Covid and Padlet the catalysts to re-evaluate reflective practice in culinary education at Galway-Mayo Institute of Technology.

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Findings

- Padlet has great potential as a reflective digital tool.
- It supports visual learners and enhances engagement with reflection.
- As a collaborative tool it fosters peer assisted learning and develops a sense of team spirit.
- Students learn from each other, in a secure and supportive environment.
- Padlet provides students with a tool that allows them to showcased their dishes.
- It stimulates students to compare, contrast, and reflect on each other’s dishes, allowing them to comment on visual aspects such as shapes, colours, flow, contrast, and focal point.
- In the context of Reflective Practice in culinary education, a lot more work is needed, and much can be learned from nursing education where both Reflective Practice and Critical Reflection are embedded in the curriculum (Bulman, Lathlean & Gobbi, 2012).
- Reflective Practice needs consideration within culinary education, as it is a skill that will help students to achieve, maintain and continuously improve professional competencies throughout their life.
- While the assessment rubric and the brief on Reflective Practice and tuition by the lecturers was very beneficial to the students as a supportive structure, additional work is needed to build upon this pilot study to formalise Reflective Practice and develop Critical Reflection as an important life skill.
- Obstacles to Reflective Practice can be overcome through critical thinking, self-awareness, supportive structures, being professional and making practice work (Thompson and Thompson 2018).
- The success of the pilot study and the benefits of using Padlet for reflection and Reflective Practice in culinary education will be communicated to all culinary lecturers in GMIT and a future full rollout of the tool is envisaged to promote and integrate the process of Reflective Practice more formally across all departments.

Impact

- Traditional formats of on campus teaching had to move very quickly online when the pandemic of Covid 19 struck Ireland in March 2020.
- What became apparent is that the technology exists that allows the fusion of digital teaching and learning strategies with the more traditional on campus mode of delivery.
- The covid crisis seemed to serve as a catalyst for a transition phase that seems to be unavoidable in the face of a rapidly progressing digitization, forcing higher education to review and assess the efficacy of existing teaching formats and routines in the face of digital alternatives (Skulmowski & Rey 2020).
- Covid presented many challenges but also opportunities to review and assess our approach to culinary education.
- Over the last number of years research has started to question the pedagogical model of culinary education, where students often learn through demonstration and replication (Woodhouse, 2016).
- By considering Reflective Practice or even better Critical Reflection we can move culinary education forward providing students with a much improved learning experience and important transferable live skills.
- The Modern Classics and Global Cuisines module was selected to incorporate a variety of tools to better facilitate the different learning styles of students and enhance online engagement.
- Padlet was the digital tool that showed a lot of potential for new learning activities that would support an online and blended mode of delivery (Dianati, Nguyen, Dao, Iwashita & Vasquez, 2020).
- During the Padlet pilot study student learning needed to be scaffolded with a rubric and a concise brief, in addition to tuition and examples that gave clear structure to the students on how to engage with Reflective Practice.
- It is important to recognise barriers to Reflective Practice such as, time constraints, organisational culture, and a lack of appropriate skills (Thompson and Thompson 2018).

Student Feedback

To gain a better understanding and insight on the blended mode of delivery during the pandemic, a survey was conducted amongst students completing the Modern Classics and Global Cuisines module. Students commented positively on the use of online engagement tools and highlighted the benefits of Padlet as a tool that was easy to use and that encouraged learning from each other. Students also commented favourably on the social aspect of using Padlet in breakout rooms, which allowed them to focus on a group task around culinary topics, to share ideas on this digital canvas while being able to talk to their peers away from the lecturer, something that had been quite difficult during the pandemic.

References


Observations - Lecturer UH

Jerusalem Artichokes

Vatelute - Week 2, GZ

Jerusalem Artichokes Velouté: Considering that the cream could split depending on the quality of the cream used, leave the cream for last when preparing the soup, for best results the cream can be

Cured Seattout - Week 2 + GD

Modern Classics and Global Cuisines Group A

Menu D

Reflections

Aim

Pre Covid students completed class reports which included a section for their reflections after class. This written work was only seen by the lecturer and the student. The formal application of a reflective cycle or the process of reflective practice was not evident.

The aim was to evaluate Padlet as a tool for Reflective Practice in culinary education at GMIT.

GMIT Culinary Student Padlet

Findings Impact

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References


Observations - Lecturer UH

Jerusalem Artichokes - How?

• Pin boring Salmon - How?
  - Why is it best to remove the scales from fish when whole?
  - How to best assemble fish dish ingredients on a plate?
  - How to utilize the remaining core of a fileted orange?
  - Why is it important to season the fish with the spice coating only briefly?
  - Alternative cooking method for pork and why?
  - How to reduce meat curing time?
  - How to reduce vegetable pickling time?
  - Silver skin on pork tenderloin, why remove and uses for the trimmings?
  - How and why adjust the recipe for

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