

# From Transmission to Participation: Designing the Delivery of Food Science and Innovation Modules that Enhance Postgraduate Learning and Capability

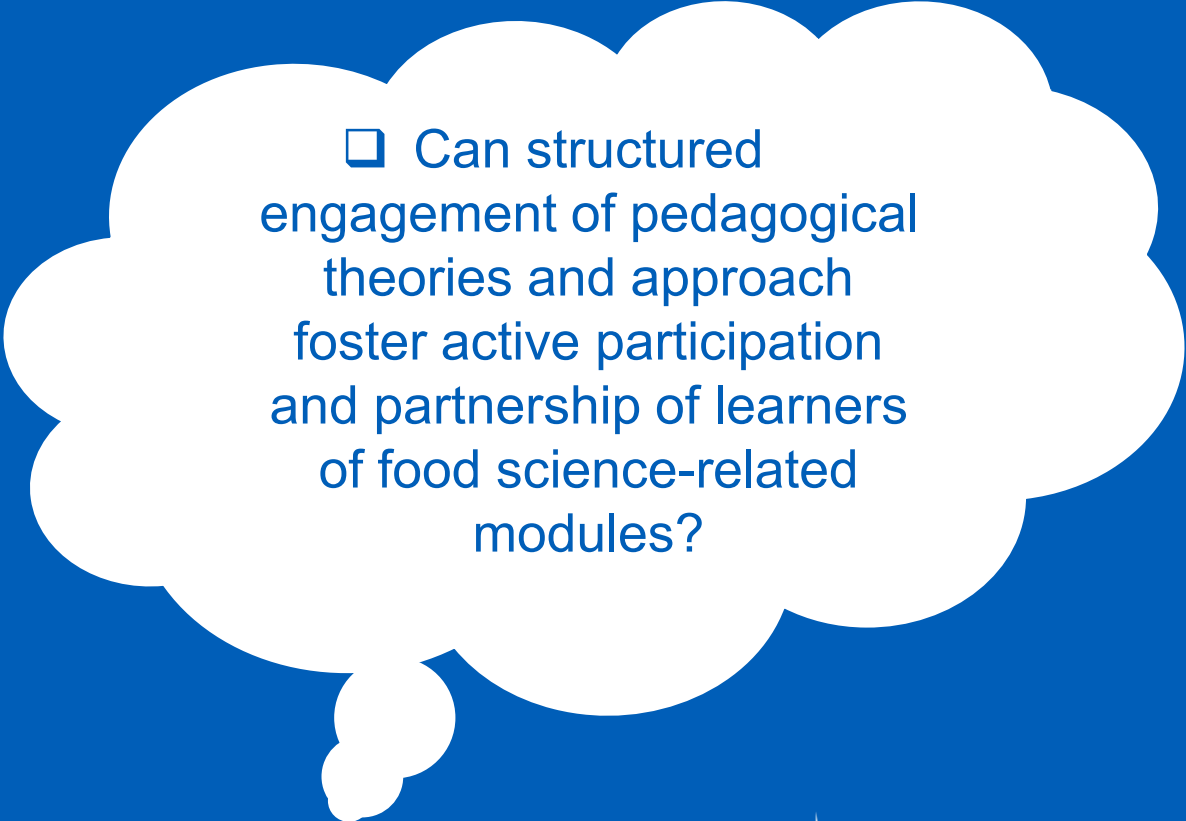
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# Introduction

- ❑ Teaching of food science-related modules cannot rely on content coverage alone as this may equip learners with theoretical knowledge, insufficient for ‘studenting’ and learning (Biesta, 2015).
- ❑ Teaching practice may default to an implicit model of “knowledge delivery”, with limited attention to learning theories, student engagement, or constructive alignment (Loughlin et al., 2021).
- ❑ I critically reflect on the influence of pedagogical approach and theories (Figure 1) in enhancing learner participation and partnership in the delivery of food science-related modules.



❑ Can structured engagement of pedagogical theories and approach foster active participation and partnership of learners of food science-related modules?

# Teaching Philosophies

- ❑ Premised on learners' participation and partnership as essential rather than optional (Schell & Butler, 2018; Bovill, 2019).

## Participation

- ❑ Active engagement of learners before and during class activities.

## Partnership

- ❑ Disrupting the learner-teacher traditional identities and “assumed power dynamics” (Cook-Sather et al., 2014).
- ❑ Strange to students regardless of student voice

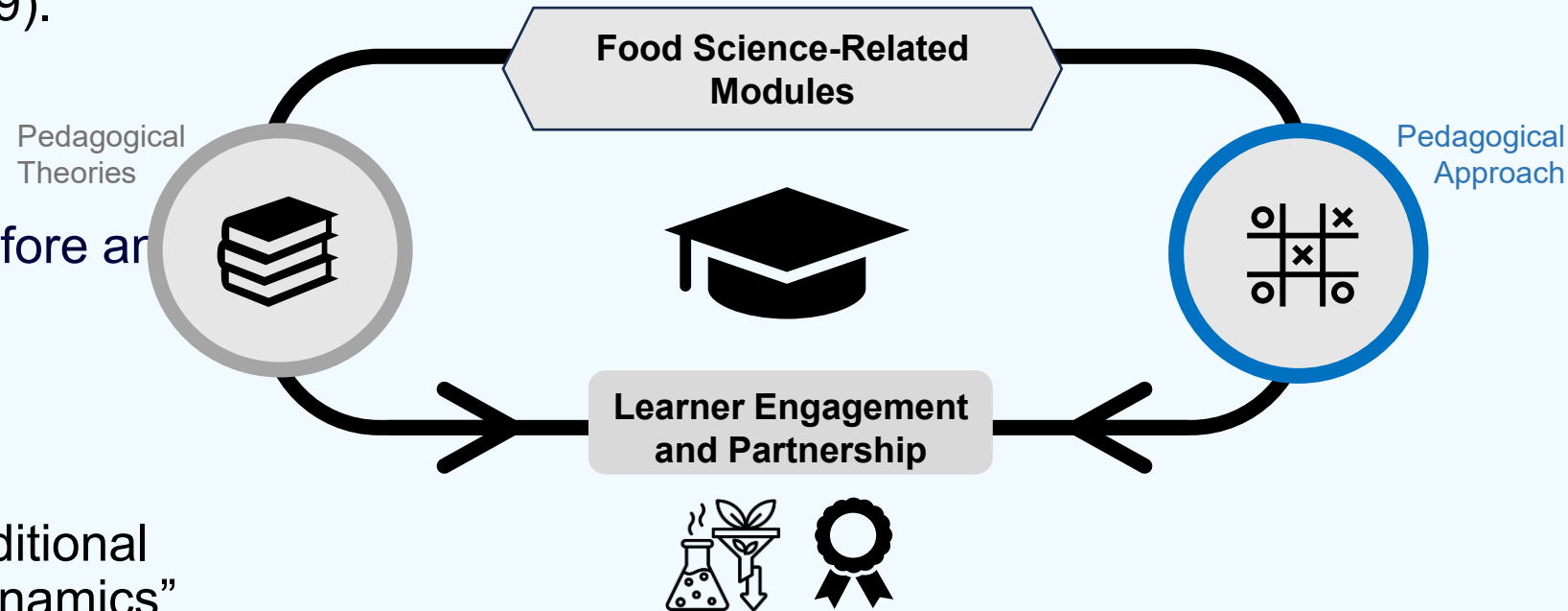


Figure 1. Pedagogical Theories and Approach

# Pedagogical Theories

## Zone of proximal development

- ❑ Guiding learners under the supervision of a more capable other

## Co-construction

- ❑ Shared delivery process where students as partners is fostered – Research Projects

## Learning outcomes

- ❑ “Contract” that signals to learners what matters, what will be practiced, and what counts as evidence of learning

## Authentic assessment

- ❑ Utilizing real world task to equip learners of food science-related modules

# Pedagogical Approach

## Communities of practice

- ❑ Enhances (laboratory) group work – active role for learners
- ❑ Teachers become facilitators of knowledge

## Identity of development

- ❑ Designing a learning environment focused on what learners are enabled and required to do, thereby enhancing “studenting”

# References

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# Thank you