

Cesar O. Rivera Video demonstration Proposal

Addressing the teaching Challenges of 2020

At UCF Rosen College of Hospitality Management, we faced a complex challenge moving our highly experiential culinary labs to the full online modality. Since the Spring 2020 semester, we grappled with adapting the various components of our hands-on face-to-face culinary labs to a new asynchronous modality, while at the same time presenting a quality learning experience to our students, ensuring high academics standards. Recognizing the fact that physical and temporal separation can generate feelings of isolation among distance learners (Croft et al., 2010), we undertook the task of developing educational activities and components that would make the learning experience more personal and humane, utilizing the Community of Inquiry theoretical framework.

The Community of Inquiry (CoI) represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive, and teaching presences (*CoI Framework / CoI*, s. f.). *Social presence* is “the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities.”(D.R. Garrison et al., 2010). *Teaching Presence* is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson et al., 2001). *Cognitive Presence* is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (D.Randy Garrison et al., 1999). Based on this theoretical foundation, we ensured the teaching, cognitive, and social presences

were robust in order to overcome those feelings of isolation, and so we developed two strategies for content deliver: Micro Lectures and Virtual Labs.”

Micro Lectures

Micro Lectures are a series of videos approximately 3 to 7 minutes in length where the instructor discusses the most important points of a lesson. This tool, used in combination with reflective assessment activities, such as questions and reflections at the end of each lesson, guides the student to use higher-order thinking skills, such as critical thinking and problem solving, thus evoking the *Cognitive Presence* within the CoI framework. This asynchronous tool allows the student to receive the information from the instructor audibly, creating a connection between the teacher and the student, very necessary for the learning process. This activity also ensures the *Teaching Presence* within the CoI framework, which is crucial to achieving the expected learning outcomes (Garrison & Akyol, 2012).

Virtual Labs

Virtual Labs created at Rosen College are live cooking demonstration offered synchronously and recorded, where student participate through ZOOM. This tool allows direct, constant, and simultaneous interaction between the student and the instructor, through questions, polls, chats, and other activities. This tool also allows us to achieve affective open communication with students and build group cohesion, which are key components to achieve the *Social Presence* within the CoI frameworks. Prior research in online learning has demonstrated that “when social presence is established, collaboration and critical discourse are enhanced and sustained” (Garrison & Akyol, 2012, p. 108), establishing relationships among

students and promoting a sense of belonging, which is highly important, for learning, comprehension, and student retention.

Anecdotally our experience with the use of these tools during Summer and Fall 2020 seems to have generated student satisfaction through student engagement. This proposal includes a video of the two strategies explained in detail (Micro Lecture & Virtual Labs) to be shared with other disciplines, hoping that it will be valuable for other instructors when using it in their courses. At the same time, through my participation in the Winter Conference, my goal is to gain insights for incremental improvements, which we can incorporate for future semesters, to present a quality learning experience to our students.

Reference

Anderson, T., Rourke, L., Garrison, R., & Archer, W. (2001). ASSESSING TEACHING PRESENCE IN A COMPUTER CONFERENCING CONTEXT. *Journal of Asynchronous Learning Networks*, 5(2). <https://doi.org/10.24059/olj.v5i2.1875>

CoI Framework / CoI. (s. f.). Recuperado 6 de noviembre de 2020, de <https://coi.athabascau.ca/coi-model/>

Garrison, D.R., Cleveland-Innes, M., & Fung, T. S. (2010). Exploring causal relationships among teaching, cognitive and social presence: Student perceptions of the community of inquiry framework. *The Internet and Higher Education*, 13(1–2), 31–36. <https://doi.org/10.1016/j.iheduc.2009.10.002>

Garrison, D.Randy, Anderson, T., & Archer, W. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2–3), 87–105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)

