



**UNIVERSITI TEKNOLOGI MARA**

**HTC775: LEARNING AND TEACHING CULINARY ARTS**

<b>Course Name (English)</b>	LEARNING AND TEACHING CULINARY ARTS <b>APPROVED</b>		
<b>Course Code</b>	HTC775		
<b>MQF Credit</b>	3		
<b>Course Description</b>	This course links the notion of human behavior, culinary and outcomes to the teaching and consulting strategies to a selected population. Selected philosophical tenets, learning theories and educational process will be discussed, allowing the graduate students to examine many challenges of the roles of chef instructors, culinary lecturers or consultants. This course provides the opportunity to implement and evaluate an educational project that will incorporate principles and concepts of pedagogy, andragogy, anthology, teaching and learning styles, the educational process and the outcome methodology.		
<b>Transferable Skills</b>	1. Knowledge and Skills of Learning and teaching in Culinary Arts. 2. Communication		
<b>Teaching Methodologies</b>	Lectures, Microteaching, Discussion, Presentation		
<b>CLO</b>	<p>CLO1 Analyze and evaluate the impact of various learning styles on teaching and learning culinary arts.</p> <p>CLO2 Utilize principles in the development of behavioral objectives and outcome measures.</p> <p>CLO3 Select and apply an appropriate teaching strategies or teaching method for a different type of culinary instruction plan and objectives.</p> <p>CLO4 Describe the professional roles in facilitating adult learning.</p> <p>CLO5 Critically evaluate, edit and/ or write a course syllabus based on principles of andragogy and effective pedagogy.</p> <p>CLO6 Demonstrate a beginning level of competence as chef instructor, culinary lecture or consultants</p>		
<b>Pre-Requisite Courses</b>	No course recommendations		
<b>Reading List</b>	<table border="1"> <tr> <td><b>Reference Book Resources</b></td> <td> <ul style="list-style-type: none"> <li>• Fry, H., Ketteridge, S., &amp; Marshall, S. 2009, <i>A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice</i></li> <li>• Bain, K 2004, <i>What the best college teacher do.</i>, Cambridge : Harvard University Press.</li> <li>• Galbraith, M.W. 2004, <i>Adult learning Method: a guide for effective instruction</i></li> <li>• Joyce, B., Calhoun, E., and Hopkin, D. 2003, <i>Model of learning.</i>, Allyn and Bacon. Boston</li> <li>• Tilstone, C. 2004, <i>Principles of learning and teaching study guide : observing teaching and learning principles and practice</i> David Fulton Publication</li> <li>• Weimer, M.E. 2002, <i>Learner-centered teaching: five key changes to practice.</i>, Jossey-Bass San Francisco</li> </ul> </td> </tr> </table>	<b>Reference Book Resources</b>	<ul style="list-style-type: none"> <li>• Fry, H., Ketteridge, S., &amp; Marshall, S. 2009, <i>A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice</i></li> <li>• Bain, K 2004, <i>What the best college teacher do.</i>, Cambridge : Harvard University Press.</li> <li>• Galbraith, M.W. 2004, <i>Adult learning Method: a guide for effective instruction</i></li> <li>• Joyce, B., Calhoun, E., and Hopkin, D. 2003, <i>Model of learning.</i>, Allyn and Bacon. Boston</li> <li>• Tilstone, C. 2004, <i>Principles of learning and teaching study guide : observing teaching and learning principles and practice</i> David Fulton Publication</li> <li>• Weimer, M.E. 2002, <i>Learner-centered teaching: five key changes to practice.</i>, Jossey-Bass San Francisco</li> </ul>
<b>Reference Book Resources</b>	<ul style="list-style-type: none"> <li>• Fry, H., Ketteridge, S., &amp; Marshall, S. 2009, <i>A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice</i></li> <li>• Bain, K 2004, <i>What the best college teacher do.</i>, Cambridge : Harvard University Press.</li> <li>• Galbraith, M.W. 2004, <i>Adult learning Method: a guide for effective instruction</i></li> <li>• Joyce, B., Calhoun, E., and Hopkin, D. 2003, <i>Model of learning.</i>, Allyn and Bacon. Boston</li> <li>• Tilstone, C. 2004, <i>Principles of learning and teaching study guide : observing teaching and learning principles and practice</i> David Fulton Publication</li> <li>• Weimer, M.E. 2002, <i>Learner-centered teaching: five key changes to practice.</i>, Jossey-Bass San Francisco</li> </ul>		

Article/Paper List	Recommended Article/Paper Resources	<ul style="list-style-type: none"> <li>• Ko.W.H 2012, A study of the relationships among effective learning, professional competence, and learning performance in culinary field., <i>Journal of Hospitality, Leisure, Sport &amp; Tourism Education</i>, 11, 12-20 <a href="http://dx.doi.org/10.1016/j.jhlste.2012.02.010">http://dx.doi.org/10.1016/j.jhlste.2012.02.010</a></li> <li>• Ko.W.H., &amp; Chung. F.M. 2014, Teaching Quality, Learning Satisfaction, and Academic Performance among Hospitality Students in Taiwan, <i>World Journal of Education</i>, Vol. 4, No. 5, 11 <a href="http://www.sciedu.ca/wje">http://www.sciedu.ca/wje</a></li> </ul>
	Reference Article/Paper Resources	<ul style="list-style-type: none"> <li>• Laird, L 2000, Meeting the demands of growth industry (Outlook for culinary educators), <i>Techniques Journal</i>, Vol. 75 (8)</li> </ul>
Other References	This Course does not have any other resources	