THE PROS AND CONS OF VIRTUAL FOOD LABS

DR. DAVID JURASINSKI, CHE

MR. COLLEN ENGLE, MS CCE

MR. OSCAR OBERKIRCHER, MS CHE

SUNY ONEONTA, DEPARTMENT OF HUMAN ECOLOGY

FOOD SERVICE AND RESTAURANT ADMINISTRATION

THREE AREAS OF EXPLORATION

TECHNOLOGY

SUPPLIES AND EQUIPMENT

LEARNING

TECHNOLOGY

PROS

- Students:
  - Access to class materials at any time
  - Can pause or re-watch recorded lessons to improve note-taking and retention
  - Ability to interact one on one via Zoom, Blackboard collaborate or Microsoft Teams
- Faculty:
  - Technology and platforms available now that were not just several years ago

CONS

- Students:
  - Presentation is "not hands on"
  - Internet: slow internet/intermittent internet
  - Training on class platform
  - Checking email/class attendance & attention
  - Camera/Microphone doesn't work/no camera
- Faculty:
  - Training for virtual instruction
  - Lack of professional A/V capture equipment and supplies

TECHNOLOGY

- Students may be motivated but lack broadband or other technological resources that virtual courses rely on to enable smooth delivery. Even among students for whom technological resources do not pose a problem, some may have trouble in virtual courses if they lack the technological skills to make full use of the course content (Berge & Clark, 2005).

- A recent study by WhistleOut (Hannula, 2020) found that one-third of adult respondents who transitioned to working or studying from home had been prevented from doing so by weak internet. Two-thirds said their video calls had cut out, frozen or disconnected. Additional concerns include security, such as Zoom bombing when trolls crash live classes with offensive content.

SUPPLIES AND EQUIPMENT

PROS

- Students:
  - Recipe choice
  - Equipment and environment at home
  - Can prepare for themselves and family
  - Scheduling practice
- Faculty:
  - Lab set-up, management & clean-up
  - Cost of supplies
  - Wear on labs

CONS

- Students:
  - Cost of ingredients & supplies
  - Limited equipment and smallwares
  - Home-style equipment
- Faculty:
  - Inventory replacement
  - Use of expensive lab facilities, equipment and smallwares

SUPPLIES AND EQUIPMENT

- "Here's the problem," Cooper said. "I don't know what supplies they have, so I don't feel like I can have them do many experiments. And also there are safety concerns" with asking them to go out and purchase items. "It's public school, and you need to make sure every kid can participate." (EdSource, Johnson, 2020)

LEARNING

PROS

- Students:
  - "Learn" at own pace
  - Can review lessons multiple times
  - Access to reference material
  - No group work
- Faculty:
  - One-on-one review sessions
  - Post reference material
  - Recorded lessons can be reused and enable more interaction and engagement

CONS

- Students:
  - Distractions
  - Teamwork development
  - Oversight and feedback
  - Skill assessment
  - Sample fewer recipes
- Faculty:
  - Grading standards and methods
  - Educator-student relationship
  - Oversight, feedback and skill assessment

GUIDANCE

- Students who are inclined to procrastinate or who are not skilled in self-directed learning may suffer declines in performance if they lack a physically present teacher to direct their attention to the subject matter (Bork & Rucks-Ahidiana, 2013).
- Recent evidence suggests that online course taking is associated with negative downstream impacts on performance in follow-on courses as well (Krieg & Henson, 2016).
- Students feel that lack of community, technical problems, and difficulties in understanding instructional goals are the major barriers for online learning (Song et al., 2004).

EFFECTIVENESS OF ON-LINE LEARNING

- Recent studies of online course taking and online learning in higher education also suggest that students in online settings learn less than students in traditional settings (Hart et al., in press; Heissel, 2016).

- Online learning advocates maintain that experience with online learning will be **advantageous to students in an economy that rewards digital competency** (Sheehy, 2012)

- Virtual courses may also be well suited to provide immediate feedback on student performance to both students and teachers through intelligent tutoring systems, and they may provide for a uniquely interactive experience between students and the texts that they access (Means, Bakia, & Murphy, 2014).

CONCLUSIONS

- PRO - Faculty opined that online learning helped ensure remote learning, it was manageable, and students could conveniently access teachers and teaching materials. It also reduced use of traveling resources and other expenses. It eased administrative tasks such as recording of lectures and marking attendance. Both the students and teachers had an opinion that online learning modalities had encouraged student-centeredness during this lockdown situation. The student had become self-directed learners and they learnt asynchronously at any time in a day. (Pak J Med Sci. 2020 May; 36(COVID19-S4): S27–S3)

- CON - Faculty members and students said that through online learning modalities they were unable to teach and learn practical and clinical work. They could only teach and assess knowledge component. Due to lack of immediate feedback, teachers were unable to assess students' understanding during online lecturing. The students also reported limited attention span and resource intensive nature of online learning as a limitation. Some teachers also mentioned that during online study, students misbehaved and tried to access online resources during assessments. (Pak J Med Sci. 2020 May; 36(COVID19-S4): S27–S3)