Transfer of Learning: Strategies for Culinary Training

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Adult Learning Principles
Andragogy

• Assumptions of adult learner
  ➢ Independent self-concept, directs his/her own learning
  ➢ Reservoir of life experiences that are growing resource for learning
  ➢ Learning needs are related to changing social roles
  ➢ Orientation for learning is problem-centered, present-oriented
  ➢ Motivated to learn by internal, not external factors

### Theory and Best Practices

<table>
<thead>
<tr>
<th>Adult Learning Theory</th>
<th>Your Best Practices</th>
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<tr>
<td>1. Independent self-concept, directs his/her own learning</td>
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**Self-Concept**  
*(Independent, self-directed)*

- Adults make their own decisions and manage their lives
- WIIFM Principle
- Mutual respect and dialogue
- If a learner is made to feel dependent, negative feelings result: anxiety, resentment.
- Staff development must support emotional safety

The ability for an adult to change (learn) is directly proportional to the degree of emotional safety (positive attitude) s/he feels.
Reservoir of Life Experiences

• Adults bring experiences to the learning situation:
  \(\rightarrow\) Resources

• Honor experiences
  – To ignore and start from scratch \(\rightarrow\) boredom, annoyance, antagonism, obstacles

• Difficulty is not learning something new—relating back to what has previously been learned

• Establish a mind set that will impact their learning \(\rightarrow\) preconceived notions \(\rightarrow\) new learning
Learning Needs: Social Roles

• Adults want to learn things to cope more effectively in life

• Transition point - life change event, advancement, years on the job, etc.

• New employee wants to learn about their job responsibilities not the history of SFS
Orientation for Learning

• Immediate need to solve a problem or task to perform

• Apply learning to problems or projects
  – Change lectures to group discussion, problem-solving activities, role planning, simulation
  – Demos vs. culinary skill experiences

• Adults learn what they want to learn when they want to learn it, regardless of what others want them to learn
Motivation—intrinsic not extrinsic

- Children like to please the teacher
- Adults’ motivators are internal
- Recognition, self-esteem, the desire for a better quality of life, etc.
Educational Strategies

• Provide useful information
• Create a safe learning environment
• Develop relationships of respect
• Build on past experience, knowledge
• Recognition that adult learners are decision makers
• Engage learner
• Sequence and reinforce learning experiences
• Bring closure with solutions
  – Goal setting, self-monitoring

  ➢ Content, Isobel, Nutrition Education Linking Research, Theory, and Practice,
    Boston, MA: Jones and Bartlett, 2007.
Transfer of Learning
School Lunches Blamed As More Americans Too Overweight To Join The Military

Cheff Ann Cooper Blog

Ezine Articles For A

Restaurants face competition for workers

Some Link School Lunches To Childhood Obesity
Transfer of Learning: Applying the Strategies

“Don’t find fault—find remedy”
Henry Ford

"I must do something" always solves more problems than "Something must be done".
Author unknown
“There are not a lot of headlines about (how) school meals may be the only meals many children get all day”….. “And most people don’t know how the cafeteria is one of the most important classrooms in the school.”

Michelle Obama
Address to the 2010 School Nutrition Association Legislative Action Conference
HealthierUS School Challenge

Schools receiving a HUSSC award will commit to meeting criteria throughout their 4-year certification period.

1. They will serve reimbursable meals that reflect good menu planning principles, such as serving a variety of healthier foods that look good, taste good, and appeal to the cultural sensitivities of the school and community populations.

2. Plan meals that emphasize fruits, vegetables, whole grains and fat-free or low-fat milk and milk products; that include lean meats, poultry, fish, beans, eggs, and nuts; and that are low in saturated fats, trans fats, cholesterol, salt (sodium), and added sugars.

3. And--will offer foods that ensure that students can select a meal that meets all the HUSSC criteria. Such foods should be routinely selected by students, not just token foods to meet HUSSC criteria.
Focus on childhood obesity

School nutrition professionals - key to the solution

Go for it now. The future is promised to no one. ~Wayne Dyer
A partnership of the Massachusetts Department of Elementary and Secondary Education Nutrition, Health, and Safety and Framingham State University

www.johnstalkerinstitute.org
Mission
Use current research and technology to educate and inform Massachusetts professionals concerned with child nutrition and healthy school environments.
Audience

Those who work to improve the school nutrition environment

- School nutrition program directors, managers, production/service staff
- Teachers
- School nurses
- School administrators and business managers
Programs for School Nutrition

- Nutrition
- Management
- Culinary
- Technology
Culinary Techniques for Healthy School Meals and Cook for Kids (NFSMI)

Strategies for Culinary Training

- Provides useful information; adults choose to learn what they want to learn
- Safe learning environment
- Opportunity for repetition and reinforcement
- Immediate learning
“It's time to get back to the basics. This means it's time to focus our efforts on offering healthy and appealing foods that children learn to eat and enjoy. To do this school nutrition professionals, like yourselves need to have

- an understanding of the basic nutrition principles of preparing healthy food
- the culinary skills needed to apply the nutrition principles in preparing healthy school meals.

You are an important participant in NFSMI's updated Healthy Cuisine for Kids curriculum.”

Dr. Charlotte Oakley, Past Executive Director, NFSMI
Healthy Cuisine for Kids

- 4 modules
  - Culinary Basics
  - Fruits and Vegetables
  - Meats and Meat Alternates
  - Breads and Grains

- Lessons
  - Nutrition Focus
  - Basic Skills
  - Culinary Techniques
  - Flavorings and Seasonings
  - Presentation/Garnishing

Combination of presentations, demos, and hands-on skill training
Strategies for Culinary Training

- Provide useful information
- Build on past experience, knowledge
- Safe learning environment
- Recognize learners are decision makers

We were able to learn by doing hands-on training and ask questions
Strategies for Culinary Training

- Engage the learner
- Sequence and reinforce learning experiences
- Develop relationships of respect

The instructors made this course such a pleasant experience.
Healthy Futures: Starting in the Kitchen

Partners:
Mecklenburg County Health Department, Johnson & Wales University, Charlotte
And
Central Piedmont Community College, Charlotte, NC
Healthy Futures: Starting in the Kitchen

• Create a sustainable toolkit transferrable to other health department programs,
• Provide nutrition education and culinary skills for child care center food service workers, and
• Improve the nutritional quality of the food for children in child care centers.
Healthy Futures:
Starting in the Kitchen
<table>
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<th>Culinary Training</th>
<th>Weekly Schedule</th>
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<td>Week 1</td>
<td>Breakfast Foods</td>
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<td>Week 2</td>
<td>Hot Lunches: Whole Grains and Vegetables</td>
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<td>Week 3</td>
<td>Sandwiches, Soups, Salads, Snacks</td>
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<td>Week 4</td>
<td>Alternative Proteins</td>
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<td>Week 5</td>
<td>Grand Buffet-Time to Shine</td>
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The Grand Buffet = Recognition and Sense of Closure
Strategies for culinary training

Healthy Futures

- Identified and provided useful information
- A safe and supportive learning environment
- Mutual respect
- Recognition that the participants were decision makers
- Engaged
- Learning sequenced and reinforced weekly
Healthy Futures: Starting in the Kitchen
Time for Evaluation and Follow up

- Reinforcement
- Recognition
Healthy Futures: Starting in the Kitchen
Time for Evaluation and Follow up

- Recognition they are the decision makers: tools to assist
- Build on knowledge gained
- Ongoing recognition of achievement
- Learners continued to be engaged
Strategies for culinary training

- Ongoing recognition
- Reinforcement, repetition, sequence
- Useful information
- Respect
- Engaged
- Closure

Yes We Can serve low fat meats!
Bologna, bacon, sausage, pepperoni, hot dogs, etc should be avoided. Instead serve baked chicken or turkey, turkey bacon or burgers, leaner cuts of pork or beef, and fish such as tuna or salmon. Prepare foods with moderate amounts of fat such as olive or canola oil instead of butter, lard, or shortening.

Download the June Bulletin Board.
View our June feature - Processed Foods vs. Home-Made Alternatives
Healthy Futures: Focus Group Responses

- Chef attitude—staff is down to earth.
- When you ask questions—they made you feel important and part of the whole team.
- They sat with us to try the dishes we made.
- Approachable—Hands on—chefs right there with you at your beckon call.
- Encouraging. Talked with us to get feedback about the food.
- Did a lot of explaining whys and how’s—they showed us rather than just saying it.
- Enthusiasm for what they were doing and the attitude trickles down.
- Student volunteers at JWU were great, they had a kind heart and were so down to earth with us, taught us so much.
- True professionals.

• Educational Strategies?
Healthy Futures: Focus Group Responses
Healthy Futures: Focus Group Responses: Transfer of Training

✧ Yes, many changes have been made.
✧ A lot of recipes have been shared with family with positive feedback—a good chain reaction
✧ Turned around a lot of meals at home, friends and family have asked for recipes, using zucchini and eggplant more now. Grew in my garden for years but never used it.
✧ Now read labels and how to read them, getting back to mindset of using whole ingredients.
✧ Getting back to water in pure form.
✧ Getting whole fruit rather than juice.
✧ Now look at only items with whole grain.
✧ Talked to family about eating healthy, especially my own children
✧ Talked to Mom about healthy eating
✧ Working towards starting gardens at the center
✧ Changed my whole way of eating
✧ Open your eyes to healthier foods and realizing affordable.
Healthy Futures: Focus Group Responses

“Always good to continue from where you leave off—a cliff hangar—we learned so much, we did not want to stop—we wanted more—really enjoyed it.”

✧ Repetition
✧ Continued engagement
✧ Perceived importance and benefit to ongoing learning.
Transfer of Learning: Strategies for Culinary Training

Summary - Think we agree:

- Effective culinary training is based upon application of educational strategies proven to work for the adult learner:
  - Provide useful information
  - Create a safe learning environment
  - Develop relationships of respect
  - Build on past experience, knowledge
  - Recognition that adult learners are decision makers
  - Engage learner
  - Sequence and reinforce learning experiences
  - Bring closure with solutions
    - Goal setting, self-monitoring
Culinary Strategies

? What did we learn

• Recommendation:
  ➢ Empowerment of staff
  ➢ Expectations for application
  ➢ Train them to think
  ➢ Review of action plans (goal setting)

• Recommendation: Workshop for directors
  ➢ Review of workshop content
  ➢ Strategies for change
  ➢ Follow-up workshops
  ➢ Website resources, keytip messages/month
Transfer of Learning

• Potential Negative Influences
  1. Lack of reinforcement on the job
  2. Interference from immediate work environment
  3. Non-supportive organizational culture
  4. Perception of impractical training programs
  5. Perception of irrelevant training content
  6. Discomfort with change and associated effort
  7. Separation from inspiration or support
  8. Perception of poorly designed or delivered training
  9. Pressure from peers to resist change

➢ Broad and Newstrom, Transfer of Training, Massachusetts: Pursues Publishing, 1992

“Main hurdle is teachers/staff that are not as willing to try new foods. Kids are willing to try and adopt. So, we held training for the staff and Mecklenburg County staff has also helped out with staff training. The support is so important to us to do our jobs.”
Transfer of Learning: Strategies for Culinary Training Application

• Partner
  – State Department of Education and Local/State University
  – Other agencies/community groups invested in improving health
    • Seek local or state grant funding

• Partner with Chefs/culinary schools

• Develop hybrid approaches—think creatively