

Third year Culinary and Gastronomic Science student experiences of eportfolio development as a vehicle of reflective practice: A case study

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Context of the Study

Traditionally, culinary education has been delivered through craft-based training (Hegarty, 2011). Developing skills that correspond to the needs of industry is essential for helping graduates secure their desired career in a very competitive industry. Reflective practice is one such skill. Eportfolios have been used successfully to scaffold the reflective process for learners (Roberts, Maor and Herrington, 2016).

Key Findings of the Study

The research showed participants deemed reflective practice to be useful, confirming that it enabled them to identify areas they needed to improve (100%) and encouraged them to take more responsibility for their learning (73%). The research also revealed that most participants (64%) felt comfortable discussing their personal reflections. Finally, participants (64%) acknowledged the provision of lecturer support to the learner throughout the process is critically important.

The Impact of the Study

There is huge value in embedding an eportfolio pedagogy in curricula for learners, lecturers, and higher education providers. By customising the reflective practice e-portfolio to meet industry expectations, learners can showcase work, so that the portfolio stands out to a prospective employer. The integration of a well planned reflective practice eportfolio into curricula will provide learners with an authentic assessment of student learning and opportunities for deeper learning.

The Aim of the Study

The aim of this study was to explore third-year BA Culinary and Gastronomic Science student experiences of Eportfolio development as a vehicle of reflective practice.

Embarking on reflective practice

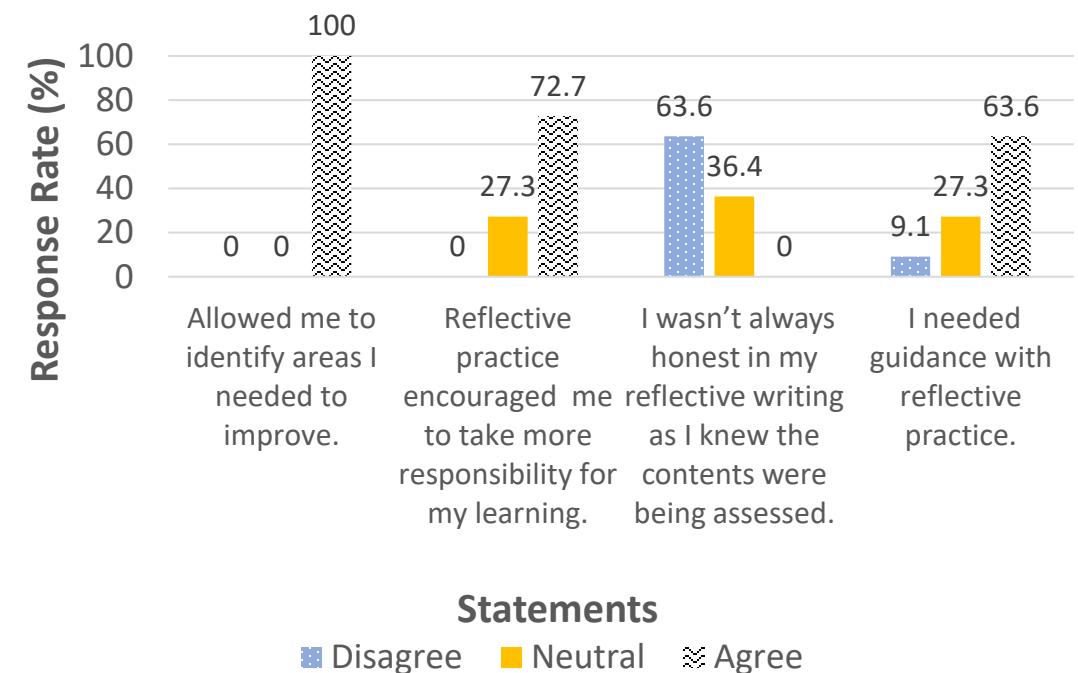


Figure 1: Embarking on reflective practice

References

Hegarty, J. A. (2011). Achieving excellence by means of critical reflection and cultural imagination in culinary arts and gastronomy education, *Journal of Culinary Science & Technology*, 9(2), 55–65.
 Roberts, P., Maor, D. & Herrington, J. (2016). ePortfolio-based learning environments: Recommendations for effective scaffolding of reflective thinking in higher education. *Educational Technology & Society*, 19(4), 22-33.

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