adoption rate

## Lessons Learned

- ▶ Students take-in a lot of information on their first day
- ▶ Faculty & student readiness
- ▶ Challenge of low adoption
- ▶ Right fit of e-textbook to discipline may matter

# How has this impacted student learning?

- ▶ Students complete end of course surveys
- ▶ Feedback indicates that students enjoy having a Moodle site for each of their courses
- ▶ Development and use of Moodle courses are dependent on faculty.

