Dan Reeve :

We're talking now about reflection. And you kind of jumped into it a little bit, and we will spend a little more time here. What reflective practices do you have students consider once they've completed any part of a full cycle of any Applied Learning activity?

Steve W. D. :

One of the big questions, the big statements we make to students regularly, do here at the college is that we help them become successful. We want them to be more conscious of the whatever industry they choose to follow in life and be better trained, better prepared, and more capable than those people that have not been through a program such as ours. So, when it comes to reflection, we want them to recognize the complexities and the dynamic of food in general, as I mentioned earlier, whether it's part of culture. It's part of society. It's part of global economics. You know, North America, the reason we've here is because of a search for a fast buck. Getting ahead. Exploiting that as a platform to say, "Why am I doing ... why am I in this business? Is it just for a paycheck?"

reflection on what the o[illegible] to me we, and kind of briefing, a preamble for the following day's assignments.

Steve W. D. : So, it really is an ongoing process, and for us we do have our final technical exams. We have a final practical assessment. Then the final piece of the puzzle is an ITA certificate, a qualification exam.

Dan Reeve : Okay. Putting this in the students.. it sounds like there is a lot of coverage and reflection on a month-to-month cycle, but daily, how does student reflection impact the Applied Learning cycle?

Steve W. D. : We're trying to be as responsive as we realistically can be. And it is certainly a coverage that is ongoing, because every pupil ... As well as building a learning landscape or a learning environment for students, we've also put in place identifiers in the instruction. So, we've ... I don't know if "contained" is the right word, but we certainly have to take into consideration what we are delivering a service to the instruction and all the pieces that go into it. 017TD[eks

cb tha their experiences are. This is where we try and get the students,
again, we're and above the technical training they're getting, it is the skills, so
the soft skills, the communication skills, the leadership qualities

Steve W. D. : We've gone really into teaching into these students and students from
an area or a case, you don't expect them to have big leadership skills,
but that particular person has risen up and for whatever reason, has
commanded a job of leadership in a team [illegible] organizing their peers. These are the kinds of
things, and then we've been much more conscious of being there and
having the conversation with both the student, but also the rest of the cohort.
What is it that makes this person ... what gives the respect, or makes you
respect this person more than others?

Dan Reeve : Right. Right.

Steve W. D. : We've found that to be very valuable.

Dan Reeve : Right. So, this is kind of [illegible] …bring up speed here. While it is important
to clean the chain, but there's also these soft skills of looking at yourself,
reflecting on your behavior, being able to laugh at your mistakes, and
learn from them.

Steve W. D. : That's right.

Dan Reeve : And then learn from them.

Steve W. D. : That's right.

Dan Reeve : Success and failure. So, I think most of disciplines, I'd say that's.. these
soft skills are vital to resilience.

Steve W. D. : Absolutely.

Dan Reeve : You'll see a lot. You'll [illegible] I see a lot of. You'll do a race, and it's the
resilience to go.. to move on from that, and to see that people have
demonstrated that resilience.

Steve W. D. : Yep. Yep. And be able to recognize it, and be able to reflect on it. " [illegible] Okay, was I
moving too fast? Did I take on too much? Was [illegible]Td( )T(n10.62)-9.6(i-6(h -0.011 Tc 0.0Tc 0.0-2.6(e)10..3(e49.0Tc(d)-
[illegible]

back and say "Okay, well did I perform the best that I could possibly have done?"

Dan Reeve: Okay. Awesome. This is going to be a little bit weird, because culinary discipline's really built around this. So, the students may come in here as chefs, but some of them, the chefs were initially saying: "How do we explain an Applied Learning project to students?" And then, me how do we explain why we are doing this, and how do we connect that to what we are doing this? So, the "why" and the "how" are two separate ideas when we are teaching something.

Steve W. D.: Mm-hmm (affirmative). I think it's relevant, if not more so in culinary discipline, than others because we have a lot of students come to us and say, "Can you teach me it? Just give it to me, and then I'm going away." We have to really expect, particularly younger students, particularly those coming to the K to 12 system. It's a very conscious effort to be able to sit them down and say, "We are going to teach you more than just how to cook a steak, how to prepare a dessert, how to call these dishes. We want you to understand. We want you to conceptualize what's happening, what's happened to that particular piece of food. How it impacts you and your community."

So, it really is a case for both, even though we are very much entrenched in Applied Learning, we do have to sit with the students from day one. As they come through at subsequent levels, then we reinforce it, but it's already there.

When it comes to the "how", it's really about constant affirmation of what it is that they've been taught. It's more than just technical skills for being food in a place. One of the sayings that we use regularly is that people ... there's lots of great chefs who have gone broke, because they don't know money, they don't know people.

If the skills are not there, it doesn't matter how good you are as a technician, if you don't understand how to work with people, motivate people, inspire people, see people for... see the skills that people can bring to the table, you don't know how to work within a budget to be profitable, then your skills are kind of wasted.

And vice versa. There's people that I know personally that are medicine chefs

the art of having people's lives, as I've said, but also the skills, the abilities to work with people. I had to learn.

Steve W. D. : The idea of learning about food is endless. There's so much to take on board. When you talk to the best chefs in the world, they'll tell you they're still learning, day in and day out. So, that's where I think the idea of really reinforcing it with them, and then actually telling them, and getting them to recognize the fact that this is Applied Learning, and it will benefit you in so many ways than just that ability to cook.

Dan Reeve : Right. Right. Beyond the technical stuff.

Steve W. D. : Yes.

Dan Reeve : Now, this also does apply to the directly Desperate to differentiate yourself with a community partner?

Steve W. D. : It becomes, generally speaking, it becomes less about the financial implications when we're dealing with ... I mean, our program is called Professional Cook, therefore by its very nature, professional is about earning a living from it, and generally speaking, making a profit.

Dan Reeve : Right.

Steve W. D. : So, there's a lot of emphasis on the financial side of that and how to make the most... get the most bang for your buck, so to speak. With community partners, that's not necessarily the salient issue. They'll still be trying to budget. They'll still try and get the best bang for their buck, and they'll still be trying to maximize their resources, whatever they may be.

But when we're working with community partners, we've been a little bit faster about how we deliver. The emphasis, while it's still on creating maximum outcomes for whatever resources are available, it's more about that community building exercise. It's more about creating connections, about having them be

Steve W. D. : I guess when things.. yeah I'm a big believer in learning from mistakes than you do from success. So the idea of things going to plan, we are always looking for the fact that this is a safe environment for students. Because we're creating a realistic cooking environment for them from an industry standard, we want them to know that there's a good place to make mistakes, because this is where we are here, as the instructional staff, to analyze them, reflect on them, and look at ways in which they can be nullified in the future.

So, I think safety is probably the single biggest factor here, and that's not as easy as it sounds. And again, that's part of it. People are brought up being made to feel bad about making mistakes, and being reprimanded or chastised, or anything of those things, and what we are very conscious of and very proud of is that mistakes are okay. Mistakes are mistakes.

Again, this is a safe place to make mistakes, because this is where we can look at them. In the industry when there's.. that's not the case. We don't have real money on the table, but when there's real money on the table and people getting a paycheck to perform the duties, when you do make a mistake, it's costing somebody something.

We've built that in. That's part of what we do. It's less safe. It could be a issue here particularly if it's a people ... somebody has special mistakes, somebody that's taking a longer time to develop and learn the skills that could mean their job.

Dan Reeve : So, kind of that ability knock.

Steve W. D. : Yeah.

Dan Reeve : Of that. Make mistakes now. Learn from them now. Reflect on them now.

Steve W. D. : Yep.

Dan Reeve : So that's when the future ... you'll have not only to deal with how people think about it, and how to walk through it, but also to make less.

Steve W. D. : That's right.

Dan Reeve : Okay. What's the ... students say in the feedback form? What would you say ... and we've kind of touched on this a little bit, but not much from the service end, but through an Applied Learning activity and to be like ... you have right of the front. Do students get a lot here? What's that like?

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here the help. That is the school's responsibility. They can do it innumerable times, and then the block testing will be where there's more of an assessment component that

Steve W. D. : Then at the end of the program, there is a practical assessment and a technical exam aspect that's summative, and then we have ... it's informal, but the instructor will take the results of the grade book, and if they have a transcript and we'll look at and have a better view of how to work with the student basically highlighting the good points and the bad points and anything in the middle.

Dan Reeve : So, I'm going to flip this question a little bit around. So, one of the I think most interesting ideas that I think people probably are asking about the program like myself might be just the mean is just the emphasis we have on the deeper connection that food has to society. So, the question was originally "What evidence do you have that Applied Learning activities deepen students

Steve W. D. : So it's an ongoing exercise, and I certainly look forward to anticipating that much further as we move on.

Dan Reeve : Excellent. Thank you very much for your time. Very informative, and very thoughtful. Appreciate it.

Steve W. D. : Some time -