MENTORING PROGRAM

Fall 2003
FSHE 110

Post-Mentoring Narrative Description

Technology: Enhanced, progressed to Applied with students meeting a few TI standards

Instructor: Frank Leake

Course: FSHE 110 Fundamentals of Cookery

Course Description (pre-mentoring description):
FSHE 110 focuses on fundamental concepts, skills and techniques of cookery. Includes the study of culinary terms and ingredients; cooking theories and procedures for making stocks, soups, and sauces; basic cooking methods; handling and preparation techniques for fruits, vegetables, and starches; proper use of recipes, tools, and equipment with special emphasis on knife handling skills.

Technology Goal Through Mentoring (pre-mentoring description):
Website will be used as an orientation to the course. All students are currently required to attend a face-to-face orientation prior to enrolling and the first day of instruction.

Faculty Mentoring:
The use of technology by the instructor prior to mentoring was minimal. The instructor and students communicated with each other via email. All orientation and course content was provided via hardcopy and orally in class. Although the website was designed as an orientation tool, the site proved to be useful throughout the course as students continued to access the site for information.

During mentoring the instructor met the intended goal of creating a website to be used as an orientation for the course. The faculty attended weekly meeting sessions throughout the semester to work on the site and learn new technical skills. The instructor was highly motivated and willing to invest the time to learn. A lot of work by the instructor was accomplished between mentoring sessions.

Technical skill was developed in the use of various applications including Dreamweaver, iMovie, Quicktime, and Photoshop. Specific tasks within each application was learned and applied in the development of the orientation website. Technical skill was also developed in the use of hardware such as a digital still camera and digital movie camera.

The instructor also worked with selected students to assist in video-taping, take various still images, and edit images and movies. Students were primarily self-motivated and worked under the mentorship of the instructor. The instructor also performed these tasks, but worked with students on specific components of the website.

The instructor will continue to be mentored to further skill development and to create a complete course website. Students will be encouraged to begin the development of an electronic portfolio to document their progress through the food service program.

Pre-Mentoring Student Technology Use:
Students communicate with the instructor via email.

Post-Mentoring Student Technology Use:
- Communicate with the instructor via email
- Use a word processor to generate course work
- Use a browser to read course content
- Use a browser to view still images on various tasks
• Use a browser to view still images on examples of cooking implements
• Use a browser to view video segments
• Use a browser to research recipes

Student TI Standards Achieved:
• 2.0 Operations; 2.2 Operate a multimedia computer with related peripheral devices
  Students were required to use a computer to view video files and still images through a browser.

• * 2.0 Operations; 2.3 Use imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.
  Students used digital still and movie cameras to capture images and movies, downloaded images and movies, and edited them.

• * 2.0 Operations; 2.4 Install application software and peripheral devices and their accompanying software.
  Students installed and used digital still and movie camera software for downloading and editing.

• * 2.0 Operations; 2.5 Use a variety of technologies such as video cameras, fax machines, and copy machines to enhance communications.
  Digital still images and movies were created to provide visual and audio testimonials on the course content, procedures, and implements.

• 5.0 Application; 5.2 Use telecommunications tools such as electronic mail and web browser applications for communications and research.
  Students used email to communicate with the instructor, sent electronic documents as attachments, and used a browser to access the orientation website and find relevant recipes for the course.

* Not all students were required to do this. Selected students were asked to perform these tasks.

Student Comments:
• “That is a really nice site. Mom and I checked it out the other night. It looks like a lot of work. I wish I had something like that when I looked at various programs within universities. It is great to see what the students have to say. So much better than the typical paragraph used to describe most classes in schedule books.”

• “It was very helpful to hear what some of the other students had to say regarding how to manage your time, working in the classroom, keeping up your attitude and your work ethics and not giving up. All of these things I kind of know, but it’s good to hear it again from others who have done it before you. Also, the pictures for tying the neckerchief were very helpful as I was unable to attend the orientation in August. Being able to look at it a couple times while trying it out helped me. Also having pictures of the required knives helped me to see more of what you are looking for, as well as listing the recommended brands for our uniform. The principles of being a chef, and why get a degree...all of these questions being answered by various people helped me to think about what I was doing at the school and check to make sure it was what I wanted to do.”

• “Regarding the website, I particularly thought the Words of Advice section provided me good insight and encouragement to the program. I think I should have reviewed that section more often for motivation and support. I like Kaleo’s words of advice on commitment, flexibility and adaptability as well as keeping an open mind. They were good reminders as I was not really being prepared for the challenges and demands of the program, the other comments on not giving up were also welcomed.”

Faculty Comments:
“The mentoring process has opened the ‘flood gates’ of technology. It has provided learning opportunities to me as the teacher and to my students. The mentoring experience has enabled new, fresh ideas and thinking into the teaching and learning experience. The challenges have made everyone’s experiences more powerful.

Karl kept me totally in check, on schedule and on track. He helped me achieve what I believed to be unachievable deadlines and accomplishments. Karl raised the bar on all that we did and expected as goal achievements between session, bringing a greater appreciation for the ‘teacher-student’ relationship. An outstanding mentor and teacher!

This experience will be a work in progress as long as I’m teaching. There are no limitations with what I and my students learn here. Students will learn not to be afraid of technology in their ‘life skills’ and professional integration of technology required of our industry.

The only concerns were those of my own ability to absorb the technology and readily apply the processes. Karl has provided outstanding learning opportunities for myself and my students to assist in the integration of the learning process.”