

Best Practices in Education
June 22, 2012
The Culinary Institute of America at San Antonio

8:30 – BREAKFAST at the facility

9:00 WELCOME AND GENERAL SESSION

Connecting

Fred Mayo, Clinical Professor of Hospitality and Tourism Management, New York University
Need description here

9:30 – 10:30 – FIRST MORNING SESSION – CHOOSE ONE

The “Flipped Classroom”

Chef Colin Roche, MBA, CEC, CCE, FMP, CHE - Department Chair / Associate Professor - College of Culinary Arts, Johnson & Wales University, Miami, Florida

Come to this 60-minute session to learn more about Flipped Learning and what it might mean to your course or school. This overview will introduce you to the concept of Flipped Learning, where educators actively transfer the responsibility and ownership of learning from the teacher to the students. The Flipped Classroom draws on such concepts as active learning, student engagement, and hybrid course design. A Chef Instructor who is actually doing it in his classes will show you how any teacher can become a guide to content understanding and active learning rather than a dispenser of facts.

Virtual Guest Chef

Dr. Michael Riggs, CEC CCA FMP, Executive Chef / Associate Professor of Culinary Arts Bowling Green Technical College, Kentucky

Using the Blackboard system to deliver on-line course and to web-enhance traditional classroom curriculum delivery has triggered lots of new ideas, one of which is the Virtual Guest Chef (VGC) program which brings both fellow educators and industry professionals to interact with students in specific courses through the discussion board. A VGC's profile is included in the course content so students understand something about who they will be interacting with. Discussion topics are posted by both faculty member and the virtual guest chef on the course discussion board, and students interact and respond to the questions and gain perspectives from other than just the standard course materials. This demonstration and explanation, by the person who created it, will show you how to use a virtual guest chef in your teaching.

10:30 – 10:45 – Break

10:45 – 11:45 – SECOND MORNING SESSION – CHOOSE ONE

An Opportunity for Underprepared Students to Succeed in Attaining Goals

Daryl Nosek, FMP, Professor, Department Chair of Food Service Administration and Curriculum Chair of Culinary Arts and Management at Westchester Community College

Under prepared freshman students – those students identified as not having sufficient skills in reading, writing and math to be registered in college credit courses – but have the desire to pursue culinary arts programs represent a real challenge. The goals of these students, often identified as “at risk” students, are the same as most freshman students, but they lack college readiness skills which often impedes their success, causes frustration, and can lead to dropping out of college. Exploring Culinary Arts, a new course at Westchester Community College, aims to provide students with the necessary skills needed to be successful while incorporating a foundation in knowledge and skills in culinary arts. This explanation of the course by the person who created it, will help you consider how you can help these students and use these ideas to help them succeed.

Strengthening Your Program’s Student Retention Outcomes

Chef Robert C. Bifulco, Culinary Arts Program Chair, Remington College, Texas

A seminar designed to inform and direct educators to think about retention with a new mind set and approach while focusing on the main goal of keeping every student in school until graduation. The presentation will showcase very specific techniques and practices which have had a very positive outcome and which can be implemented in any size or type of hospitality program. Instructors and administrators serious about improving their program’s retention numbers will be clearly enlightened with these new education tools and ideas, and definitely be inspired towards a new action plan upon attending this seminar.

Recruiting, Teaching, Inspiring, and Placing the Bottom 50%

Chef Adam Weiner, CFSE, Culinary Arts Instructor, JobTrain, Menlo Park, California

More students with limitations, such as poverty, cultural issues, mental/emotional challenges, criminal records, or less than average intelligence, are enrolling in high school, vocational and community college culinary programs. These students may become great culinarians in the work force, but standard culinary instruction practices do not work well if the students lack the foundation of generally accepted social norms, math skills and work ethic. The purpose of this seminar is to show different educational and culinary approaches for recruiting, teaching, inspiring, and finding jobs for these students.

11:45 – LUNCH and ROUNDTABLES AT LUNCH

1:00 – 2:15 – FIRST AFTERNOON SESSION – CHOOSE ONE

Connecting Teaching Practices and Student Learning through 3 (Three) Learning Models: Novice/ Expert Behaviors, Cognitive Development, and Learning Style

Dr. Vinnie Rege, CHE, Department Head, Howard Community College, Virginia

How do our students learn? How can we use what we know about the learning process to teach more effectively? While the research has yet to connect fundamental processes in the brain to what we do as teachers with certainty, the past half-century of work on adult learning has produced several useful theories that can inform instructional choices. This presentation will provide an overview of three learning models that yield insights into teaching practice—novice/expert behaviors, cognitive development, and learning styles—along with ways in which instructors can draw on these models in course planning and classroom teaching. These three perspectives on learning serve as tools for focusing on the student and his or her process and help teachers reflect on their own teaching, and facilitate the expansion of the teaching repertoire.

Creating Significant Learning Experiences with Integrated Course Design

Dr. Jean Hertzman, CCE, Associate Professor and Assistant Dean of Operations, University of Nevada at Las Vegas, Nevada

This discussion of Fink's model of Integrated Course Design will explain how it can be used to create Significant Learning Experiences. Fink's model focuses on engaging students so that their effort results in significant and lasting learning which adds to their personal and professional value. Integrated Course Design analyzes situational factors and incorporates them into designing learning goals, teaching and learning activities, and feedback and assessment methods. Using the six categories of the Fink's taxonomy – Foundational Knowledge, Application, Integration, Human Dimension, Caring, and Learning How to Learn – will enable you to write clear, developmentally appropriate learning goals; promote higher levels of thinking and learning; and lead to authentic, motivating tasks.

2:15 – 2:30 – Break

2:30 – 4:00 GENERAL SESSION

Visual Pedagogy: Reimagining the Power of PowerPoint

Lisa A. Sisco, Professor, Johnson and Wales University and Chef Richard Miscovich, Associate Professor, Johnson and Wales University, Rhode Island

Tired of sitting through boring, text-heavy PowerPoint presentations? You're not alone. We're in the midst of a powerful backlash against PowerPoint. This presentation will explore the causes of this backlash and draw on recent developments in cognitive science, rhetorical theory, and the work of innovative communication experts to maximize PowerPoint's potential in the culinary classroom. This approach integrates images, video and audio to transform PowerPoint from a series of bulleted lists into a compelling visual narrative, helping you make deeper connections with your students. The presenters will offer practical tips for using PowerPoint as a teaching tool, provide media resources, and share examples of slide makeovers.

4:00 – APPLICATION, EVALUATION, and GOOD BYES