OVERVIEW OF PUBLICATION FORMAT:

The following is a standardized recipe form demonstrating how to make the final product “Educational Success.”

In thinking about how I could best summarize my experiences and insights into Education I strived to find a format that would best convey all that I have learned in a succinct and creative manner. I believe what I have developed, a “Recipe for Educational Success,” does just that.

Following the standardized recipe format used in many of my Nutritional Sciences courses here at Cornell, I developed what I consider to be key ingredients and steps towards success in Educational endeavors. Within these directions, I determined Critical Control Points (CCPs), a concept typically used in Foodservice to define safety concerns and how to prevent them in order to ensure a successful final product. For reference, a typical CCP might include wearing gloves when working with ready-to-eat foods because evidence supports that not wearing gloves may pass on harmful diseases to consumers. Within the recipe below, the noted CCPs are my three key insights into Education that I have learned over the past four years in the minor. I see these insights as critical to the success and outcome of the final product.

The brief narrative following the recipe acts to describe in greater detail the coursework, fieldwork, and interactions that inspired and helped to support and develop these insights. I view this as supporting evidence for the CCPs.
**Recipe Name:** Educational Success

<table>
<thead>
<tr>
<th>Ingredients:</th>
<th>Amount needed / Measure</th>
<th>Directions: including step by step instructions and vitally important Critical Control Points(^1) (in red)</th>
</tr>
</thead>
</table>
| o A classroom\(^1\) full of learners | o Ranges from 1-100+ Hours, days, weeks, years… | 1. Gather your ingredients.  
  - Gain experience from the perspective of both a learner and a teacher. Find out what being a “good teacher” means to you.  
  - Study relevant theories  
  - Know your audience. Learner context has a huge impact on learning styles, ability to take in information, and on the method of teaching that should be employed. |
| o Prep and planning | o Hours, days, weeks, years… | 2. Begin mixing ingredients  
  - Preparation and Planning  
  - Write specific, measurable, attainable, and time-sensitive learning objectives considering standards of practice, professional expectations and previously determined learner characteristics/context. |
| o Learner curiosity | o Ideally present in large amounts. If not, see Step #3. | 3. Play around in the bowl  
  - Students learn best when allowed to personally interact and connect to the material. |
| o Classroom Environment | o Measured on a scale of engaged to disruptive Multiple sources Plentiful High | 4. Accidentally drop the bowl, pick up the pieces and re-assemble/re-adjust  
  - Come prepared, but not tooo prepared. Flexibility is key to connecting with all students in the classroom and allowing for learner curiosity to blossom. |
| o Theory | | 5. Season to Taste  
  - Observe your learners and make adjustments as needed to improve quality of product. |
| o Supportive, safe and healthy school environment | | |
| o Community Influence | | |
| o Standards of Practice/Professional Expectations | o Clearly Outlined | |

\(^1\)The term “classroom” should be taken lightly as Educational success can occur in a variety of formats and venues from museums to playgrounds, to gardens…

Notes: Additional considerations

As much as you try and try to standardize this recipe, it will inevitably vary each time you make it depending on your ingredient “brands” and amount used and on how closely you choose to follow the specified instructions.
EVIDENTIARY SUPPORT FOR CCPs:

(1) **Know your audience.** Learner context has a huge impact on learning styles, ability to take in information, and on the method of teaching that should be employed
   a. In the Nutritional Sciences course NS 4250 I performed an audience needs assessment to determine what the 30 middle-aged men I was about to teach were interested in learning. Having never addressed a group of this audience characteristic, it was vital that prior to determining my learning objectives I met them and got a sense of their personal interest and what their goals were in attending the lecture. I also learned that they preferred hard copies of materials and would respond better to a PowerPoint presentation than a formal lecture.
   b. In EDUC3510 I learned that a core of Extension is performing a needs assessment to assess both your learner’s personal context and the context of the community that they are coming from.

(2) **Students learn best when allowed to personally interact and connect to the material.**
   a. My final report for EDUC 2410 was on nontraditional methods of education and the level of excitement and student learning that I saw taking place while witnessing these methods at my preschool fieldwork placement site. When the children were able to touch, play with, and explore the material being taught is when they were most engaged.

(3) **Flexibility is key to connecting with all students in the classroom and allowing for learner curiosity to blossom**
   a. We had many class discussions on being a flexible instructor in EDUC 3510. Especially in more non-formal methods of teaching, it’s to be expected that often times your audience will be expecting an entirely different material to be taught than what you planned for. Adapting in the moment and quickly being able to formatively assess the learning of your students can be essential to their grasp and understanding of the material, not to mention their focus and attention during the lesson.
   b. Preschool children are some of the most unpredictable humans. My EDUC 2410 fieldwork teacher demonstrated a lot of quick thinking to keep her easily distracted three and four-year-old students focused on their objectives. The outcome of targeting all students in the class was that all students felt connected to the material being covered, even if that material is as simple as a story and the students are young.
   c. My philosophy of teaching, after a semester as an undergrad TA in the course NS1150, become that no matter your level or preparedness, students are always going to throw you at least one curveball. My students often did this in the form of random questions on varied topics Nutrition, some of which were outside the scope of my knowledge at the time.