



LEARNING STYLE SELF ASSESSMENT

Please read through each of the following questions, and select the scenario that best suites what you would prefer to do. There are no right or wrong answers, just what your preferences are.

Note: all assignments would be worth equal points, and would have the same amount of time to complete if we were doing these live.

1. Dishwashing Procedure
 - a. Write out a training procedure for washing pots and pans in both a three (3) compartment sink and a four (4) compartment sink.
 - b. (activity) Match the detergent to use to the water temperature using sample detergent bottles, and index cards with temperatures on them.
 - c. Research and explain what happens if you don't follow the procedure of "wash, rinse and sanitize"
 - d. Create a training that would be for new employees to show how to use a three (3) compartment sink and then show your instructor.

2. Cooler Storage
 - a. Solve this scenario: The cooler you use to store meat and proteins has broken. Now you must share the same cooler you use to store produce and prepared food. Explain how you will do this.
 - b. Prepare a presentation (PowerPoint/ oral) to show and explain the proper cooler storage procedures.
 - c. Create a SOP (Standard Operating Procedure) for receiving and storing these items in your restaurant: beef, fish, pork, tomatoes, milk, refrigerated salad dressings.
 - d. Assuming you have one shelf in your refrigerator, place all items to be stored in the proper order. (using the mock cooler shelf in the front of the room and the mock food).

3. Handwashing
 - a. Prepare a short presentation (5 minutes' maximum) to explain how to wash hands properly during the pre-shift meeting.
 - b. Read a scenario of the Chef's day at work. Indicate by circling or underlining every place the Chef should wash his/her hands.
 - c. List all the steps for handwashing, and the places where hand sinks are required in a professional kitchen.
 - d. Demonstrate the proper technique for washing hands and then check your accuracy using the black light.



4. Microorganisms
 - a. Using the game pieces, match the microorganism to the major sources using the large board in front of the room.
 - b. Write a 2-page paper on an assigned microorganism.
 - c. Complete the following worksheet of a crossword puzzle using microorganisms.
 - d. Explain how the microorganism _____ can be prevented by providing exact examples.

5. Allergens
 - a. Prepare a plan to prevent cross contact when you receive a special order indicating your customer has allergy concerns.
 - b. Identify all allergens in all menu items. Indicate if they those ingredients can be left out or substituted, or if the item is unable to be changed.
 - c. Set up the dry store room shelves to prevent cross contact of allergens.
 - d. Create an alternate menu item for someone who has a food allergy(s), but still wants the same flavors and types of food.

6. Cooking Temperatures
 - a. Complete the following worksheet of a matching foods to the final cooking temperatures.
 - b. Using the game pieces, match the food product to the final cooking temperature on the large board in front of the room.
 - c. Create a poster to hang in the kitchen/bakeshop to help the staff understand the required final cooking temperatures.
 - d. If you have one oven to cook an entire meal (such as a Thanksgiving feast), explain how you can bake and hold all your items safely, and so they won't be ruined by going at the wrong temperature.

7. HACCP (Hazzard Analysis and Critical Control Points)
 - a. Create the Standard Operating Procedure to monitoring HACCP
 - b. Identify all the CCP in each recipe provided.
 - c. Make a plan of communication for when HACCP procedure isn't done properly.
 - d. Make a visual presentation of the 7 HACCP principals (10-15 minutes)

VALENCIA COLLEGE

Culinary Management Program

LEARNING STYLE SELF ASSESSMENT

Determining your Results

Please write the letter of what you selected for each question above in the “Quiz Answer” row:

	1.	2.	3.	4.	5.	6.	7.
Quiz Answer							
VARK							

Now look at the correlation of the answer you chose to the type of learning activity it was. Write these in the “VARK” row above.

i.e.- if you have *A* for question 1, write R

- | | | |
|----|------|------|
| 1. | a. R | c. K |
| | b. K | d. A |
| | c. A | 5. |
| | d. V | a. R |
| 2. | a. K | b. K |
| | b. A | c. A |
| | c. R | d. V |
| | d. V | 6. |
| 3. | a. A | a. K |
| | b. V | b. V |
| | c. R | c. R |
| | d. K | d. A |
| 4. | a. V | 7. |
| | b. R | a. R |
| | | b. K |
| | | c. A |
| | | d. V |

Total how many each of V, A, R, K that you have and record below?

V	
A	
R	
K	

What is your strength?

Do you have a secondary strength?

Culinary Management Program

WHAT DO THESE LETTERS MEAN?

The letters VARK™ stand for learning preferences.

V- *Visual*

A- *Auditory (Aural)*

R- *Read/ Write*

K- *Kinesthetic*

Knowing your preferences in learning can help you come up some learning strategies to help you succeed with your education. You may have characteristics from your top two or three results.

Learning Preferences based on VARK® characteristics





	Likes	Uses	Avoid
V	Maps Charts Graphs Symbols Diagrams Overviews Flow Charts Handwritten notes instead of printed/ typed Cartoons	Underlining Highlighters Different Colors Color is Important	PowerPoints, webpages, video Lists and Bullet Points
A	To explain Discussions Texting Summaries Using a Tape Recorder Training and Teaching Sessions Leaving lots of spaces in their notes Sharing ideas with others Describing the overheads, pictures and other visuals Remember the interesting examples Quiet atmospheres Meetings	Self-talk Recording devices Recalling information Email, Texting, Blogs Twitter Phones Verbal Explanations Stories	Note taking/ notebook requirements

Culinary Management Program





	Likes	Uses	Avoid
R	<ul style="list-style-type: none"> Lists Notes Essays Reports Contracts Textbooks Glossaries/Definitions Quotations Dictionaries PowerPoints Printed Handouts Wordy Mind Maps Laboratory Manuals Websites and Webpages Taking Notes (verbatim) Journaling Multiple Choice Tests 	<ul style="list-style-type: none"> Dictionaries and Thesauri Mnemonics Lists Textbooks Repeating Notes Pen/ paper 	<ul style="list-style-type: none"> Meetings/ conferences Discount the value of books Having concrete definitions Discussions/ arguments
K	<ul style="list-style-type: none"> Videos Field Trips Case Studies Trial and Error Applied Opportunities Examples of Principles Doing things to understand them Exhibits, Samples, Photographs Laboratories/ Practical Sessions Real-life Examples hands-on approaches Recipes Solutions to problems Using all your senses pictures collections of similar subjects to compare Documentaries Responds physically to music or drama 	<ul style="list-style-type: none"> Condensed notes Search for the reality and the applications of any ideas Find pictures and photographs that illustrate an abstract idea, theory or principle Role-playing Put plenty of examples into your notes and your answers Builds notes backwards filling in information once the outcome has been achieved Practice makes perfect Hands on approaches 	<ul style="list-style-type: none"> Too many instructions Lengthy instructions

Note. V= Visual; A= Auditory; R=Read/Write; K= Kinesthetic

Learning Characteristics

<p>Visual Learner Characteristics</p> <p>You prefer:</p>  <ul style="list-style-type: none"> • to draw things • working with plans, maps and diagrams • working with logos, branding and design tasks where they are able to detect patterns • written information that is filled with graphs, charts and diagrams • the layout on a page to be different, striking or unusual • to use color and shape; they appreciate different and interesting layouts, fashion, design, and the clever use of color and space • things that make good use of color and shape, like food, decorations, festivals and spectacular and original displays • presenters use gestures and picturesque language 	<p>Auditory Learner Characteristics</p> <p>You prefer:</p>  <ul style="list-style-type: none"> • to talk things over, even if you have not got things sorted out • “<i> Holding the floor </i>” – but remember your talk often goes in different directions and may lack structure. • to explain things by talking • putting forward a case – for and against • to learn from the ideas of others and from what they say about your ideas • debates and arguments and “deep” discussions • to listen to those who know a lot and who have authority • inserting witty comments • using different voices to emphasize things • putting forward your own point of view
<p>Read/ Write Learner Characteristics</p> <p>You prefer:</p>  <ul style="list-style-type: none"> • to write and read. They like words that have interesting meanings and backgrounds. • to use lists (a, b, c, d, and 1, 2, 3, 4) and to order things into categories. • use titles and headings that clearly explain what follows • use bullet points and numbered paragraphs • to arrange words into hierarchies and points; order and structure in anything presented • extracting meanings from headings and titles • correcting mistakes • clarity in what has been written • challenging rules and regulations because of their wording • people who write or speak using challenging words 	<p>Kinesthetic Learner Characteristics</p> <p>You prefer:</p>  <ul style="list-style-type: none"> • applications before theories • demonstrations followed by applying what they have learned • talking about <i>real</i> things in their life. • doing things with others; action; making things happen • practical problems/ problem solving techniques • finishing tasks • outcomes that can be measured • being part of a team • use all your senses use hands-on approaches • watch videos, esp. those that show real things • look at exhibits, samples, photographs.... • attend laboratory and practical sessions • use surveys, field trips and interviews • take notice of real-life examples and personal stories • look for examples of principles • learn by trial and error • look for opportunities to apply what you have learned

Study Habits

<p>Visual Learner Study Habits</p>  <p>You should:</p> <ul style="list-style-type: none"> • Convert your “notes” into a learnable package by reducing each three pages down to one page. Give your brain some help! • Reconstruct any images in different ways to suit your way • Redraw your learnable pages from memory. • Replace some key words with symbols or drawings. • Look at your pages and search for patterns. • Practice turning your visuals back into words. • Draw things to show your ideas. Draw things freehand and watch the reactions of others. • Turn complex processes and lists into flowcharts • Create your own symbols to simplify things • Make each page of your reports look different • Spend time on the design of your presentations and less on the content • Write out exam answers 	<p>Auditory Learner Study Habits</p>  <p>You should:</p> <ul style="list-style-type: none"> • Convert your notes into a learnable package by reducing them into memorable ways for you to recall (three pages down to one page) • Your notes may be poor because you prefer to listen rather than take notes • You will need to expand your notes by talking with others and collecting notes from other sources. Leave spaces in your notes for later recall and ‘filling’ • Read your summarized notes aloud • Explain your notes to another person with an Aural preference; ask others to “hear” your understanding of a topic • Record your summarized notes and listen to them • Attend classes, discussions and tutorials • Discuss topics with your teachers and other students. Explain new ideas to other people. • Remember interesting spoken examples, stories, jokes...
<p>Read/ Write Study Habits</p>  <p>You should:</p> <ul style="list-style-type: none"> • Convert your “notes” into a learnable package by reducing them from three pages down to one page. • Write out the words again and again. • Read your notes (silently) again and again. • Do any “extra” suggested reading • Organize any diagrams, graphs ... into statements, e.g. “<i>This graph shows that the trend is...</i>” • Use a digital device to arrange your ideas Imagine your lists arranged in multiple choice questions and distinguish each from each. • Write out your words for others to read, use handouts, noticeboards, and post-its. • Read carefully what others have written • Write lists of tasks and carefully record important print information. 	<p>Kinesthetic Study Habits</p>  <p>You should:</p> <ul style="list-style-type: none"> • Your notes may be poor because the topics were not “<i>concrete</i>” or “<i>relevant</i>“. So expand them into a learnable package. Then reduce them from three pages down to one page. • Put plenty of examples into your notes and answers. • Remember the “<i>real</i>” things that happened. Search for the reality and the applications of ideas. • Find pictures and photographs that illustrate an abstract idea, theory or principle. • Use previous exam, assessment and test papers. • Role-play the test situation in your own study room. • You want to experience the exam so that you can understand it; recall previous examinations, especially those were you did well.