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.