MASTER THESIS

TECHNICAL AND VOCATIONAL PEDAGOGY

2016

USING LEARNING EXHIBITIONS IN TEACHING LEARNING OF FOOD PRODUCTION

An Action Research project aimed at improving quality of graduates through skills development at the Hotel and Tourism training Institute Jinja, Uganda.

Ivan Kalule

Department of Technical vocational Teacher Education

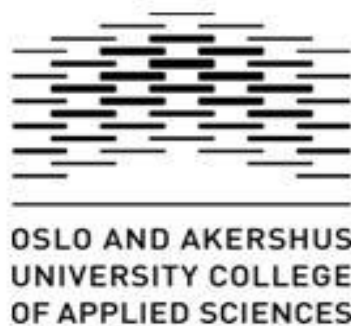Faculty of Education and International Studies

OSLO AND AKERSHUS
UNIVERSITY COLLEGE
OF APPLIED SCIENCES

Table of Contents

List of Figures and Tables

List of Abbreviations Used In the Project

HiOA   Høgskolen i Oslo og Akershus

HiOA   Oslo and Akershus University of Applied Sciences

HTTI   The Hotel and Tourism Training Institute.

VET   Vocational Education and Training

MOES   Ministry of Education and Sport

MTTI   Ministry of Tourism, Trade, and Industry

WPBLS   Workplace Based Learning Strategy

TVET   Technical Vocational Education and Training

BTVET   Business Technical Vocational Education and Training

UNESCO   United Nations Education, Scientific and Cultural Organization

PLE   Primary Leaving Examinations.

UCE   Uganda certificate of Education

BMAU   Budget Monitoring and Accountability union.

UBOS   Uganda Bureau of statistics.

UIA   Uganda Investments Authority.

DHIC   Diploma of Hotel and Institutional Catering.

Acknowledgement.

Thank you lord Jesus for the gift of life you abundantly gave me. The support of wisdom, knowledge and strengthen which have seen me through this period of two years of my master studies in Norway and Uganda. My heartfelt appreciation to the following people, who have guided, supported and nurtured me throughout planning, preparation, and successful documentation of this master thesis.

I would like to thank the Norwegian Government loan fund (Lånekassen) for the financial support throughout my study and to the staff of HiOA (Kjeller campus) in the department of Technical Vocational Education and international students department in particular for their unending support whenever reached out to regarding my study and stay in Norway.

To the management and staff of HTTI, Kyambogo University NOMA house department of MVP and HiOA who saw potential in me and gave me an opportunity to pursue this master program on quota scheme. The knowledge and experience I have acquired during my study will forever be indebted to your support.

To my fellow cohort students MVP quota, I am grateful for your collaboration throughout this study, the other HiOA and Kyambogo University students who directly or indirectly helped in raising information and knowledge through discussion to see this book documented.

And to the giants (scholars) on whose information, theories and concepts I always consulted and based on to defend the credibility of my findings and have guided my writing through this research process and will continue to ride by them through the spheres of my academic career.

To my "pope" the "headmaster" Prof. Jan Stålhane for his dedicated effort to guide and direct me throughout this thesis and my entire study program not forgetting Prof. Mette Hoie whose wisdom always made me feel how easy writing a thesis is. Without your support Jan, this research project would have weighed me down. Prof. Trond Mustafa Smistad for his love and support in our day-to-day life and showing us the critics of a master thesis.

Dedication.

I dedicate this book to my all my family members, biological and non-biological children, my wife, mother and surviving siblings. In addition, to the students of HTTI hotel management (DHM2013) whose efforts saw this the project a success and above all, to my principal HTTI for her support and motherly love.

Abstract.

Hotel industry in Uganda had lost trust in our graduates because of their incompetence and low skills as compared to what the industry want. The purpose of this study was to improve skills development among learners of Hotel and Tourism Training Institute using learning exhibitions as a work place based learning strategy in teaching learning of food production. I based the theme of my study on the constructivist and community of practice theories with related literature.

The study was a descriptive qualitative research design using an Action research approach involving the use of observation, guided interviews, audio and visual recording, and group discussions methods. I employed these to obtain and use data from the diploma in hotel management (2013) class whose age ranged between 21 and 32 both male and female students, food production Instructors (male) and hotel industry supervisors/managers.

Learners developed skills during the learning exhibition projects they were highly involved among which included confidence, high attitude, self-control, communication among others basing on interviews with students and hotel managers. Their experience during the project motivated them to increase their involvement in learning. The project helped me, other instructors who participated learn our students more through interaction, working together, and it improved our practice as vocational teachers.

Learning exhibition projects improved skills development among learners who participated. I would encourage my students and fellow teachers to use learning exhibition approach to improve skills development of our learners by making practical subjects more practical than classroom learning.

CHAPTER ONE: Background of this research Project
1.0 General Introduction

Grimod De La Reyniere, a French food critic, protested two centuries ago "Only the vulgar will see no more to the kitchen than saucepans and no more to dinner than dishes", (Symon, 2003; p 6). Cookery is an art and science of preparing food for consumption by using heat, a definition by Food production tutorials (FPT, 2014). Broomfield (2007) described that in cookery, there are no trifles, every preparation of food, however, simple, requires thought, care, and experience. Cookery is an age-old practice which was practiced as an entertainment activity focusing on classical recipes (Flynn, 2007:p, 28) in quotes by Dredge but later called for training in cookery skills prompting the opening of the first cookery school in Paris France called 'le cordon bleu (quality cook) school, (Dredge, Airey, & Gross, 2014). To date, there has been a creation of numerous cookery-training institutions in the world after that. However, for the sake of Uganda, the skills produced from these institutes may not be satisfying enough to the employers of these cookery graduates.

1.1 Overview

In this qualitative research project, am focusing on using cookery learning exhibitions in the teaching- learning process to facilitate learning of food production with emphasis on improving skills and understanding among learners. The study was carried out at the Uganda Hotel and Tourism Training institute (HTTI) located in Jinja, east side of Uganda. Many factors could entail learner's general acquisition of knowledge and skills in Uganda, giving differences in skills development. In my project three at the master study, (Ivan, 2015) I looked at improving my facilitation of teaching- learning process to improve the quality of graduates. In this project, I continue with this recommended strategy of using learning exhibitions in teaching learning of food production. Raelin (2008) say only learning can keep up with change, the rate of learning must equal to or exceed the rate of change.

Vocational Education and Training students have divergent, shifting and in some cases multiple purposes for undertaking their VET courses. Students' motives may be instrumental and/or intrinsic and can include accumulating skills that can secure good employment or personal transformation (Tran & Nyland, 2011). With the growing tourism industry, there is a need for more training to cope up with the global hotel industrialization. Cornford and Gunn (1998) add that the growth of tourism and the subsequent increase in earnings derived from this source has led to increasing recognition of its importance.

1.2 Brief background of the Study

Technical Vocational Education and Training (TVET) is the sub-sector in the Education system widely recognized as the engine of economic and technological growth and range of learning experiences which are relevant to the world of work (Okwelle & Ayonmike, 2014). In addition, TVET, as defined by Idialu (2014), is a comprehensive term referring to those aspects of educational process involving in addition to general Education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding the knowledge relating to occupations in various sectors of economic and social life. Skills are vital for poverty reduction, economic recovery, and sustainable development a policy attention to technical and vocational education and training (TVET) increasing worldwide. This necessitates the introduction of possible ways, a case in a point (use of learning exhibition) in which TVET can be extended to learners. Union (2007) adds that TVET institutions can respond to the different training needs of learners from different socio-economic and academic backgrounds, and prepare them for gainful employment and sustainable livelihoods.

The mandate of HTTI is to transform a learner from how we receive them from different academic and psycho-socio-economic background to a sustainable livelihood. Creating favorable conditions for these learners to receive skills is our main objective. TVET is an important skill-oriented education with the prospect of stimulating employability and national development (Raimi & Akhuemonkhan) 2014;129). TVET is that part of the education and training system that provides individuals with employment-related skills and learning. Norcini (2007) in a quotation of (van der Vleuten 1996; Gronlund 1998, Shepard2000) adds in an educational context it is now argued that learning is the key purpose of assessment. This means that the roles of VET are providing skills that enhance the ability to enter the workforce retrain and update workforce skills and provide a stepping-stone to further tertiary education. Wenger (1998) describes Learning as an individual process that has a beginning and end, it is best separated from the rest of our activities, and it is the result of teaching,

1.3 The Theme of this Project.

I based this research project on the increasing rate of unemployment. In my experience, some hotel owners look at the hotel graduates as normal and common people with nothing to add to their businesses basing on their professionalism. Bategeka (2012) reported that unemployment for hotel graduates in Uganda is much higher than the official numbers indicate. Graduate unemployment, in particular is very severe and explains the increasing unemployment rate nationally. Uganda (2014) reported that according to statistics from the Uganda Bureau of Statistics (UBOS) and Uganda Investment Authority (UIA), of more than 400,000 young Ugandans who enter the labor market each year, only about 113,000 are absorbed in formal employment, leaving the rest to forage for jobs in the informal sector. The report adds that while the national unemployment rate stands at 3.5 percent, that of the youth is a whopping 32.2 percent and even higher for degree holders at 36 percent.

It seems like the skills that learners leave school with, create a doubt in the mind of the employers that even local people who did not go to school can perform these same functions when trained on the job. Mwesigwa (2014) reported that lack of skills is a global problem. He adds that training institutions continue to produce graduates whose skills do not match what the market wants. The mismatch makes it harder to tackle youth unemployment for hotel graduates. This has created an opening for graduates from other humanities to fill up hotel placements making graduates compete for the same jobs with the informal sector and humanity study graduates.

When I was employed as a hotel manager at a three-star hotel in the city of Kampala, I went through all my employee/junior staff application documents in my official file. I found that 90% of the employees did not have hotel certificates with an argument from the director that anyone can do the job. It was very unfortunate for a person like me who put a lot of time studying and training in the same field to see directors not considering graduates of the hotel. However, I tried to change this by creating avenues to recruit hotel graduates giving chance to HTTI graduates known as the best of hotel training in the country. I trained from the same hotel after my hotel diploma course, therefore, knew how good the students were in terms of skills and professionalism. I experienced that trainees from the hotel school could not make many common hotel dishes having tried out one, therefore decided to put emphasis on training him for one month to make sure he can perform to the hotel expectations. As a hotel manager and an instructor, I saw a gap in skills of graduates,

which had deteriorated unlike the graduates before. There has been a change of way in which food is prepared in the hotel today, which should be adapted in schools' skills development in these learners.

Given a chance of an admission to Oslo and Akershus University College of applied science (HiOA) for a master's program in Vocational pedagogy, I saw this as a chance to use my influence as a master student and an instructor to create awareness of the existing problem. I had an idea of creating a change in the way we can teach skills-based subjects to learners. Through an action research project, I embarked on improving my facilitation as a teacher in the teaching-learning process of the work based skills development training of my learners. Hein (1991) says if we believe that knowledge consists of learning about the real world out there, then we endeavor primarily to understand that the world, organize it in the most rational way possible, and, as teachers, present it to the learner.

The key stakeholders of this research project were the Students, Instructors, Administration, and hotel Supervisors. In the first phase of this project, I collected data from school and used it for the change of current situations in a classroom environment. However, there was a challenge that not all the stakeholders were willing to take part in the project citing changes that would affect their way of work and time schedules. Making an appointment with the hotel managers also became hard because the time of the project was a peak season in the hotel business, which always found them busy to fix the time for an interview to formulate basis my project. This could have been due to the short notice of the appointments where it was hard for them to fix me in their already planned periods. The first phase of this project took place between August and January 2015. In the second phase of the interview, I planned to call whom to meet when depending on the appointment schedule I had. This made my research data collection successful to a better extent, unlike a few incidences.

1.4 Personal and professional background

My personal and professional background shows the reader of this project thesis an insight of who I am, what I do and why I wanted to continue researching and solve this problem. I base on this to give the background of the study, problem statement, significances, and objectives, the purpose, questions of this project and the roundup summary of the research to give reasons why I undertook this project.

A brief note about my education background as a writer of this research report. The information below does not include my junior/primary level or lower secondary level. However, my interest for cooking was built up from home where we had schedules for cooking since our family had boys mostly so we had to cook? At the high school, I did purely art subjects, which included History, Geography, Economics, and fine art nothing connected to cooking. When I went to the University, I opted to pursue my passion created within me from home.

In 2002, I enrolled for a Diploma in Hotel and institutional catering (DHIC) at Kyambogo University in Kampala, Uganda. For the love of cooking and making sure I gain good skills in cooking, I made sure I get my internship training from the then best hotel training institution (Crested crane hotel Jinja) which doubled as HTTI. The then senior chef of the hotel advised me after seeing my passion that I should enroll for a bachelor's degree in education to be able to come back and teach. In 2004, I graduated and started working in hotels as a cook for three years then became a chef. I was only interested in cooking and learning new skills about food. My employers always saw my passion and put me in the position of the manager though I never left the kitchen, as I would always make sure whatever happens there is in the best interest of the customers.

In 2008, I enrolled for bachelors of Vocational studies in home economics with education. With more research, I started using food as medicine for weight loss and this really helped so many people. Worked with Nutrition Doctors to operate a clinic, as I was to prepare the foods for health. Upon completion of a degree in 2011, I started teaching foods and nutrition in high school as well as managing a hotel. I was called back to teach at HTTI in 2013 with an offer of food production instructor job. I took it up by the horns to start executing what I love most, training people on how to cook and eat food. This was an exciting moment moving from informal training to formal training and seeing the results from the learners, I teach.

In reference to different conferences and symposiums held at Kyambogo University Master of vocational pedagogy department. Especially the one with (Dr. Munabi Y, personal communication, October 17, 2015) from Uganda Investment Authority who said that employers are actively searching for graduates that are competent with information technology (basic IT skills), multi-tasking. Good attitude towards work is very important in the hotel business. Some apprentices have a good attitude though other gets the attitude after motivation. Employers based on these skills to motivate and retain (employ) our apprentice (Ivan, 2015).

Based on feedbacks from hotel managers were these learners hard their internship, it is evident that the learning exhibitions coupled with other skill development strategies had yielded a positive change in these learners, unlike other learners who had trained from the same places. In the previous interviews I had with the same managers, there was a reasonable gap between the known and the unknown skills. However, after these implementations, there was a noticeable difference in the learner performances as seen in attitude towards work, time management, and other skills. The interest this activity brought among learners was more than before when learning was only in class and laboratories.

1.5 Focus on the theme and its importance.

Focus is on improving skills among learners. Authority (2012) wrote that all young people have a right to gain an education that meets their needs and prepares them for active participation in creating a socially just, equitable, and democratic global society. HTTI was providing skills to learners in the same contextual syllabus over years but different from the first growing competitive hotel industry that required innovation skills, initiation of new ideas. The introduction of cookery learning exhibitions as a teaching tool will aid learners to understand what is taught during the demonstration and cooking practice when they display their products for public view. Saedon, Saedon, and Aggarwal (2010) in a citation by (Johnson et al.2008) said interactive and immediate feedback is important to help learners improve and develop professionally. During this process, feedbacks from the public contributed to learners' understanding of what the public really wants therefore, that learning will take place.

Participants of the project developed different skills such as communication, innovation, integrity, confidence, and creativity as they try to convince the public. In this accord, it will increase learners' involvement in the planning and execute of programs that involve skills development at school when they realize the essentials of group learning and participation. With the integration of cookery learning exhibitions into the school system. The administration thought it better that these not only be for purposes of learning but as the products are displayed, public be given a chance to buy the product at a subsidized price, this will increase production making it a study routine. Learners will love what they do and the school will have enough funds for sessions that are more practical. This integration will create more employability skills when learners know how to cook and sell their products. As (Mills & Treagust, 2003) add, students who participate in workplace-based learning

are generally motivated by it and demonstrate better teamwork and communication skills. The public at school will give learners an insight of what the field of work wants out of them.

Research results from the survey I made in hotels were these learners are training answered my claim to knowledge. This was to evaluate how the use of cookery learning exhibitions in the teaching-learning on skills improvement among learners of food production at HTTI. However, it did not all go well because some hotels were my learners were could not give me permission to interview the trainees or the administrators. So many times the administrators jumped the appointments we made and this meant that I could talk to neither the learner nor the administrator or supervisor.

1.5.1 Description of the focus theme - learning Exhibition

An exhibition is an assessment that provides the opportunity for students to demonstrate a skill or knowledge that is highly valued by the school (Niguidula, 1993); p. 7). He continues that it grows from a vision of students performing as their teachers hoped they would.

In Vocational Education, we can use exhibitions as a tool of learning in all courses to exhibit student's worker to staff, fellow students, and the community. This formal learning is helpful to students in form of feedback from the viewers. The feedback that focuses on self-regulation addresses the interplay between commitment, control, and confidence (Norcini & Burch, 2007). These can be constructive feedbacks, which will help the learner to know and understand what they have produced. Wiggins (1991) mentioned that the goals behind learning exhibitions are to design standard-setting tests that provide more direct evidence of a student's intellectual ability. Design tests that are thus able to stand by themselves as objective results, design more authentic intellectual challenges at the heart of a discipline, that are more likely to engage students and motivate them to raise their own intellectual standards to do well on them.

Vocational courses are aimed at imparting people with survival skills and improve intellectual standards therefore when they produce products in their respective courses, teachers or fellow learners can do an assessment.

Cookery exhibitions could be used as one of the avenues to increase learners' participation in learning by creating, experimenting and presenting their products to "would be" buyers. Hein (1991) supports the argument saying this tool may still engage us in providing the learner with

activities, with hands-on learning, with opportunities to experiment and manipulate the objects of the world, but the intention is always to make clear to the learner the structure of the world independent of the learner. When products are exhibited, viewers normally complement on the products by giving constructive criticism, which help learners to improve on ways to do their dishes. While exhibitions are diverse in both content and execution, they are typically evaluated against a common set of criteria or standards using scoring guidelines, to ensure consistency during the evaluation process from student to student or exhibition to exhibition. Or, to determine whether and to what extent students have achieved expected learning standards for a particular assignment, lesson, project, or course (Partnership, 2014). This helps learners' to understand from their work what to do and how to do it better hence improve on skills however exhibitions in learning is not a commonly used mode of instruction in schools yet it can prove to be helpful in learning. This is why I want to evaluate how cookery-learning exhibitions improve the development of skills among learners.

1.6 Leading projects that laid foundation for this research work.

As a Vocational Education teacher with interest in Hotel and institutional Catering and Home Economics, this project is built on the overview of the previous projects I undertook with my colleagues at Hioa from project one that was investigating the challenges Instructors face while implementing Vocational education in the higher institutes of Uganda. Basing on the results of data we gathered and presented in our first project, (Hioa Project 1) we were propelled to go on with a second project whose study was investigating learners' perception towards upper secondary Vocational Education curriculum in Norway, (Hioa Project 2). The study stretched from learners' appreciation of the curriculum in line with their reflections, new knowledge acquired, competences and their prior expectations in the world of work.

In the first project, the study revealed that the main challenges in the implementation of Vocational Education was; Poor attitudes of both learners and Instructors, the Instructors were not well motivated, inadequate facilities, insufficient material and lack of in – service training among others. With these results; poor attitude of Instructors and learners towards vocational education as one of the main challenges, we wanted to find out how upper secondary school learners perceive the vocation education curriculum in Norway.

After the study, we found out that unlike Uganda, learners in Norway are very positive about the curriculum and they make their own choices to join courses in vocational studies. This means that the acquisition of skills in practice depends on the mind of an individual and how they train to attain the skills. In the third Action research project (Hioa project 3), I followed up on the learner's ability to attain practical skills during training by identifying, and dealing with the [i]challenges, they face during learning.

Through a group consensus between learners and their teachers, it was decided upon those increasing practical lessons on timetable, availing practical materials on time, instructor training to improve skills, exhibitions, and cooking competitions among learners could help improve skills acquisition. These suggested ideas were piloted and results made me to follow up on how exhibitions of cookery products during training have effected improvement in learners' skills.

1.6.1 What I wish to Investigate.

The aim of this project was to investigate how we can use cookery exhibitions to effect on improvement of learning in vocational subjects as a way of increasing skills among graduates. Exhibitions are typically designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research, teamwork, planning, self-sufficiency, goal setting, or technological and online literacy i.e., skills that will help prepare them for college, modern careers, and adult life, (The Great School Partnership 2014).

This imparts skills that learners do not get from classroom environment but very necessary in the world of work. Critical thinking during the preparation of food and service enable learners to produce dishes, which are beyond written book recipes as they intend to please the judges and buyers at the expo.

1.6.2 Why I wish to investigate

We expect VET to prepare learners for jobs that are marked by practical activities, traditionally non-academic, technical, totally related to a specific trade, and occupation or vocation. Teachers have used a different mode of instruction or methods of content delivery but learners come out of school with skills, which are not so applicable in the field of work. With learning exhibitions piloted as a mode of training, interpersonal relationship between learners and teachers will turn to worker/employee and customer. Okeiyi, Finley, and Postel (1994) adds that many hospitality

graduates enter the workforce well versed in technical skills but lack the interpersonal skills necessary for dealing with guests or managing subordinates especially those from a different culture other than their own. Several skills can be stretched out of a learner during preparation, presentation of the exhibition as mentioned above, and these can improve the overall output of a graduate. The Great School Partnership (2014) report notes that students may also be asked to provide a formal reflection on what they have learned and created that describe how well they did in meeting either expected or self-imposed learning goals. This actually makes them feel part of what their training and learning process.

1.7 Purpose of the study

This research project is aimed at using cookery-learning exhibitions in the teaching learning process of food production on the improvement of skills among learners at HTTI in Jinja Uganda.

The statement of this study purpose incorporates understanding the effect of teaching/instruction methods in the learning process aimed at improving skills development among learners. With one of the sayings "If you want something done right, slap the shit out of the person who failed and do it yourself"; I initiated the use of cookery exhibitions in the learning of food production. de Bruijn (2004) states that learning results should relate to learning, conceptual, cooperative, and regulatory skills.

The results of its impact on learners' skills improvement were attained during data collection from the workplaces, which showed a positive change in learner behaviors in the way, they work. Mwesigwa (2014) in the Guardian newspaper said, "Leaders race against time to cater for the disaffected generation whose qualifications do not meet the needs of the job market". This will contribute to the overall skill development strategy in the school and if we positively embrace it, be included in the curriculum as a new mode of instruction tool for vocational subjects.

With the above background, this brings me down to the following problem statement;

1.8 Problem statement

How to use cookery learning-exhibitions as a workplace-based learning strategy of food production in the hotel and tourism training institute?

1.8.1 Description of the statement

I carried out this study at the only Hotel and tourism training institute in Jinja a district in Uganda. We can use learning exhibitions as a method of teaching involving interpretation of class work with fieldwork. Predetti (2004) noted that; exhibitions help build young people's confidence, support, and develop their knowledge and skills outside of the formal learning environment. Learning can take place if what students learn from the class, they can do it practically in the laboratory or field of work training and this can be done through exhibitions organized by the school.

Learning exhibition as a workplace based learning strategy in teaching can be a very important tool for vocational content delivery. The New York state. State Plan (1995) explains exhibition as an integrated approach to providing coordinated school-to-work opportunities required an approach that features more options for realistic career exploration and preparation. We need to create a supportive learning environment in which all students can acquire the knowledge and skills to succeed economically. Saedon et al (2010) mentioned that the advantage of this learning system would be that individuals could progress at their own pace and the system could be flexible to individual training needs.

The subject in question is food production, which involves learning to acquire knowledge and skills in private and public cookery. It rotates around food from production, preparation, cooking and serving in a hospitable manner. This subject is derived back from two centuries ago when cookery skills training began in Paris France school '*le cordon bleu* for quality cooks (Dredge, 2014). It is important to make sure that learners put emphasis on understanding how to prepare food if there to make it their profession since it may involve health implications for individuals. McGee (2007) suggested that cooking deserves detailed and serious study.

1.9 Objectives of the Study

The main objective of this project thesis is how to use cookery-learning exhibitions as a workplace based learning strategy in the learning of food production subject on learner outcomes in terms of skills development to improve the quality of graduates. The following objectives will guide me to achieve the main objective.

1. Assess workplace based learning strategies used in the teaching learning process of food production.
2. Encourage the use of exhibitions as a workplace learning strategy in the teaching of food production.
3. Understand the role of learning exhibitions in the development of employable and entrepreneurial cookery skills among learners.

1.10 Research Questions

The research study will be directed by the following research questions, which gave the basis for understanding my topic of study.

1. How have workplace based learning strategies influenced the teaching learning process of food production?
2. How will I use exhibitions as a workplace learning strategy is in the teaching of food production?
3. What are the roles of learning exhibitions in the development of employable and entrepreneurial cookery skills among learners?

1.11 Scope of the study

The content scope of this study project is a continuation of the previous project and it rotates around the stated objectives, the emphasis is on using learning exhibitions in teaching learning of food production to the development of skills among learners. Employers and trainers who identified differences in the learners' practice in terms of skills exposure at work established this. I purposely limited my study on learning exhibitions in food production. Recommended strategies with Vocational Instructors on how to use research and development based projects for learner's skills improvements.

The study was carried out from the Hotel and Tourism Training Institute in Jinja town 56 kilometers from the city Centre Kampala moving to the east of the country at the department of food

production involving Instructors and students. I also conducted the study was in hotels around the country where the hotel learners are up for an internship and the survey were done in (seven) hotels training 18 of our students. The hotel school has a maiden three star operating/demonstration hotel premises whose chef and other staff members are responsible for the training of these learners in the hotel on attachments were also involved.

The study revolves around third year students of Diploma in Hotel management year 2013 (DHM13) who are currently in the field for an internship (apprenticeship). Purposively selected as a point of interest because they have had a number of practical lessons because of the previous project amendments. I randomly selected a sample of 18 students from the group on training for interviews giving equal chances to all learners to be selected for the study. I also interviewed two administrators/employers from each workplace where the sampled students are carrying out their internship. This helped to establish whether there new skills learnt or developed among learners in the field. Some of them have worked in hotels and came back to upgrade to a diploma managerial level so this I will help improve their skills in the world of work. This will enable me to follow up on the progress of their training and innovation of new skills they will have learnt and when they are able to be absorbed in workplaces.

1.12 Significance of the study.

This integration of learning exhibitions into food production learning at the hotel school will bring change in the mindset of individual instructor and learner about the learning and pave way for other strategies into the vocational study. Below are some of the significances of this study to the researcher, learner, and employer:

- The study will enable me and my fellow Vocational Instructors to improve or even change the way we think about our facilitation of vocational education practice, integration of theory into practice based learning and using the pedagogical approaches to improve our teaching methods.
- The study will also help learners to enjoy learning and know their position in the learning process to enable them participate in creating new knowledge and experience into skills development training, have an understanding of responsibilities that will prepare them for the field of work and the society.
- The study is also expected to increase trust among employers towards our learners as a competent employee, which in turn will create a way for employment of our students when

they graduate. This has not been the case as employers always complained about inequality of employees however with the new strategy; skills required as identified by the employers will be improved among learners.

- This study is also expected to improve on the attitude and confidence learners had in what they are doing. It should be noted that most vocational students do not like what they as reported in our project 2 and 3. This inclusion of exhibitions into learning creates a sense of play and ownership of what is done therefore increasing a positive attitude among learners.

1.13 Organization of the report

This research report has six (6) chapters and under each chapter themes explaining the key points of the chapter. These chapters are briefly stated below:

1. Background or Introduction.

This chapter covers the general introduction giving an overview of the study, a brief background, the theme of the study under which is the personal and my professional background explaining my education and work. this chapter also includes the focus on the theme, its significance and description of the focus theme, leading projects that laid the foundation for this study, explaining what I wished to investigate and why. The last part of the chapter describes the purpose of the study, the problem statement, and its description, the objectives of the study, research questions, and the scope of the study, and the significance of the study.

2. A Pedagogical framework of this project.

In this chapter, I looked at the pedagogical framework applied during the project using the didactical model by Hiim Hilde to explain the learning processes under which actions were taken. The chapter discusses the considerations in the model relationship; these are pupil-learning resources, pedagogical framework conditions and scope, the goals and objectives, educational content and subject matter, learning process and evaluation and assessment.

3. Literature/theoretical framework.

This chapter encompasses the structure of education system in Uganda, the hotel and tourism training institute under which food production subject is discussed, theories of different scholars

who wrote about learning exhibition, workplace based learning and theories of learning used in this study, which include constructivist learning theory and community of practice theory. It is concluded with a summary of the theory chapter.

4. Research Methodology.

This part contains the planning session, research design, population sampling under which is sampling techniques and the participants (students) giving reasons for the choice of participants. It also includes data collection tools and procedures, methods such as guided interviews, Observation, group discussions, audio and visual recording. The chapter also talks about reliability and validity of data, ethical consideration, and summary of the chapter.

5. Presentation of results

In this chapter, I present results based on objectives of the study, which were; assess workplace based learning strategies used in the teaching learning process of food production. Encourage the use of exhibitions as a workplace learning strategy in the teaching of food production and understand the role of learning exhibitions in the development of employable and entrepreneurial cookery skills among learners.

6. Discussion of data, conclusions, and recommendations

Under this chapter, I discussed the results as presented in chapter five (5) following the logical order of the objectives, the general experience I received from the method used, theories on learning exhibitions action process, skills obtained from the project and how they can be used in the field. Discussed improvement of the project, gave my conclusions of the study as well as recommendations for further studies.

CHAPTER TWO: Pedagogical Framework of this project.

2.0 Introduction of Chapter

In this chapter, I am writing about the pedagogical framework on which the design of my project is based. This is aimed at increasing learners' adaptability to the new learning strategy of the exhibition in practice to improve their skills. Hughes, Moore, Columbia Univ, and the (1999) described Pedagogy as the organization of the social activities, organizational structures, and cultural practices by which newcomers, such as student interns, come to acquire and engage that knowledge. This is designed for learners of food production as a way of contributing to pedagogical development in academics of our school.

2.1 The Model of Didactical relations

Didactics refers to a field of research and practice concerned with reflections and actions related to *teaching **and** learning*. Historically the field has been teacher, goal and/or content-centered, but since the mid 1970'ies we have seen an almost paradigmatic shift to a more learning and learner-centered approach, (Jensen, 2010).

The didactical model originally developed by Norwegian educational researchers Bjørndal and Lieberg (1978) has proven to be well suited for planning education in the Norwegian context (Engel Sen, 2006) cited in (Skagen et al., 2008). They add that the didactical relations model is a tool for planning and reflection; it helps educators use reflection as much as possible in analyzing their planning, teaching, and evaluating activities. (Skagen et al., 2008) referred to (Hiim & Hippe, 1989) who on the other hand explain their model of didactical relationship as teaching and learning seen as constituted by some interdependent main factors that make up a whole. They add that it is necessary for the curriculum to be relevant to the occupation students intend to qualify for rather than the colonial tradition of the theoretical curriculum.

It is imperative to note that teaching in this era of knowledge explosion and expansion is no longer about helping learners to accumulate knowledge that is passed onto them by the teacher. Rather it is about helping them to make sense of the new information no matter its source, integrating it with the existing ideas and applying their new understanding in a meaningful and relevant ways (Killen, 2007) as cited in Kyarizi (2012). It is our role as teachers to make sure that our learners get relevant information at school that can be used in the field no matter how this information reaches them in the best way they understand.

We tend to follow other culture in learning that cannot be relevant in our systems of operation for examples the curriculum still runs with colonial objectives. This makes it hard for learners who come out of it to solve community-based needs when what they have as knowledge cannot solve community problems for which they are trained to. This was emphasized by Petersen and Tønnesen (2006) that a teacher needs knowledge of both teaching and learning. Currently, the common tendency is to focus on learning. This is a positive development because we then focus on the learners' development of competencies and general education,

Therefore learners need several ways of approach to the subject matter to enable them to understand the concepts they are taught. Queensland Curriculum and Assessment Authority (2012) recommend that Schools need to provide opportunities for all students to demonstrate what they know and can do. Among these approaches, thought about in the context of food production was cookery exhibitions integrated into their learning applying their understanding of food in a meaningful way?

The model explains the continuity of the teaching-learning processes from flame work of the curriculum, its goals, and what we need to use when expanding it. The teaching methods suitable for the designed curriculum, and how we assessed learners at the end of the learning process.
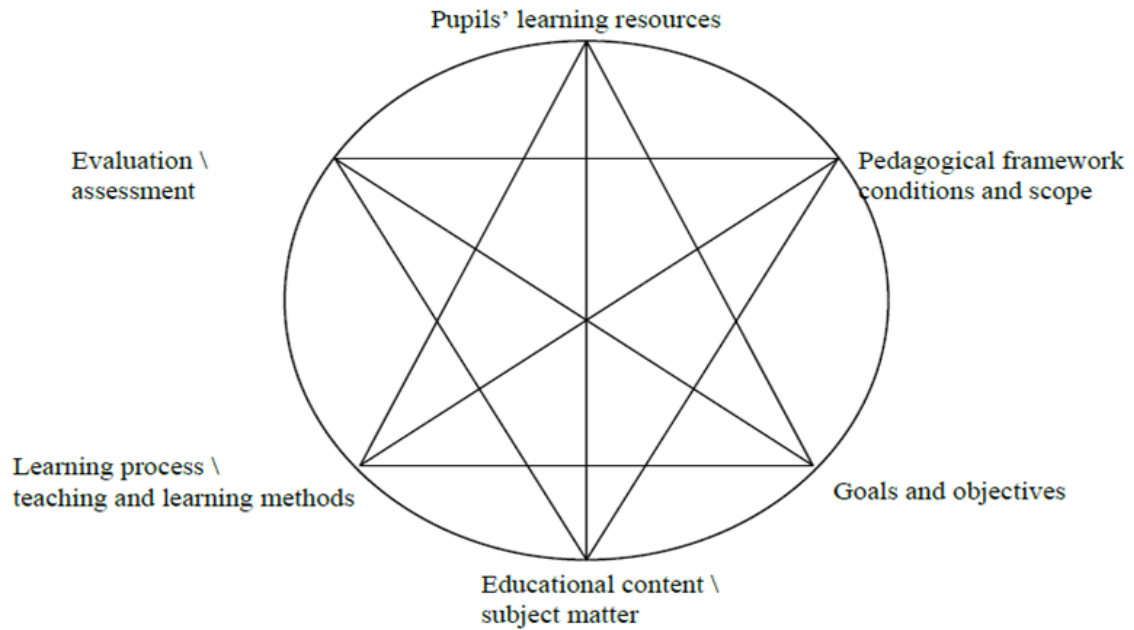
Figure 1: Illustration showing the model of didactical relations designed by Hiim and Hippe (1989)

This model is created to be a valid tool for planning learning processes in vocational education and training. It is important to emphasize that the above considerations be examined on the adaptability to each teacher's/trainers own practice. The dimensions of the model allow a high degree of flexibility – as long as the teacher/trainer is aware of the connections between the dimensions, (Petersen & Tønnesen, 2006). In this context, we used and followed above considerations during the project from seeking information about the learning outcomes that a learner is required of in the field connecting it to the available resources at school that can be used to obtain those learning outcomes. We set goals for the project on which the subject matter can be delivered with the available resources and how the content was to be delivered. Learning exhibitions in this context were used as an appropriate tool for increasing learner adaptability to the field needs.

2.2 Consideration in the model relationship

The following considerations as discussed by Lamscheck-Nielsen (2010) pertain to the specific circumstances. The teacher/trainer must take into account all the circumstances that apply to conventional teaching and training processes as well. Conventional teacher centered teaching and lecture is the most common approach in our context because of the numbers of students we handle making it hard for the teacher to use the learner-centered approach. However, this approach is

necessary when it comes to sharing information that is not easily found else were, presenting information in a quick manner, generating interests in the information and teaching learners who learn best by listening. In this accord, we used the model to plan activities of the project with other instructors for the benefit of the student considering the time that was available for the project. Learning exhibition requires time to plan to organize and execute therefore the conventional teaching approach was necessary to make it a success.

2.2.1 Pupils learning Resources.

According to Lamscheck-Nielsen (2010), Encourages teachers by writing that; "Take advantage of students' informally achieved competencies, consider the individual student's learning styles and special needs, Support students' peer learning, step into the background". Instead of instructing yourself, make the students share their knowledge and let them train each other. Some of my learners are working in the field of profession and are normally useful when it comes to practice. Their competencies coupled with the attitude towards the practice makes it easy for the teacher to direct them. We always planned the lessons together following the school syllabus but creating a different mode of how we were to study during our next lesson. Students would suggest the time comfortable for all for when to do the practical sessions. We also planned on how to exhibit our food being a new idea to many.

Students were involved in making placards and posters to advertise the exhibitions to the staff and fellow students to make the event massive whenever it was to take place. Queensland Curriculum and Assessment Authority (2012) noted that the Subject matter chosen should include, whenever possible, the contributions and experiences of diverse groups of people. This made the students love what they are doing and made them feel proud of their profession.

We look at learners who come from different backgrounds of high school with different learning styles. This is tricky in identifying each learner's' style of learning and special need though, after a time of practice with the learners, these special needs were identified and dealt with. Skagen et al. (2008) mentioned that all students and educators have previous knowledge, attitudes, and experience that condition their learning and teaching, (Hiim & Hippe, 1998) refer to previous knowledge, attitudes, and experience as educators and students' teaching and learning conditions. These resources will influence educators' planning, content, and pedagogical thinking. We divided learners into working groups and worked on different days to be able to fit in the available resources

though by the time the last group comes in for practice, some of the items are normally finished or spoiled since I handle a big group of over 67 students.

The items used for practice during the learning exhibitions are normally purchased from the market prior to the session to ensure quality and quantity fits the requirement. Our classroom or laboratory were the cooking takes place was planned for only 10 occupants and the cooking resources though little are sometimes improvised by the learners so that each learner can access a particular item and equipment for use. As observed by (Tønseth, 2004) cited by Skagen et al (2010), the student age implies that many have work and family, which conditions their studies. In some cases, the students have no previous higher education. In our context, some of the learners don't have high school background since they joined Diploma after their certificates and sometimes in marriage, therefore it is hard to categorize all the students as one because the learning pace and style will not be the same.

New technologies appear every day, but in many cases, both teachers and students are not making the most of all the possibilities that these new technologies offer and how they can improve the way they teach, learn, and evaluate, (Barra, Aguirre Herrera, Pastor Caño, & Quemada Vives, 2014). This is because these technologies are sometimes not relevant to our situations; they tend to focus on small groups of learners. There has been a shift from the traditional use of blackboards in class to smart boards and projectors for instructional learning, however, this may not be possible because of their cost of maintenance and purchase. Therefore, school sticks to their traditional materials although the new technologies would improve learning.

Cornford and Gunn (1998) cited Lave & Wenger (1991) among those who have highlighted the need for learning and practice in context for that learning to be effective and meaningful. These writers have stressed that knowledge is situated that; it is a product of the activity, context, and culture in which it is developed and used. This can be supportive with relevant resources that will engage the learners fully during the learning process. Exhibitions, which are learner-oriented, will give opportunities for expression and initiation of new ideas by learners. Cornford and Gunn (1998) agree with Lave & Wenger (1991) theory of learner practice that such a theory supports the need for on-the-job learning. There is also the general concern that many courses in vocational education do not provide many opportunities for practice to consolidate the skills learned off-site. Therefore, Harlen concludes that attention and resources must be given to creating developmental criteria,

which indicate a progression in learning related to particular goals and can be applied to a range of relevant activities, (W Harlen, 2006).

2.2.2 Pedagogical framework conditions and scope.

These are external conditions for learning and teaching (Hiim & Hippe, 1998) which may be imposed by society, an institution, a student group, or an individual, Skagen et al (2008). In our context, the Government set standards, which vocational institutions should operate, and Business Technical Vocation Education and training (BTVET) a body responsible for vocational learning and training guide them. This body sets the curriculum on which these courses are taught, however, the institutions decides on how to execute the curriculum and what content to deliver. TAMALE (2014) on behalf of BTVET said the Government introduced competence based Education and Training hinged on a modular curriculum that ensures that the content is relevant to the world of work and assessment is based on industrial work standards.

How the content is delivered from this curriculum determines how the learner will perform in the field, however, the materials required for this success are not normally scarce. It is the school responsibility to look for alternative ways to deliver with the available minimum resources. Queensland Curriculum and Assessment Authority (2012) noted that materials used should be socially and culturally responsive and inclusive. To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. Food production is a wide subject that makes up a course for hotel management and it's hard to assume that all the materials required are normally available and also that the content can be exhausted because food and cookery styles change every day. Food presentations also differ according to culture, region, and ethnic. As a food production instructor, I came to realize that I have more from my students about food especially those who have worked before or still working. de Bruijn (2004) confirms that the boundaries of institutions for organized learning are no longer relatively stable, but are constantly shifting and regrouping around the student's careers.

This project was interactive in nature involving the instructors and learners as they both had equal parts to play. This ensured high-quality evidence-based teaching practices focused on the student's success. This collaborative planning of teaching enabled us to have materials for use in time because the administration, instructors and student community were always aware of the dates on

which food will be exhibited for view and purchase. Sometimes this food would be sold the viewer in way of collecting funds for the next project since the school was not able to provide the funds whenever required. This involvement encouraged active learning and critical thinking of a learner and improved the instructor use of pedagogical skills like a demonstration rather than lecture. This increases employable skills desired by the employers among learners.

(Ito & Kawazoe, 2015) cited (Drew & Mackie, 2011) on active learning saying "one of the most significant underlying reasons offered for the current interest in active learning is a response to changing economic demands and patterns of work which underpin the ubiquitous discourse of the 'learning society'" (p. 452). They also quote Laverie (2006) who argues that active learning approach "cultivates workplace skills desired by employers: critical thinking, communication skills, leadership skills, creativity, problem-solving, task-completion skills and the ability to work in teams" (p. 59). It is no doubt that if learners are involved in their learning, skills can be developed among them without them realizing how because learning will seem like play. There is a favorite quote by Maria Edgeworth and James Powell (1659) saying "work without play makes ……. A dull boy". This play learning develops a lot of knowledge and skills, as there is a free interaction between learners and their teachers.

These exhibitions were always organized within the time plan of the subject without overlapping other subject and my role as an instructor was to facilitate the process and guide learners on how to proceed. This was important because when learners are left alone, sometimes they do not perform within the available time for the lesson. This type of learning using exhibitions potentially enabled students to be proactive and it started to draw attention in school.

2.2.3 The goals and objectives.
The main objective of this course curriculum is to equip the students with specialized training, with requisite knowledge and skills in Hotel Management. The main objective of food production subject is to equip a learner with necessary skills and knowledge of food. Norcini and Burch (2007) (2007) says it is critical that there be clearly defined learning goals. If the goals are not clearly articulated, then *'the gap between current learning and intended learning is unlikely to be sufficiently clear for students to see a need to reduce it'* (Hattie & Timperley 2007 as cited by Norcini & Burch, 2007). These objectives are what we used as driving force for our project to create better tools such as exhibitions to achieve it. When learners are pre-informed about why they

are learning in a particular way to achieve a particular, it is evident that they get involved in doing it because they understand the impact of a tool to their learning.

Skagen et al (2008) agree with Hiim & Hippe (1998), who noted that learning goals are what the educator wants students to be able to accomplish. In terms of user education, the food production goal is to produce a skilled and employable cook with all the skills and knowledge that surround food. It is my responsibility as an instructor to ensure that the learner gets the necessary knowledge and skills to achieve this. Involving learners in the exhibition exercise enabled me to identify the weakness and strength of different learners and it guided me on how to help them. Some learners were not so interested in cooking but these were the few, however, they would integrate well in groups because they feared to be spotted as the lazy ones. I would always identify and talk to them on matters concerning education. I normally give myself as an example to my learners telling them that when I joined this course, even my classmates would not allow associating with the course but now I am a little successful while doing the profession. I advise them to focus on their goals than looking at the course as inferior.

As I discussed in Ivan (2015) that employers wished to have an apprentice with skills such as good communication (both oral and verbal), fast in what they do, be creative and innovative/initiative (self-starting), cooperative with other work-mates. Should have self-management and control skills, flexible, responsible for their actions, respect for others, coping under pressure, vast cooking skills are paramount. Decision making, listening, reflective and thinking skills on particular dishes in the kitchen and time management in cooking and reporting to work. In the same way, I quoted (Munabi Y, personal communication, October 17, 2015) from Uganda Investment Authority who said that Employers are actively searching for graduates that are competent with information technology (basic IT skills), multi-tasking. Good attitude towards work is very important in the hotel business. Some apprentices have a good attitude though other get the attitude after motivation. Employers based on these skills to motivate and retain (employ) our apprentice.

My goal as an instructor is to ensure that these learners have the required skills by the end of their study. Through learning exhibitions as discussed by The Great School Partnership (2014) that Exhibitions are typically designed to encourage students to think critically, solve challenging problems, and develop skills such as oral communication, public speaking, research, teamwork, planning, self-sufficiency, goal setting, or technological and online literacy i.e., skills that will help prepare them for college, modern careers, and adult life. Learners were made to think critically about what they are going to do, how they

are doing it and what they want to present on the exhibitions. This made them train and exercise in oral communications, public speaking, multi-tasking, tested their attitude during the lessons, control skills, self-management when it came to individual work.

2.2.4 The Educational content and Subject matter.

Skagen et al (2008) on this theme relates with (Hiim & Hippe, 1998) that course content is what the teaching consists of, and how one chooses and designs it. Food production is a subject that teaches knowledge and skills about food preparation, cooking, and presentation to learners. it rotates around the kitchen operations involving how the kitchen should be maintained. The course has subsections like store management, food and kitchen hygiene, microbiology which teaches about the different microbes that could be present in food and the kitchen and how they can be prevented or dealt with. The course also teaches kitchen personnel and their behaviors, dress code and duties in the kitchen. Learners are also taught the different types of food recipes, their origin, and purpose to the body (food nutrients). How different food is purchased, stored, prepared, and cooked? The plate presentation of the food and the kitchen management making sure that the learner gets all the knowledge and skills that rotate around the kitchen.

Koehler and Mishra (2009) wrote that knowledge of content is of critical importance for teachers. The cost of not having a comprehensive base of content knowledge can be prohibitive. For example, students can receive incorrect information and develop misconceptions about the content area (National Research Council, 2000; Pfundt, & Duit, 2000 in Koehler & Mishra 2009). This means that as an instructor I have to try to be ahead of my learners in terms of knowledge and skills if they're to trust the content I deliver to them but as well as inclusively using their knowledge in practice. Koehler and Mishra (2009) also emphasized that Knowledge and the nature of inquiry differ greatly between fields, and teachers should understand the deeper knowledge fundamentals of the disciplines in which they teach. Based on my education and work background in this field, I understand the fields of work my learners are to face therefore prepare them in that context irrespective of the curriculum guidance. Because the course is Hotel management, learners also study other concepts/subjects like food service, front office, business management, food costing, and others as the curriculum states.

In all these subjects, learners are subjected to practical sessions in each subject. For the case of food production subject, practical sessions are used for the preparation of the food recipes the

learners study in class to integrate knowledge of food with its skills. Practical sessions were always taken as mere part of the lessons in class with little assessment procedure that does not ensure identifying learners' ability on particular foods. However, with the integration of learning exhibitions which happen at the end of the practical sessions, learners' are assessed on what they have prepared and this develops others skills like public speaking and oral communication when learners have to talk about what they have cooked, how and for what purpose. This increased students' involvement in the practical sessions knowing that the assessment is individual.

However Kansanen and Meri (1999) mentioned that the content cannot be avoided, its role is, however, central and important, only its systematic representation may be different. The larger administrative and traditional boundaries must, however, be broken before it may become realistic. This project was ensured that it runs within the content boundaries though the output of content was improved to suit the employer requirement of skills from my learners. The language used during the sessions was English although because of the different backgrounds of my learners, I allowed them to use any language they seemed comfortable with each other. This was because some of them could not express themselves well in English and for this case, I was also forced to teach in the local language when trying to emphasize the key points in the lesson. In this, my learners always seemed excited and active when they could freely express their views in the language they understand.

2.2.5 The learning process.

In reference to Skagen et al (2008), the educator's understanding of learning determines how contents are presented and teaching methods selected. They agree with (Hiim & Hippe, 2006) that the learning process includes the educator's as well as the student's approach to the contents that are to be taught and learned. At HTTI, we have always used the lecture method for content delivery without giving learners a chance to express themselves. The only way the teacher can know that learners understand in class is when they pass exams, which in this case knowledge and time cannot be reversed. It is hard at that point to explain to a student and they understand if they failed exams but if learners are given a chance to discuss their notes in class, a great percentage will understand. I outlined the course content to the learners and asked them in groups to research the topic then discuss them in class. This was quite hard at the start because it a new way as learners were used to be spoon-fed without having to discuss what is in the book.

As this went on, the all class was freely discussing their work and by the time with went for the practical sessions; most of them knew what and how to prepare dishes. It was easy for me as a teacher to direct them on what they already know because even the recipes they were to prepare was always delivered by them. I always constructively criticized what we discuss in class and the fellow students to make sure they all follow. This discussion follows suit even after the preparation of food during the exhibition when they explain their dishes. However, some students would innovate new ideas during the process of cooking which would make their food appear better than the recipe says. I always told my students that people who have their particular tastes and preferences make the recipe book, therefore, you can modify the recipe to suit your preference and your customers. This is because most of the recipe books we use are foreign.

For the first year students, I demonstrate what I want them to cook and then they cook after me because at their level they cannot differentiate some spices and ingredients to be used in food. This enhances learning through student's actions and reflections on their work. Skagen et al (2008) explain that students acquire new knowledge by reflecting upon their actions and the consequences of these actions. The newly achieved knowledge is integrated with the individual's knowledge framework and forms a new platform for reconsidering the problem at hand or solving new problems. When students look at the effort they put in to produce a dish, explain how it is made, knowledge is inevitably acquired and somehow it is hard for them to forget what they have done. If what they prepare does not come out as they planned or should, this mistake will be a lesson well learned to create a new platform for solving similar problems during the course of study.

Active learning on the other hand was always ensured for learners to interact freely during the lesson to enhance academic performance. Ito and Kawazoe (2015) stated that there is a consensus that cooperative learning motivates students to engage with learning. Although the practical sessions seemed to be a fun time for students, it made them proactive, as they had to finish what they start and present. Therefore, I took the fun time as them enjoying the lesson when a student enjoys the lesson, learning takes place. One of the major challenges of employing active learning approaches is that teachers may have more difficulty in managing the course than conventional teaching approaches as they let students take more control for them to be proactive, (Ito & Kawazoe, 2015; p. 84). As Drew and Mackie (2011) explain, "active learning is potentially problematic for teachers since it appears to position them in a more sidelined teaching role than

they are accustomed to: although they are central to negotiating and enacting active learning spaces, they no longer hold center stage" (p. 459).

In this, I always stood at the center to monitor every activity done by the students and guide them whenever possible because it was a new approach to them. The only challenge I always faced was time, food production subject is normally fixed between lessons on the timetable and therefore always had to change my lessons to evenings when I have enough time. This though affected the learners since it always found them tired from the day's' chores but it did not hinder the lessons.

Another challenge of employing this approach of learning is that "students' rate of progress may be slower because the amount of knowledge flow from teachers to students may be limited as active learning approaches consume more time than stimulus-response/passive learning" (Peters, 2011, p. 467 as cited by Ito & Kawazoe, 2015) . However, the students took not all lessons. Most of the theory part of the course was passive learning and I was using lecture method to make good use of the time so that we have enough time to carry on the practical sessions. I limited my content to the most necessary information and told my students to read about the other parts of the course as course work in which I also evaluated. The theory I lectured was that I needed them to understand for the benefit of practical skills and food recipe science.

Barra et al. (2014) conclude this by saying that for simplicity; hereinafter we shall call the completely educational process involving teaching, learning, and assessment processes, the learning process.

 2.2.6 Evaluation and assessment of learning.

According to the web center for social research, evaluation is a systematic requisition and assessment of information with generic goals of providing useful feedback to a specific audience. [1]During the project, the stakeholders wanted to find out how the project is going to be helpful to the school and in students' learning. Evaluation of every step was necessary during the project starting with students' involvement in class during a discussion of sourced food recipes and

---

[1] www.socialresearchmethods.net/kb/intreval.htm

organization of their kitchen work plans. They were also assessed during cooking/practice, interaction among selves, and presentation of food among other.

Kizlik (2012) explains that inherent of the idea of evaluation is "value". When we evaluate, what we are doing is engaging in some process that is designed to provide information that will help us make a judgment about a given situation. He adds that a situation is an umbrella term that takes into account such ideas as objectives, goals, standards, and procedures. Formative evaluation principle was employed during the project to ensure that the objectives and procedures of this project are focused on.

This however, Frank* and Barzilai (2004) quoted (Sadler, 1989; William, 2002) who said that feedback given as part of formative assessment helps learners become aware of any gaps that exist between their desired goal and their current knowledge, understanding, or skill and guides them through actions necessary to obtain the goal. This is confirmed by Norcini (2007) who asserted that formative assessment is not merely intended to assign grades to trainee performance at designated points in the curriculum; rather it is designed to be an ongoing part of the instructional process and to support and enhance learning.

Therefore, at every step of evaluation of the project, students were able to make judgments of what they do in reference to other colleague's products or the prototype provided. Terry Overton argues that evaluation is procedures used to determine whether the subject (i.e. student) meets a preset criterion (Overton, 2011).

Feedbacks from each student and some of the stakeholders were always a driving force to the next project step. Saedon et al (2010) add on this that feedback training should explicitly encourage teaching and practice of interactive feedback approaches. Learning was taking place every time the students would understand and explain the procedures they followed when discussing the food recipes or preparation of food. We believe that assessment should take into consideration intangible parts of the project and not emphasize the final products or presentations only. The real learning is often in the doing or in the process leading up to the product (Frank & Barzilai, 2004; p. 5). During the exhibitions of food, the excitement on the student's' face and the stakeholders made the activity fun and their willingness to participate was high and the issue was who does it first. Stern [1988]

as cited in (Jackson, 1998); p. 22) also explained evaluation as any activity that throughout the planning and delivery of innovative programs enables those involved to learn and make judgments about the starting assumptions, implementation processes, and outcomes of the innovation concerned.

This learning exhibition as an action research project was evaluated against intended learners' outcomes as discussed by Barry Jackson, which included among others;

Ease of use - can the target users navigate and interact with the product in the expected way? •
Efficiency - does the product provide efficient coverage of the appropriate curricular unit? Can more multiple learners access the content than by other means?

Preferences - do learners enjoy it. Will they choose to use it if it is offered? To what extent does it cater for a variety of user?

Attractiveness - is it sufficiently attractive to persuade purchasers/tutors to choose it over alternatives

Cost effectiveness - is it cost effective in comparison with alternative means of achieving the same intended outcomes?(Jackson, 1998; p. 23).

With the above evaluation grid, we found Learning exhibitions to be an easy learning tool to use during evaluation of cooking after the practical session, which comes with feedbacks from other stakeholders, and it involved a personal expression of a student to the viewer or judge. Its efficiency was determined by the time it requires for set up. Learning exhibitions required more time in planning and setting up which was not be favored by the time allocated to the subject and also limited the number of individual student participation. Although many students preferred it, it received partial attractiveness from some instructors who thought it to be time-consuming in organizing and coordinating students. The administration irrespective of the fact that learning exhibitions were seen as a better teaching tool for practical lessons in skills enhancement, it was not aggressively welcomed because of the cost of meeting each student requirement for the practical lesson.

Jackson (1998) concludes this when he quoted [Boud, 1981] that "it is only the decisions which learners make about what they will or will not do which actually influence the outcomes of their learning". If they decide to like the project or tool, then they will influence its use during learning but according to my observation, learners were happy about its introduction and use. This was because most of them wanted to display their abilities in cooking against others. In addition, the

experience they felt after expressing their views about the food they had cooked made them feel included in the learning.

This takes us back to create more and better learning resources that can be enough for all learners in the class to be included. This project was helpful in evaluating learner's abilities using the formative assessment approach. Black and William (1998) as cited by Frank and Barzilai (2004) confirms that there is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement. The school was put to task to provide materials for practical and the sessions were successful. However, this time round, all students wanted to participate individually which was not possible, as this created would create a scarcity of material. Therefore, we advised learners to prepare 2 − 3 dishes in groups of 3 − 5, which they could present on the exhibitions.

2.3 Summary of the chapter

In summary, the student's relation to the subjects, or more generally to the content, is the key to didactic understanding (Kansanen, 1999). The completely didactical/pedagogical framework as employed in this action research project was aimed at achieving the aims and goals stated in the curriculum of food production. Kansanen mentions that most of the outcomes from the teaching-studying-learning process are learning results but learner behaviors change through own free will on an impulse of the activities in the instructional process and consequences of the same process (Kansanen, 1999). However, Petersen and Tønnesen (2006) also argues that the teacher has another role of being an empathetic person who is able to support the students not only in arranging their learning process but also by offering moral support. This was my strength with my learners every time I was around to support and guide them on how and what they do.

Chapter Three: LITERATURE/THEORETICAL FRAMEWORK

This chapter discusses the main aspects of my main research question: How to use cookery-learning exhibitions as a work based learning strategy of food production subject in the hotel and tourism training institute. Different theories have been written about these aspects but I will focus on main theories that allow me to discuss my project scope which is learning exhibitions, workplace-based learning strategy, and food production. First, it is necessary to see this from the perspective of Uganda education. I present literature for each part of the concepts in the problem statement directed towards the specific objective. The idea in this chapter is to discuss concepts with reference to different authors' views and experiences in order for me to build my theoretical understanding of my study and create scientific integrity to other scholar's works.

3.1 The Structure of education system in Uganda

According to Bloom, Canning, and Chan (2006), education is widely accepted as an instrument for promoting economic growth. It leads to the development of the people in the society, as well as the national goals of unity, democracy, economic progress, and security for all its citizens. Union (2007) mentioned that formal TVET programs are school-based. In some countries, training models follow those of their colonial power. Since 1962, Uganda's formal education system follows her former colonial masters Britain, (Uganda, 2014) and the ministry of education is responsible for overseeing the running of all public and private education institutions. It is divided into the primary level, Ordinary level, Advanced level, and tertiary level. The primary level is 7 years leading to an award of a primary leaving exam certificate. Lower secondary consists of 4 years of schooling leading to the award of Uganda certificate of education (UCE). Upper/higher secondary level consists of 2 years of schooling leading to the award of the Uganda Advanced Certificate of Education (UACE). After this level, learners can choose to have two to five years of university or tertiary institution/post - secondary education depending on the chosen profession and the performance of an individual. This system has existed since the early 1960s,

Those who do not perform so well at an advanced level but willing to go ahead with education choose to do Vocational education skill-based courses in either tertiary or vocational institutions for a certificate or diploma course if their grades are not [2]accepted for social humanity courses at the university. In the New Vision newspaper of 20th December 2015 Kampala, Uganda – Dan

---

[2]https://www.unido.org/fileadmin/user_media_upgrade/Media_center/2014/Events/ECP_Conf_Session_I_Uganda_11Nov2014.pdf

Nsalasaata reported that The Minister of State for Finance Planning and economic development MOFPED David Bahati said he wants Ugandans, particularly parents and the young generation to embrace technical and vocational education. He said this is a gateway to job creation, curb unemployment, and forge a sustainable economic development for Uganda.

> "Vocational education is not a poor cousin of the classic education system; it is not the last resort, it is not for only disadvantaged children. Technical and vocational education is the answer to unemployment and slow industrialization that we are facing today, 'he said. 'I am particularly delighted that this time round, quality education is the main focus of the 2015 state of Uganda population report. And if the government is to fight the vicious cycle of poverty, and deliver a fairer society in which opportunities are more widely shared, we must secure the highest standard of education for all young people regardless of their background", Bahati said in the New Vision newspaper of 20th December 2015 Kampala, Uganda.

He noted that quite often the public tends to think that Vocational education was for academic failure. This negative perception must change.

The trend is changing slowly with the government initiative to make a vocational education system by advising and showing the benefits of vocational education to an individual. Graduates of social humanities are advised to have at least one vocational course they can undertake to create jobs. The Rt. Hon. Rebecca Alitwala Kadaga (the speaker of Parliament of Uganda) urged students to embrace technical education as one of the avenues to curb the high rate of unemployment. Addressing students of Uganda Technical College Elgon on April 7, the Speaker noted that millions of youths had graduated from several institutions but had failed to secure formal employment.

> "Times have changed technical education is no longer for failures that have not made it to the University. Graduates of technical courses are now more marketable and can employ themselves and others. Many have papers but can only knock on people's doors for jobs. Be proud of technical education enjoy it", Rt.Hon. Kadaga said (paper, 2016).

The government of Uganda is now giving loans to graduates to undertake these courses in its struggle to create jobs for a big youth population and after these courses, youth groups are given

business loans, which they start paying after a gross period of two years. This was confirmed by New vision paper of 8th April 2016 (paper, 2016) Rt.Hon. Kadaga when she told graduates not to rely only on formal employment from the government. She said Busoga region would benefit from a social action fund from government aimed at improving the general welfare of the people from the region. In Uganda, where about three-quarters of the population is under 30, even well-educated young people often search in vain for jobs. To fix the problem, the Ugandan government is providing loans to young people who want to start their own businesses. Over the past three years, more than 50,000 young loan recipients – including some who have received special training in business management – have started and grown a range of small businesses, (Agiresaas, 2015). This has grown more interest in vocational training among the youth as shown by the increase in numbers of enrollment into vocational schools this year an example being the hotel and tourism training institute where I teach. At HTTI, the number of students enrolled for the basic certificate in hotel operations as risen by 160% from last year's enrollment, in fact, some applications was reserved for next intake, as the institute could not handle the large surprising numbers due to limited space. This is also one challenge that is not always addressed however, it gives hope to vocational activists like me, schools and government that parents are starting to embrace vocational education.

3.2 The Hotel and Tourism Training Institute (HTTI).

In the hospitality industry, there was not so much training in the country since skilled hoteliers would be imported from Kenya to do on the job training for hotel employees. A government initiative to improve the skills in the hospitality industry, several institutes were birthed, this included the Hotel and Tourism training institute. The Uganda Hotel and Tourism Training Institute (UHTTI) started in mid of 1980's after a feasibility study under the project UNDP/ILO/UG/30. The institute was established at Fairway Hotel in Kampala in 1989 as a pilot school under the ILO/UNDP. When its original owners repossessed Fairway Hotel in 1991, ILO/UNDP pulled out of the project, leaving it entirely to the Government of Uganda.
The government enacted Statute No.14 of September 1994 that established the present Hotel and Tourism Training Institute and transferred the former Crested Crane Hotel and all its assets to the new Institute. The Statute commenced in 1994, and the institute resumed training in mid-1996 at Crested Crane Hotel in Jinja, 80kms East of Kampala, with a new management under Ministry of Wildlife and Antiquities, later Ministry of, Tourism, Trade, and Industry (MOTTI).

The Statute, however, was replaced by section 130, sub-section 1 and 2 of the Universities and other Tertiary Institutions Act, April 2001 that commenced on April 6, 2001. The Uganda Hotel and Tourism Training Institute, fully owned by the Ugandan Government, was in 1998 transferred to the Ministry of Education and Sports (MOES) as its line Ministry. It was upgraded through the World Bank PAMSU Project Phase1.

In November 2007, following Cabinet directive, UHTTI was again transferred back to the Ministry of Tourism Trade and Industry. Its main aim was to produce a highly skilled and competent workforce for the National and International Tourism and Hospitality Industry.

The mandate of UHTTI is derived from statute No.14 of 1999 and the universities and other tertiary institutions Act of 2001. Cabinet memorandum CT (2010) 109 further spelled out the principles for a bill for re-establishment of UHTTI under the Ministry of Tourism. UHTTI is mandated to;

- Organize and conduct courses in Tourism, Hotel management and Catering and to make provision for Advancement, Transmission, and Preservation of Knowledge.
- Conduct examination and grant Certificates, Diplomas and other higher awards of the institute.
- To consult and cooperate with anybody or organization in or outside Uganda having similar functions (UHTTI 2016). (http://www.uhtti.ac.ug/index.php/about-us[3]) MOTEA 2016

3.3 Food Production

According to FPT (2014), Food Production and its related operations are integral elements of hospitality management, hotel management, and restaurant businesses. It requires a skilled staff who can produce a wide variety of quality foods. At HTTI, food production is a basic subject in hotel management course and it is the focus of this research project. In this subject mainly, we teach food preparation and food related activities to learners following a set syllabus and curriculum. We give learners a wide range of content about food depending on the time available for us to deliver this content. The curriculum followed at HTTI relates to the international standards to prepare learners for international kitchens. In their food production curriculum, The Institute of culinary education described, "The ability to manage kitchens efficiently and understand food production is a valuable skill that is essential in today's cost-sensitive environment (education,

---

[3] (http://www.uhtti.ac.ug/index.php/about-us

2016). The food production course will explore this important department from inventory and progress to purchasing, storing, menu design, and preparation of plate presentation and planning, and operation. Students will examine kitchen operations in a professional environment. http://www.ice.edu/career-programs/school-of-hospitality/curriculum[4]

We offer the same food production curriculum at school. Marrow and Devos stipulated that culinary students are receiving technical skills that will prepare them for jobs in the kitchen or as a food and beverage manager at an assistant level, (Okeiyi et al., 1994). This curriculum focuses on skills and knowledge of food and kitchen operations. Learners of food production perform better during these exhibition preparations and presentations when their teacher is around at every step to guide them when cooking and providing feedbacks on items prepared. Fiscus, Schuster, Morse, and Collins (2002) emphasizes that embedding instructive feedback stimuli into instruction is one method that can be used to increase instructional efficiency by allowing students to acquire more stimuli. These feedbacks involve providing more information to a student about what is done.

Okeiyi et al. (1994) comment that in this age of service management and total quality management, emphasis on technical skills may place hospitality graduates at a disadvantage, therefore it is necessary to find a consensus between what we teach in hospitality programs and what the industry personnel expects from them. This creates the need to integrate workplace based learning involving hotel personnel in teaching and allowing more time for learners to practice in the hotel and schools. Learning exhibitions could be a better way of doing this. Goody (1982) says that in the preparation of food, we shift from the field and the granary (or marketplace) to the kitchen to the art of cooking and cuisine. Learners need to know that someone to enjoy what they have cooked will always depend on the consistency of the quality of food. The rate of consumption of food in a restaurant depends on the quality of cook ('le cordon bleu).

Tekin-Iftar and Birkan (2010) also adds that food and drink preparation skills are important in the domain of daily living for learners because they enhance their independence at home, facilitate employment opportunities in the community, and increase group-home living options. Goody (1982) emphasized that a rough paradigm for the analysis of consumption of food requires a further

---

[4] http://www.ice.edu/career-programs/school-of-hospitality/curriculum

breakdown of these processes into the preparation of food (in the kitchen) and the consumption of food (on the table).

The preparation of food comprises of three phases;

a) Preliminary work, the butchering of meat, shelling of nuts, the husking, winnowing and grinding of cereals.

b) Cooking, the application of heat, or other transforming agents (cold, vinegar, salt, etc.)

c) The dishing up.

While the aspect preparation analysis we need to consider is:

a) Who cooks, with whom (cooking group) and for whom (consumption group)

b) Technology of cooking (hearth, containers, oven, instruments, spit, and fuel)(Goody 1982;47)

Learners need to know these aspects rotating around food and their application in the real world.

3.4 Learning exhibitions.

An exhibition is an assessment that provides the opportunity for students to demonstrate a skill or knowledge that is highly valued by the school (Niguidula, 1993, p. 7). He continues that it grows from a vision of students performing as their teachers hoped they would. Brooke and Andrade (2013) also describe exhibitions as not something that simply happens at the end of a unit, detached from prior learning but it is the result of an extended, in-depth period of learning. They add that an exhibition provides evidence that students have mastered specific content and standards

In education, the term exhibition refers to projects, presentations, or products through which students "exhibit" what they have learned, usually as a way of demonstrating whether and to what degree they have achieved expected to learn standards or learning objectives. Wiggins (1991, p. 357) noted that the intent of the exhibition's project is to help schools design more authentic, engaging, revealing, and trustworthy "tests" of a student's intellectual ability. It is typically both a learning experience in itself and a means of evaluating academic progress and achievement. Swan (2005) according to constructivist learning theory says all learning is an active process and all knowledge is unique to the individual, whether acquired from lecture and text or discovered through experience. Learning exhibitions are a form of active learning in which learners construct knowledge with friends.

The exhibition is a high-stakes demonstration of mastery that occurs at a culminating academic moment, such as the end of a school year or at graduation, (Brooke & Andrade, 2013). This is to say, Exhibitions are summative assessments, but the process of building up to a final exhibition includes ongoing assessment, feedback, and revision.

Learners as ambassadors of their learning are important to initiate individual creativity towards practice, (Ivan, 2015). Based on the Reggio Emilia approach to learning, Visible Learners highlights learning through interpreting objects and artifacts, group learning, and documentation to make students' learning evident to teachers, (Mara Krechevsky, 2013). In the exhibitions, learners had to face a challenge of exhibiting and explaining the journey of cooking their products which to many was fun and learning to compare it with what is on the field where some of them work. Bjerknes (2002) as cited by (Ochan, 2012) made it clear when he said that meaningful learning only takes place through personal involvement by students when it's self-initiated and the learners evaluate to see whether it leads to what they want to know or meet their needs. Making them exhibitors of their made products creates a sense of ownership and inclusiveness in the training program.

Wiggins (1991, p. 356) noted that the goals behind exhibitions are to design standard-setting tests that provide direct evidence of a student's intellectual ability and able to stand by themselves as objective results. It also designs authentic intellectual challenges at the heart of a discipline and tests that are more likely to engage students and motivate them to raise their own intellectual standards to do well on them. Exhibitions in vocational education are a new trend of learning instruction tool that needs to be adopted in the schools where Learners have a chance to discuss and meet the experts in their particular fields.

Pedretti (2004) adds that the sessions help build young people's confidence, support, and develop their knowledge and skills outside of the formal learning environment. They represent a paradigm shift from the "objects in glass cases" to an emphasis on involvement, activity, and ideas. however to the school as mentioned by Niguidula (1993), exhibitions allows a school to see what its students have done and to show the community what the school itself is doing, and it provides grist for the conversation mill within the school and community about standards and systems. Thomas (2000) said this exhibition tool is probably more closely related to the typical Project Based Learning (PBL) assessment paradigm where a brief project is followed by some exhibition

and where students' products or performance associated with this exhibition are used by teachers (or others) to make inferences about what and how much has been learned.

However, the teachers should control these activities although continuous control may result in less learning involvement by learners. This is discussed by that Such guidance whether it is achieved through the use of worksheets, narratives or teachers implies challenging the view that an exhibition is an arena for free-choice learning. He adds that students enjoy the free exploration of an exhibition. Wiggins (1991) says teachers should ensure that a student has adequate guidance, evaluation, and incentive. Free exploration can create frustration and, more importantly, lack of structure generated little learning-related behaviors. Other research suggests that appropriate structure and guidance can lead to increases in interest (Jarvis & Pell, 2005 as cited by Hauan & Kolstø, 2014). But if it is achieved as active learning, features of this learning culture can include an emphasis on student revision, projects with multiple checkpoints, high expectations for student work, use of outside experts, regular critique sessions, and student exhibitions, (Thomas, 2000).

Too strictly controlled learning exhibition can be counterproductive for learning, by restricting only students' learning-related behavior. Wiggins (1991) adds that the idea of the exhibition is to capture the interest value of an authentic test of one's ability. As cooking may be fun to most students, this can be a venue for creating items which are out of their learning interests but to satisfy their ego of cooking to sell or eat. National Forum to Accelerate Middle-Grades (2002) reported that In order to attain academic excellence, teachers should challenge their learners to use their minds well, providing them with the curriculum, instruction, assessment, and support they need to meet rigorous academic standards. This is supported by Brooke & Andrade (2013) that Exhibitions require the restructuring of class time, and often serve as an alternative to traditional high-stakes assessments (i.e. standardized, norm-referenced tests). For these reasons, exhibitions are most successful when a school-wide approach is adopted and agree on common standards.

Students, therefore, should learn to understand important concepts, develop essential skills, and apply what they learn to real-world settings. Knowing the desired student abilities and work standards, as embodied in culminating performances and scoring criteria, would force key issues of policy: how will time, space, personnel, and other resources be best used to ensure that diploma

standards are met (Wiggins, 1991, p. 359). Teachers should use a variety of methods to assess student performance, including learning exhibitions, projects, and performance tasks.

Wiggins (1991) states that an exhibition challenges students to show off not merely their knowledge but their initiative; not merely their problem solving but their problem posing; not just their learning on cue, but their ability to judge and learn how to learn on an open-ended problem, often of their own design. de Bruijn (2004) cited Entwistle (1991) indicating this as follows: "it is the students' perceptions of the learning environment that influences how a student learns, not necessarily the context itself" (p. 202). This gives an opportunity to schools to start using learning exhibitions as one of the modes of instruction that will involve the community and expert or policy maker to view what the students can do in the world of work and solve community/self-problems.

Some of the policy makers actually studied social humanity courses, therefore, cannot advocate for vocation education creating a big gap in funding. However if schools can exhibit some of their products to the community, then we expect a change of mind to the concerned parties. Exhibitions help to challenge learners to show their initiative not only their knowledge of problem posing and learn how to learn on an open-ended problem, often of their own design. Norcini (2007) mentions that students who are able to self-appraise and self-manage are able to seek and receive feedback from others. Students should understand the goals of their work and have a grasp of what is good quality work during self-assessment so that they take part in identifying what they need to do to improve or move forward. They add that Students should engage in expressing and communicating their understandings and skills, initiated by teachers' open and person-centered questions and Dialogue between teacher and students that encourages reflection on their learning and opportunity to learn. Wynne Harlen and Johnson (2014) also mentioned that exhibitions have a number of purposes, relating to students taking responsibility for their learning, working collaboratively and independently. Thus, "any exhibition should be the student's' opportunity to show off what they know and are able to do rather than a trial by the question, (Wiggins 1991).

3.5 Workplace based learning.

This is a type of learning involving workplace practices in learning to create a feeling of industry learning. Raelin (2008) describe workplace based learning as mindful and situated learning in the

sense that it does not view preexisting knowledge as fixed but rather as provisional until tried out in a given context or in practice. Workplace based learning can be described as problem-solving learning, situational learning, experience-based learning, project-based learning and active learning. Dornan, Boshuizen, King, and Scherpbier (2007) says that workplace based learning involves 'participation in practice', which evolves along a spectrum from passive observation to performance. He adds that teachers should help students participate by being both supportive and challenging actively. In the teaching of food production, skills are developed when learners practically participate in the process of learning especially practical part of it. Therefore, educators should continue to search for alternative instructional procedures that promote learning and generalization during acquisition training (Tekin-Iftar & Birkan, 2010).

Mills (2010) argues that workplace based learning will usually be combined with traditional teaching methods such as lecture and talk-chalk within the same course; they focus on application and possibly the integration of previously acquired knowledge. A teacher may demonstrate how an item is to be cooked then direct his student on how to do rest in reference to how it is prepared in the industry (workplace). It is also important to observe how students operate which builds confidence in them. Saedon et al (2010) add that observing trainees during their daily practice is a time-efficient way of determining their level of competence. He says that by giving great importance to the concept of feedback, trainees are encouraged to reflect upon the learning experience and can therefore, improve their skills. However, this competence according to (Dornan et al., 2007), the workplace is where competence eventually has to be applied; it is the hotel industry, workplace education is self-evidently important.

Workplace based learning recognizes that learning can occur spontaneously in a given situation. it is not related to learning as a set of facts to be stored and used later but rather to bringing new tools to bear in order to figure out how to cope with instant challenges arising from the practice field (Raelin 2008, p. 5-6). This is to say learning is more of practice than theory to be stored for later use. Saedon et al (2010) quoted (Norcini & Burch 2007) that workplace learning leads to an increase in interest in a variety of formative assessment methods that require observation and offer the opportunity for feedback. These feedbacks in learning provide a stepping-stone for the next level of learning. This assumes that learning occurs naturally as part of hotel kitchen work.

Mills (2003) suggests that this type of learning tries to incorporate human skills into student's knowledge base and professional practice. Today learners must cope with continual technological and organizational changes at workplaces. This incorporation brings about confidence among learners on what is learned and how they perceive knowledge. In support to this (Ito & Kawazoe, 2015, p. 84) mentioned that employing active learning approaches such as cooperative learning and/or PBL is reasonable to help develop students' research skills, especially in the employability context, as students work on real world issues. The main aims of Workplace Based learning are to aid learning through objective feedback and to provide evidence that the competencies required to progress to the next level of training have been achieved (Saedon et al, 2010, p. 369). With learning exhibition as a tool of learning, direct feedback after and within the sessions from teacher to learner makes a great impact on learning.

Mills (2010) reported that some of the positive aspects noted by students in this type of learning is the use of real world applications and the development of technical and problem-solving skills. These skills differ from learner to learner because they have different desires and specialties in skills. This being a wide course of the hotel, there is also a wide range of skills that learners have to come out with like in housekeeping, front office, managerial, food service. However, the focus is on food production skills. Saedon et al (2010) explain this when he says these workplace based trainees have a wide spectrum of skills, knowledge, and motivation. There is much emphasis on gaining generic skills and core competencies, so this may be the perceived minimum standard. This creates a pull over as each teacher tries to make sure learners emphasize on acquiring their subject skills. Saedon et al (2010) add however, it would be unfair to have different expectations for trainees doing the same job, despite having different specialty choices, so the standard should be the same for all.

This learning system greatly impacts on a learner's application of knowledge in the field during internship but more applied when learning in class takes place. Learners use intuitive knowledge to assess if the type of learning they use can improve their learning and skills. Brooke and Andrade (2013) concludes that Exhibitions require the restructuring of class time.

Workplace based teaching technique according to (Wright, 2003) can strongly link the two practices of teaching and research in a way that benefits student learning. In a way, it also increases learner participation and learning as immediate feedback from their teacher gives them and

highlight of what they are doing. Norcini (2007) notes that perhaps, more importantly, workplace-based learning can be instrumental in the provision of feedback to trainees to improve their performance and steer their learning towards desired outcomes. When it comes to implementing exhibitions, (de Bruijn, 2004) says that the assumption of implementing such a radical approach within more students will find learning a highly relevant and attractive experience. This might lower dropout rates and lead to a higher qualification level for the total population. Learning exhibition used at schools can have a positive outcome of learners in the way they perform their duties at school and workplace. This happens when what they do at school reflects well with what they do at work.

3.6 Theories of Learning.

Theories of learning employed in this study were "community of practice by Etienne Wenger and constructivist learning theory by Vygotsky. These theories are relevant in solving practical problems, especially in a community with an identified goal. For this case, we used communities of practice theory to provide guidelines for group participation in preparation for exhibitions and used constructivist theory to enable us to understand the purpose of self-constructed knowledge towards learning.

3.6.1 Constructivist learning theory

According to Hein (1991), constructivism refers to the idea that learners construct knowledge for themselves---each learner individually (and socially) constructs meaning---as he or she learns. "Constructivist" is the name given to theories of learning grounded in an epistemological alternative to objectivist theories of knowledge, (Swan, 2005). Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences, (Gonsalves, 2005). He adds that Learning is therefore simply the process of adjusting our mental models to accommodate new experiences.

Constructivist learning theory is based on the now commonplace idea that knowledge: is actively constructed by the learner (Prawat & Floden, 1994). However, for de Bruijn (2004), learning involves processes of constructing meaning in continuous interaction with the social and cultural context. Hein (1991) also noted that constructing meaning is learning; there is no other kind. This is to say "Learners do not transfer knowledge from the external world into their memories; rather

they build personal interpretations of the world based on individual experiences and interactions" (Ertmer & Newby, 1993). (Fosnot, 2005, p. ix) in a quote, "Constructivism is a theory about knowledge and learning. It describes both what "knowing" is and how one "comes to know" (Woo & Reeves, 2007).

Learners test the validity of developed constructions through dialogue. Prawat & Floden (1994) confirms that knowledge creation is a shared rather than an individual experience. De Bruijn (2004) adds that within learning arrangements, the teacher and students play a vital role in this process. Collaborative learning is, therefore, an important form of learning. At the same time, it is the task of the teacher (as an adult cultural bearer of meanings and as a pedagogic-didactic coach) to take this construction process further than students can take it alone. Hein (1991) argues that we have to recognize that there is no such thing as knowledge "out there" independent of the knower, but the only knowledge we construct for ourselves as we learn. Learners in exhibition construct knowledge by knowing what and how to cook and present. De Bruijn (2004) also says in learning arrangements it is important to give shape to the zone of approximate development as a goal of learning. Learning is a process of acquiring accurate understandings of fixed entities and relationships that exist independently of human activity (Cobb, Yackel, & Wood, 1992 as cited in Prawat & Floden, 1994). As learners construct knowledge from without in, they tend to concentrate on new ideas developed in a group relating to what they know.

According to Swan (2005), Constructivists hold that meaning is constructed in our minds as we interact with the physical, social, and mental worlds we inhabit and that we make sense of our experiences by building and adjusting such internal knowledge structures that collect and organize our perceptions of and reflections on reality. Learners reflect on the knowledge they already have on food and use it to develop new ideas about recipes of food. Teachers provide goals on which learning is based. De Bruijn (2004) puts it that it follows from the constructivist learning paradigm that it is important when organizing learning paths and learning arrangements to define clearly at all times what type of learning results are wanted and what forms of learning are best suited to producing these results in a given situation or terms.

Prawat & Floden (1994) in a quote said Knowledge, for Dewey, was not a mental state; rather, as he expresses it, "It is an experienced relation of things, and it has no meaning outside of such relations" (1910/1981, p.185). Training chefs should rotate around knowledge of food and its

environment. As De Bruijn (2004) suggests that learning is situation-related, with the consequence that the results of learning are also situated. The ability to continue to learn in ever-changing situations and take previously acquired competencies to a higher level is known as the transfer. This ability can be encouraged by allowing learning to take place in a wide range of situations and contexts (van Oers, 1998 cited by De Bruijn 2004).

The teaching of students within such a didactic design is steered in the direction of constructive learning and reflective learning as two sides of the same coin. Swan (2005) adds that all learning involves mental construction, no matter how one is taught. This actually makes learners to create knowledge from within depending on the available situation. Swan on constructivists says all learning occurs in our minds as we create and adjust internal mental structures to accommodate our ever growing and ever changing stores of knowledge.

3.6.2 Community of Practice theory

Wenger 1991; Wenger 2000) as the basis of a social theory of learning (Eckert, 2006). In the community of practice theory of learning, Wenger (1998) explains practice as what these claims processors have developed in order to be able to do their job and have a satisfying experience at work. He adds that it involves, thus much more than the technical knowledge or skill associated with undertaking some task. This means members are involved in a set of relationships over time and communities develop around things that matter to people. Learning in this contexts centers on participation and the way that newcomers progressively enter into a more central role in the community (Jonassen & Land, 2012, p. 17).

De Bruijn (2004) defined "community of practice" as an essential learning arrangement in a program that is aimed at developing competencies and self-regulation of learning and career development. In this case, learning exhibitions as a workplace learning tool will help develop competencies of my learners. Lave (1991) says learning as it seems to me, is neither wholly subjective nor fully encompassed in social interaction, and it is not constituted separately from the social world (with its own structures and meanings) of which it is a part. Likewise, it is hard to separate this learning process from the world of work. With this, Eckert (2006) noted that Communities of practice emerge in response to common interest or position, and play an important role in forming their members' participation in, and orientation to, the world around them. Murillo (2011) in a quotes (Wenger, 1998, p. 5) who says the community of practice enables to focus on

meaningfulness by locating learning within a social structure where its meaning can be collectively negotiated. Specifically, the framework brings together four interconnected and mutually defining elements:

- Meaning: a way of talking about our (changing) ability -individually and collectively - to experience our life and the world as meaningful.
- Practice: a way of talking about the shared historical and social resources, frameworks, and perspectives that can sustain mutual engagement in action.
- Community [of practice]: a way of talking about the social configurations in which our enterprises are defined as worth pursuing and our participation is recognizable as competence.
- Identity: a way of talking about how learning changes who we are and creates personal histories of becoming in the context of our communities (Wenger 1998, 5 in Murillo, 2011).
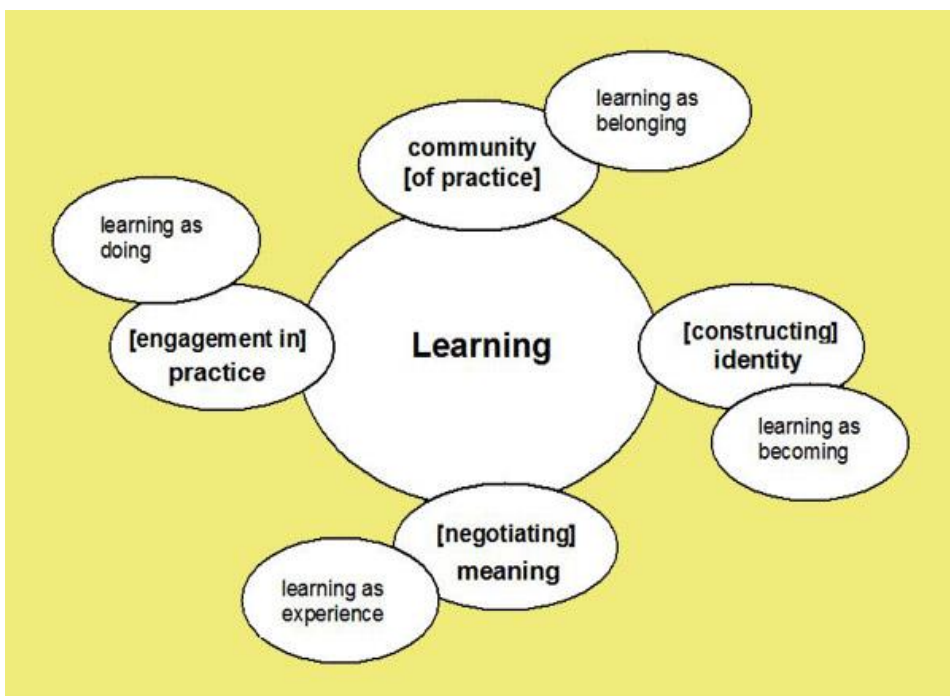
Figure 2: The connection between learning and the four elements of community of practices[5]

---

[5] This interconnection of community of practice theory with learning was proved slightly by Enrique Murillo (2011) to explain how one leads to another in the process of learning.

Learning being a center of community involves belonging to individuals, their identity, what they want to become, what they learn to create meaning and the individual getting involved in practice to achieve their goals. Murillo (2011) adds community of practice evokes the familiar human experience of participating in a group of like-minded peers,

The fact that they are organizing around some particular area of knowledge and activity gives members a sense of joint enterprise and identity. In this context, Wenger (1998) explains, "Learning is an individual process that has a beginning and end, it is best separated from the rest of our activities and it is the result of teaching". This means, learning process should have a target on which an individual aims. Lave (1991) says that learning is recognized as a social phenomenon constituted in the experienced, lived-in world, through legitimate peripheral participation in ongoing social practice. Learning should have meaning to an end in society. Wenger (1998) also explains learning as a social practice that brings people of the same cause together. It is doing in a historical and social context that gives structure and meaning to what we do. In the same line of the same cause, Jonassen[6] & Land (2012) described that community of practice tend to emerge in relation to particular purposes, with a central function of the community being to support its members in developing increasing expertise so as to more effectively realize particular goals.

The community of practice is where we develop, negotiate, and share knowledge and ideas such as what we say and what we do, what we aspire to and what we settle for, what we know and what we can manifest, (Wenger, 1998). Wenger adds that collective learning results in practices that reflect both the pursuit of our enterprises and the attendant social relations. It is the students' perceptions of the learning environment that influences how a student learns, not necessarily the context itself' (Entwistle 1991 p. 202) as cited by De Bruijn (2004).

Wenger (1998) argues that must understand practice as a learning process and that a community of practice is, therefore, an emergent structure. He adds that in community practice, the meanings of inequality are negotiated in the context of this process of mutual recognition. Therefore, when the focus of the community (group work) is not on supporting learners (as a change agent) to have a greater impact on the world, but instead on changing the learner (as an object to be changed). There is the potential to undermine the use value of the content learned and benefits of enlisting a

---

6

community of practice model to support learning (Barab, Kling & Gray 2004 as cited by Jonassen & Land 2012). Using learning exhibitions to enhance group work should aim at transforming a learner to be able to influence society in terms of skills and knowledge acquired during the use of the model as Prawat & Floden (1994) puts it that knowledge is a social product. In support with this, Eckert (2006) adds that Participants in a community of practice collaborate in placing themselves as a group with respect to the world around them.

Lave (1991) proposed that, consider learning not as a process of socially shared cognition that results in the end in the internalization of knowledge by individuals, but as a process of becoming a member of a sustained community of practice. When learners practice together in a mutual recognition of each other, effective and equal learning can take place. Wenger (1998) therefore calls for a community of practice among individuals as collective learning results to a better individual understanding of taught concepts. De Bruijn (2004) adds that learning results should consist first of knowledge and skills that are sustainable, flexible, functional, meaningful and generalizable. However, a community of practice to function it needs to generate and appropriate a shared repertoire of ideas, commitments, and memories. It also needs to develop various resources such as tools, documents, routines, vocabulary, and symbols that in some way carry the accumulated knowledge of the community.

3.7 Summary of theory chapter.

The literature documented above is from various theories and concepts from different scholars who I found useful and in line with my study. They have directed me in an effort to improve my practice as a facilitator of learning. Learning exhibitions are a rarely used tool in the teaching-learning of vocational studies. The scholars above discussed different areas of exhibitions and how we can apply them as a workplace based learning tool. Since this project has been a participatory action research, I have concentrated on what is related to teaching and learning as well as educational research. The guiding theory in this research has been the community of practice theory of learning where learning is out of individual participation in a given activity in a community and the constructivist theory of learning by Vygotsky that explains that knowledge is constructed in the mind from the environment of the study. In the next chapter, I will discuss the methods and procedures used in collecting data, the type of study design I used and the approach that I found necessary to answer my objectives.

CHAPTER FOUR: RESEARCH METHODOLOGY

The methods section describes the rationale for the application of specific procedures or techniques used to identify, select, and analyze information applied to understanding the research problem, thereby, allowing the reader to critically evaluate a study's overall validity and reliability, (Kallet 2004) as cited by (Labaree, 2009). This chapter will describe the planning session of the research project, Use of Action research approach, research design, tools and methods, the research participants and ethical considerations. The methods section of a research paper provides the information by which a study's validity is judged (Kallet, 2004).

4.1 Planning session

There so many issues I would look at in my school that needed attention. However, the most crucial were the quality of my graduates. Following the objectives of Mayp 4300 of the third semester, I choose to deal with vocational pedagogical challenges and issues in my class and try to get solutions for the challenges with the students as presented in my project three which acted as phase one of this action research project. Results of the study recommended that learning exhibitions be put forward as a learning tool that could be adapted by the school. Little known by many, we set goals and objectives on which we based the project. Followed timetable at school to identify time within my lessons to enable us plan the sessions. Since learners had tasted the use of exhibitions, it was easy to emphasize a few points to follow during the activity. The learners decided upon it that all the practical be part of the project. This was tricky since some lessons came in between other lessons and this would reduce the time required. I, therefore, requested the responsible teachers of these lessons to adjust accordingly for the purpose of the project. Set out questions that guided my study, pilot tested the questions with my colleagues at the university through a consultative interview who guided me on how to do it better.

Identified target groups, organized my working tools, and speculating at the time, I was to meet each of the group. I wrote consent letters to the hotel school principal director and the academic principal in charge of academics to inform them about the research projects and the objectives of the study. The replies were not automatic and this necessitated that I approach their offices in person. I had a consultative meeting with the Instructors and the hotel staff who gave me their time and contribution on the matter.

We organized learning exhibitions although it was not easy as I expected. There was a lot of disorganization among learners not knowing what to do. This made me restructure the project, which also took time. Some learners saw this as a waste of time and some instructors felt humiliated by the fact that they had not done it before, therefore they were also on a learning side like their students. Demonstration, observation, guided discovery were some of the methods of teaching used during the project although group work was encouraged. Learners constructed knowledge of dishes depending on the ingredients available and made some tasty meals, which they would present. There was a continuous formative evaluation on learners' abilities during practical lessons to assess the difference and confidence in cooking unlike before. Constructive criticisms built learners confidence in what they were doing. I carried out this evaluation process with the same learners in the world of work doing their internship to assess if what the project exposed to them was helpful in terms of skills acquisition. Valid and reliable data was collected on all occasions focused on the objectives of the study.

4.2 Research design

This research project is a qualitative design using participatory Action research approach aimed at investigating the use learning exhibitions as a workplace based learning strategy in the teaching of food production. I preferred this design and approach to this study to critically analyze the problem and describe how we can solve it with participants rather than document and store data. I used research methods like Guided interviews, observations, audio and visual recording with photography to obtain reliable and traceable data. Free flow of answers and ideas based on respondents experience during the interviews made the process interactive and eased understanding of data provided. Ochan (2012) quotes Marczyk, et al (2005) defining Research design as the plan used to examine the question of interest. I involved learners, administration, and Instructors of vocational education in the school through the process of the research project to introduce change in the teaching process.

Wenger (1998) in his theory "community of practice" says collective learning results in practices that reflect both the pursuit of our enterprises and the attendant social relations. In this study, Duties were assigned to individual' instructors and administrators including students and the project started. This will help to improve the school, learners, and me as a facilitator. My subject food production is a practical subject that requires learners to be equipped with skills in cooking and

managing the cooking area. Therefore, this study will provide avenues for how our learners will develop skills and be able to use them in workplaces.

According to Kallet (2004), a study design is simply a strategy to control and manipulate variables that provide an answer to the research question regarding the potential cause-and-effect relationship. The research design was to answer the guiding principle question in the problem statement. The objectives following a chronological order from the first chapter discussing a little about the background of the study analyzing vocational education. The theme of the study creaming down to learning exhibitions as the focus theme. Purpose and significance, my concerns as a researcher followed by the theoretical chapter where literature is reviewed. The other chapters are the research methodology, findings, and discussion of data, conclusions, and recommendations. As Action research study are, Creswell (2013) on qualitative approach by constructivists adds, the research seeks to establish the meaning of phenomenon from the participants' view by identifying a culture-sharing group and studying how it develops shared patterns of behaviors over time.

This project took four months of the semester and I reviewed it over time observing and assessing the improvements in the learning process. I employed a participatory action research approach to involving all the participants who are directly or indirectly concerned with the quality of the hotel graduates. Kyarizi (2012) quotes Creswell (2012) explaining participatory approach as studying social issues that constrain individual lives, emphasizing equal collaboration, focusing on life-enhancing changes and resulting in emancipated research. We experienced these results after consultative interactions with participants who understood the concept and knew how to participate. The study will positively affect the learners and the Instructors who were involved in the change process and this will in-turn help the institute as a whole.

4.3 Using Action Research

Action research is about evaluating your practice to check whether it is as good as you would like it to be, identifying any areas that you feel need improving and finding ways to improve them (McNiff, 2016, p. 16). These evaluation results in vocational studies are easily determined within practice of your learners or yourself by identifying the performance of students or graduates in the field. Through studying and working within your practice, you can turn yourself into a reflective practitioner, a critical thinker, and an agent for personal and social change (Schon, 1983, Brookfield, 2013 & Arendt, 1958 in McNiff, 2016). The purpose of this study can best be

understood with this theory as it is aimed at improving my practice as a teacher of vocational studies through identifying the loopholes in my practice, work with concerned stakeholders to improve the quality of our hotel graduates. The project comes from me being just a researcher to being a participant practitioner in the teaching process aimed at developing skills of our learners. I used action research approach in this project to involve society (students, teachers, and administration) in managing problems around us in school.

Action research is that form of research approach that seeks to understand and improve the world through collective, self-reflective inquiry that the researchers and participants undertake and improve upon the practices in which they participate and the situations in which they find themselves. The reflective process is directly linked to action, influenced by an understanding of history, culture, and social context that is embedded in social relationships, (Baum, MacDougall, & Smith, 2012 in (Komugisha, 2012, p. 36). Using Actions research was the most relevant method of involving the school to solve this problem than being in an outsider research approach. Collective solutions and application of ideas make an understanding of the situation and involvement of all stakeholders. McNiff (2008) says action research methodology is a process that requires participants actively and critically to engage with their own and one another's learning. Students and their teachers were engaged in the project for purposes of improvement of skills and learning.

4.4 Population Sampling;

The study encompasses the learners, instructors, and administrators at the hotel and tourism training institute, Jinja and hotel supervisors were the learners are up for internship before placement for work. This makes it possible to test the relevant individuals in the population that saves time, money, and effort while conducting my research. I tested all the individuals in my sample that could help me obtain reliable, valid, and accurate results.

4.4.1 Sampling techniques

While preparing to carry out my research, I decided to use purposive sampling technique that helped me identify only those individuals who could give me reliable data. My sample was the third year class of diploma of hotel management who are in the field but particularly those training in the kitchen now. Patton (1990) as cited in (Michael Quinn Patton, 1999) defines Purposive

sampling as a judgment, selective or subjective, a non-probability sampling method that is characterized by a deliberate effort to gain representative samples by including groups or typical areas in a sample. My focus was on third-year students of food production and the study of learning exhibitions. Patton adds that the researcher relies on his/her own judgment to select sample group members. The students selected are those who work in the hotel kitchen during their attachment. Purposeful sampling focuses on selecting information-rich cases whose study will illuminate the question under study, (Patton 1999) & Micheal Quinn Patton (2015, p. 265). Students on training are normally rotated in all departments of the hotel but my emphasis was on the skills obtained and used in the kitchen. These third-year students are skillful in different areas of the hotel operations and can easily integrate new knowledge from the learning exhibitions.

4.4.2 The students

Learners are receivers and users of knowledge and skills gained in the learning process (Ivan, 2015). My target groups were learners in the third year doing the hotel management course. I choose to work with them because:

It is my class and I am responsible for their outcomes in the food production subject. Besides that, they have had three years of their study at the hotel school and they have had enough time to learn and develop new skills. Being their final year, this could make them aggressive in the quest for skills and knowledge of food.

Testing and using learning exhibitions with a rather more mature class would help identify loopholes in the process, which we will correct when handling the lower classes.

These learners also had more practical classes than the other students and therefore knew what and how to do it in the laboratory.

Some of the learners work in the hospitality industries in the area during their study. This means that they know the requirements of the practice, therefore, can easily identify the solutions to the challenges and issues as they may arise in the teaching process. This class gave me dependable findings and solutions both at school and in the field on which we are working out to improve for a better outcome.

4.5 Data collection tools

These are tools used in collecting systematic information for discussion's about a problem. In this research project, proper selection of tools was necessary to be able to collect the right data for interpretation and analysis. I gathered Data from participants using interview guides, observation checklists, note/log book, telephone as the audio recorder and photography, Tablet as the visual recorder. Others were a laptop for entering and analyzing data, pens, and work process analysis.

4.6 Methods and procedures

Reliable data was collected using different methods that are available in the various traditions of action research. Interviews, group discussions, Audio and visual recordings, photograph, telecommunication, creative teaching methods resulting in narrative and participatory classroom environment were used in data collection and the procedure was using a tool in each method application. The actions followed the data collections, which I focused on objectives and research design.

4.6.1 Guided Interviews:

This was the most used methods in collecting data from Instructors, hotel staff, and students. I interviewed Instructors and hotel staff using open-ended interview guide to ascertain the information I wanted. Each category of participant had a different set of interview questions although depending on their answers, I would create other questions that would make my point clear and relevant. This was more of consultative and interactive meetings with instructors and students at the school that eased free flow of information. I used this to collect data from hotel supervisors who work directly with trainees in the field. It was the most appropriate method to use because most of these supervisors are so busy to answer questionnaires. Some may accept to take the questionnaires but will take time to answer them which time I did not have. Interviews give reliable data since it gives someone time to explain details on the issues they raise and it also give respondents to speak their minds about the topic. Patton (2015, p 426) suggests that we interview people to find out from them those things we cannot directly observe and to understand what we've observed, the fact of the matter is that we cannot observe everything.

Kvale & Brinkmann, (2009, p. 2) as cited by Kyarizi (2012) says an interview is literally an inter-view; an inter-change of views between two persons conversing about a theme of mutual interest. They maintain that a research interview is based on conversations of daily life and is a professional

conversation where knowledge is constructed in the interaction between the interviewer and the interviewee. In this accord, I tried to relate with the interviewees bringing topic as a common idea we needed to discuss. Most of the interviews with learners at school were not practically planned as I would interact with individual learner and instructors at their pace and freedom. Within the interactions, I would pose questions focusing on my stated objectives. Sometimes, their programs would distort the interaction but I would always go back to them and continue with the interview.

For purposes of clarity at the end of the interview, I would ask a respondent to clarify on a few points they mentioned earlier. The challenge was I would sometimes receive different information from the same question asked twice. Others were reluctant to give answers thinking it would affect their positions in the institute especially the instructors when asked about their teaching styles. I would sometimes feel that the interviews with hotel supervisors are biased because some thought I was the student scout (supervisor) from school. They said they had not received any kind of researcher that asks about student's performance. However, I would always try to level the grounds by telling them again the purpose of my interviews.

4.6.2 Group discussions and Dialogue:

Mishra (2016) defines a Focus Group Discussion (FGD) as a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. This time, I would meet instructors during their lunch break and discuss topics. I would also discuss these with students during the project or in class were I would introduce topics for discussion and helps the group to participate in a lively and natural discussion amongst themselves while I guided the group of participants as (Dawson, Manderson, & Tallo, 1992) suggested. We held these discussions at school in different phases. The first group (1) included students in the third year, which always happened in class within the lessons as a particular lesson was going on. I would pose a topic for discussion directed towards achieving my objectives of the study. Students would freely discuss exhibitions, how we can do it giving suggestions of time and place. Because of the less time for the study, I used most of my lessons to obtained reliable data from my respondent. As Mishra (2016) suggests that a focus Group is a type of in-depth interview accomplished in a group, whose meetings present characteristics defined with respect to the proposal, size, composition, and interview procedures. These discussions also happened during exhibitions and practical with learners and here they would give their reflections on the project depending on what they feel about

their work. In turn, I would always encourage them to participate in such activities deemed good for their skills development.

I would also open discussions with instructors (group 2) during our lunch break to discuss the topic which would always come in as a "by the way" and here, each instructor would give their opinion on the matter. I recorded data using my phone and analyzed when am free. Nevertheless, this would trigger some off, as they never wanted to be on record. Sometimes the discussion would go off side but always found ways to bring it back to table without causing alarm, as not everyone was interested in the matter. I observed this whenever I brought this topic that someone or two teachers would not comment or involve themselves. I found the time and had a dialogue with each of these teachers but their opinion was negative saying this kind of tool cannot work in such an environment. This was a revelation to start looking at the study on both sides and this affected my interviews too.

According to Bohm (1996), Dialogue is a stream of meaning flowing among and through us and between us, which will make possible the flow of meaning in the whole group out of which emerge some new understanding. I used these methods interchangeably to obtain reliable data from the sample. I had dialogues with the instructors about ways we can execute the project. These would be whenever I had a chance with one of the respondents whether at school or in my car as I usually drove some members to town or home. I would pose questions to start the conversation or dialogue like, by the way, "what do you think about this all project" their views would then lead me to the next question. I used these methods because of the various uses with different respondents at different intervals. The target groups would always be involved in the study.

4.6.3 Observation

Observation is "the systematic description of events, behaviors, and artifacts in the social setting of the chosen for study, (MARSHALL and ROSSMAN, 1989) as cited by (Kawulich, 2005). During the practical and exhibitions organized at school, learners performed different tasks in groups preparing dishes and serving or presenting. My input here was less as I tried to observe how learners perform. As a researcher, I was a participant observer that the other participants knew my motives, which improved ethical issues, and this made learner to lack negative emotional involvement in the practice. I observed that learners constructed new ideas about food and would

come up with nice dishes for presentation. However, participant's behaviors changed whenever they noticed that study purpose observation was going on and in this, I would not see thing as they really are. They were working in groups corresponding well with each other as they develop new ideas.

In the African tradition, children are groomed on how to present food to elders or people they respect. This is because; the way someone presents food has an influence on the attention and appetite to the one they are serving. Children presented food to their parents in a different way from how it was given to young ones in the family, for example, my mother would serve her husband on a table with separate plates for food and sauce while she and we the children eat from one plate or together in one gathering. This was a sign of respect to my father but also as an elder. As we grew up, presenting food to a visitor or elder has been a culture showing love and respect. Students who take up studies related to their childhood nurturing and use the experiences in the field can professionally do this food presentation.

Figure 3: Food presentation to the family member excluding the father.

Mjelde and Daly (2006) comments that group work or co-op program allows students to develop a repertoire of professional skills and competencies while accumulating a body of industry specific work experience. Creswell (2013) defended the observation method when he says collecting data might involve visiting research sites and observing the participants' behaviors without predetermined questions or conducting interviews in which an individual can speak openly about the topic.

---

[7] This illustration is retrieved from my Facebook photos as reference to how African children observed served food presentation in their homes.

Being an observer-participant, I would also have interviews during the process to establish views of how much students learned in the project. During the process, I would often pop in with some interview questions like "how do you feel about working together?" or "do you think this is a better learning experience?" noting down what I observe and interview depending on my observation checklist. Participant observation is the process of establishing rapport within a community and learning to act in such a way as to blend into the community so that its members will act naturally. Then removing oneself from the setting or community to immerse oneself in the data to understand what is going on and be able to write about it, (Kawulich, 2005). The period in which I carried out this project enabled me to observe individual activities through participation. Being adult learners, I easily integrated myself among them that they freely participate with me in activities. It was easy to observe their natural being of work because they also took me for a student somewhere but also their instructor. Therefore, observation aided my data collection.

4.6.4 Audio and Visual Recordings:

Bloor and Wood (2006) define Audio Recording as the recording of sound for the purposes of data collection. This sound of speech from respondents was very necessary to be recorded for transcription, as every statement mattered for the sake of my study. Bloor & Woods (2006) add that the recording of audio data through devices such as tape recorders has been a significant development within qualitative research, replacing the researcher's handwritten notes. I used these to collect data from participants during the discussions (naturally occurring data) and oral interviews as some of them gave detailed information about the cause. Interviews conducted in the hotels were recorded especially when the supervisors would give me little time yet I needed more data to collect. These helped me when I could listen as well as contemplating on the data I was given. When I settled down, I listened to the recordings to be able to analyze the data. These audio recordings have been useful from the inception of this project when I met with Professor Jan Stålhane and one of the exchange Instructors in HiOA from Kyambogo University Ms. Kyalizi Lovance in Norway to give me highlights, which have helped me in carrying out my project.

Recording helped me to free from note taking to concentrate on the duty at hand to listen to what is said and prompt for other response as they arose which improved the reliability of data. However, sometimes-recording created bias in the conversation as the respondent became aware of the recording. This also increased ethical issues of seeking permission to record. The respondent can request the recording device to be switched off at any time during the discussion (Bloor & Woods

2006, p.17). This too affected my data collection because, for such data, it would be still hard to take note being off record. This normally happened when interviewing the hotel supervisors and some instructors at school.

4.7 Reliability and Validity
4.7.1 Reliability

Reliability is the extent to which research produces the same results when replicated, (Bloor & Woods 2006, p 147). I achieved data accuracy by asking relevant questions geared towards the objectives of the study and the research design using interview guides on different occasions to the same respondents. This was to avoid being subjective on participant response which would create researcher bias. I would interview participants privately on an individual basis making sure there is no interference or error to avoid participant bias in the way they answer. I gathered reliable data by making sure I ask the same question twice or thrice but also taking note that I do not interview many participants, which would make me feel tired of overlooking relevant questions, altering data or have false interpretations. To achieve this, data corrected during the interviews was corresponding with what I observed. Instructors also gave their information during dialogues. The degree to which interviews produced the same results at different intervals of questioning made my findings reliable. Trainers at the hotels were learners trained from gave me similar findings from the interviews I conducted with them at different intervals. Therefore, reliable data was collected for the project from participants.

4.7.2 Validity
Kallet (2004) also describes Validity as the credibility of experimental results and the degree to which the results can be applied to the general population of interest. Bloor & Woods (2006) also defines Validity as the extent to which research produces an accurate version of the world. I chose to use interviews and observation methods as appropriate for collecting accurate data as they measure the natural behaviors of participants. As said earlier, data collected during interviews could be observed, as participants got actively involved. It was clear that their behaviors during work were respondent to the interview results. If I say the results got were expected, I would bias my findings, however, the internal validity of results gathered was accurate but not with the real world (external validity). The methods and tools used were valid to collect the relevant information from the type of participants in the study. Follow up to the workplaces saw different ideas from the

student supervisors and trainees themselves when I used these methods. In a workplace environment, short time interviews were the most appropriate method of data collection. At the end of the study, valid and reliable data was collected, analyzed, and implemented ideas for correction of the situation.

4.8 Ethical considerations

Given the motive to influence other people's thinking towards a project, ethical issues are critical. (Norton, 2009 cited by Ochan, 2012) stated that ethical issues are a set of standards that are professionally accepted to guide researchers when conducting the investigation leading to the publication of results. Through my head of the department, I talked to the academic principal and the head of the department followed by a letter of consent and an introductory letter from the Kyambogo University addressing me as a student of HiOA (Appendix 1). The letter was asking for permission to carry out the study on my class since this was contradicting with the time for my lessons. When they granted me permission, I talked to the learners about the study and the purpose before we proceeded whom also found it very necessary since they were to benefit from it. They were also very willing to participate and this made it easy for me to collect the necessary data, however, I told them it is at will to participate. I received a request letter from the hotel school to take to the hotels (Appendix 2) where students are training from introducing me as their instructor and a student on research. I based my ethical issues Creswell's ethical principles:

- Prepare and distribute your ethical documents to all participants have an ethical statement, letters requesting and granting permission, seeking permission for access- administration, respondents etc.
- Promise confidentiality on information, identity, and data
- Keep a good professional conduct (Creswell, 2013).

I obtained a list of students, the hotels they are attached to and their immediate contact person/ supervisor (Appendix 3) at the hotel. I also received students contacts list for in case the supervisor contact I had was not available for reach which list I did not put in the appendices for purposes of anonymity. I made calls to hotel managers in charge of training to seek appointment for an interview as well as visit my students. Some managers turned down my request even after receiving an introductory letter however for those who accepted, they set the date and time to meet. During the interviews, names were withheld for purposes of privacy and confidentially of the respondents.

I was visiting hotels at random and picking on the available student for an interview, sometimes even the hotel representative would be different from the ones I had an appointment with.

During the project, I made sure that everything we did agreed of the group/participants right from the initiation stage to the end. I made sure I observe participants integrity, truthfulness and respected every view. I took Participant's views very seriously and used them in the project without having names of individuals on a particular duty. This was to ensure society got involved in actions without having doubts about who is in or out and ensuring the privacy of participation views. Kyarizi (2012, p. 65) employed (Winter 1996, Descombe., 2007) quote in addition to this that when dealing with action research, the work must remain visible and open to suggestions, permission must be obtained before making observations and that the researcher must accept responsibility for maintaining confidentiality. After these observations of the process during cooking and the presentations, students were given results of their assessments for matters of safety and of course, these were immediate results. I always requested for permission from the participants whenever I needed to record the conversation, take a photo, or record a video of the actions and discussion. This was after explaining to them that I may not be in a position to remember everything so needed it. Sometimes they would require not being included in the video or a photo, which I would always gladly honor.

4.9 Summary of the methodology chapter.

This chapter is about the process of the study right from the initiation stage or planning stage to the end explaining what I did where, why, how and with who. I aimed the guide to the process of this study at using learning exhibition as a workplace based learning to improve the quality of graduates through skills development. The project started in August with an action research project three at HTTI out of which I developed this action research in January. For purposes of collective correspondence and participation unlike other research, I used a qualitative research design since I was dealing with individuals employing action research approach that involved participants from start. This made it easy because it was up to the participants to choose the direction of the action. As McNiff (2016) puts it, Action research is about claims to improved practice must be interrogated and justified with committed action that gives rise to knowledge and successful action

I carefully used data collection methods in the study and appropriate to give me only the necessary and relevant data from participants, observations, and reflections. I tried to use observation checklists but the proposed checklist did not reach the estimated measure, as observation

requirements were more than what the list could give. During the project, I used my phone camera to take video and still photos (relevant) although sometimes I became busy and always forgot to write in my logbook the actions of the day but because of my involvement, I would remember almost everything. In cases where I could not remember, I would bring it as a review in class so that students can talk about it. I used the methods interchangeably to get what I want from a participant that sometimes it was hard to understand what they said or did. Throughout the study writing, I showed how I used action research showing how who carried out, activities and why. This story has it unfolded and written was based on the constructivist theory and communities of practice theories which all correlate to cooperative and problem-solving learning.

Chapter Five: Presentation of Results

In this chapter, I present findings from data collected and the story of Action research as it unfolded during my study. Research as it started from receiving acceptance up to the documentation stage, Data collection aimed at answering the main guiding question of this study, which was "how to use learning exhibitions as a workplace based learning strategy for teaching of food production at the Hotel and Tourism Training Institute. The aim was to improve my facilitation as a teacher and improve skills of learners through participation following the objectives of the study. I generated following research questions from objectives and used them to guide my course of action during Action research.

- How have workplace based learning strategies influenced the teaching learning process of food production?
- How can we use learning exhibitions as a workplace learning strategy in the teaching of food production?
- What are the roles of learning exhibitions in the development of employable and entrepreneurial cookery skills among learners?

Based on these research questions, I present data in three different categories to enable easy understanding of data handling at various stages such as presentation and description of results. For purposes of understanding the flow of the story, I will start with the first objective describing the story as it unfolded. I have described what happened at the HTTI while working with students and other instructors, as well as the hotels, where the students went for training (internship). I describe the process in hotels, what happened while talking with supervisors and students on training. For each research question above, I developed theme under which I formed sub-themes to describe the process of action and collection of data. A narrative flow of information describing what happened, why it happened to be critical and precise on what I present as well as other participants' participation in an original form of meaning. This is to make sure I produce quality and maintain the ethics of a qualitative and Action research. I used different data collection methods and tools to achieve the objectives of this study, which included Guided interviews, Group discussions, participant observations, and Audio and Visual recordings. Photography, logbooks, pens, camera, Audio recorders, textbooks, and online searches.

5.1 The process of receiving acceptance into the field.

This section is not one of the main objectives of the study but it is necessary to describe the process I went through to obtain acceptance into the field. Although I am a staff of the hotel school, it was not automatic that I start right away to do an Action research project with students. Therefore, formal letters of request to the school administration to make my study official were one of the criteria I used to get the attention of school for what was going to take place. When I went back to Uganda, the school was on holidays and there was nothing at school but because I was already a staff. I reported to the administration upon my return and that I can be included on next first-semester timetable of 2015/2016 intake during which time, school had already started at Kyambogo University where we had lessons as master students. I requested for a letter from Kyambogo NOMA (master of vocational pedagogy) office on behalf of Hioa introducing me to the hotel school as a student from Hioa on a study research. This followed a letter written by me asking for grounds to carry out research. I handed over both letters to the hotel school principal who accepted immediately after I had discussed the purposes of my study with her.

Another letter from Kyambogo University introducing me to the school was drafted and I took it to school but this time, the principal was aware of the study although we needed to formalize it so that all the school can be involved. She photocopied it and copied it to the academic registrar, the academic principal, and the head of department food production who also found it necessary to have the study. I met these stakeholders individually and discussed the objectives of the study and they promised support were necessary.

5.2 Meeting the head of department, instructors, and the students (participants).

 I talked to the head of department food production about the action research and what I intend to do with the students under his guidance who later discussed the matter with other two instructors although one of them was a part-time teacher. They also accepted to help and participate fully for as long as there in school. It was during this time that second semester had begun. I met my class (third year/finalists) in my first lesson on 25 January 2016. The semester was delayed due to the country's political system when we had presidential elections on January 18, 2016. Therefore, we had little time to do many things within the school program. I discussed the project with the students; this is an adult class where students make decisions of giving consent to have a study without parents' involvement, as the ethical considerations of this action research insist.

I explained to them this phase of the project as part of what we did in project 3 but this time concentrating on learning exhibitions. I asked students to participate in the project, which was part of the lessons, however, the inclusion of the lesson, therefore, all students needed to be involved since this was an agenda to improve skills and knowledge construction and development. Their participation and engagement with the learning tasks would guarantee to learn in a long run. I explained what I expected from them during the project that was their commitment, cooperation, active participation and personal control and responsibility during the project. These learners knew the purpose of the research project and its importance to their skills development.

5.3 How have workplace based learning strategies influenced teaching learning process of food production.

In this theme, I gathered data from instructors of food production. This happened during the project while trying to assess the effectiveness of different teaching methods used by teachers. So often during lessons, the class representative brought an assessment form for me to sign showing my attendance and student evaluation of the lesson. This was a move by the institute to try to reduce teacher absenteeism from class, which is a common practice among institutional teachers due to less supervision. Teacher normally sends work or even apologise to class representatives informing them of not coming, which are a bad practice as it causes loss of trust from students. Some teachers do not value the limited time students have to cover so much and this makes teachers use all shortcuts of teaching methods to accomplish their syllabuses before the end of the semester. This puts students on the losing end because in the effort to complete a syllabus, learners miss some content and their rate of understanding becomes low.

I engaged teachers in a discussion during our lunch break in the staff room on the types and ways in which they teach the practical subject to learners. HTTI is a democratic society where teachers chose how to teach their learners depending on the subject and group of learners however the values of "skills excel" the institute stands for must be put forward in whichever way you chose to teach your learners. Workplace based learning was an intriguing statement less familiar to my interviewees which led me to explain what it is and in what context my question was. My idea of the topic was "strategies we use in teaching practical subjects to students that relate to the field of work we train them for". For some of the instructors, it was hard to get their attention on research matters. Therefore, I would only engage them during the lunch break for an interview or interactive

discussion. The three I was able to discuss with gave me their view on the topic in question under the sub-themes below.

5.3.1 Workplace based learning strategies used in teaching learning of food production, their effectiveness in the improvement of skills.

We began interactions with critics on student-teacher evaluation I had encountered in class and there, I posed a question to one instructor to tell me how he was teaching. This did not come easy being my senior, he felt like I was interrogating him on how he teaches and if I was trying to condemn him for how he teaches. At some point, these instructors would forget that though I am their fellow staff. I was also a student on research and I did not always want to make a conversation feel like a research since I was doing a participant observer role, this would bias my findings if I have to mention all the time that I was asking questions for the sake of my research. He, however, took it jokingly against me that, "the evaluation in class is to curb on you people who don't want to teach". In a study as well as my work at HTTI, I travel 58 kilometers from my home to school. It is therefore quite hard for me to be at school every day. He said he was using the lecture method for the theory part of the subject, which involves discussions and interactions among learners.

> "I introduce a topic of discussion within the lesson and let learners discuss as I critic. A student's mind thinks critically on what is in the kitchen and how he/she can use the information to change or influence what they learn. We plan for the practical session with the recipes we decide upon then when we go for practical sessions; I divide them into groups of 5 students. Give them ingredients and materials let them start cooking"

He adds that at the end of the lesson, I evaluate what they have cooked by tasting the food, look at how the food is cooked, and the environment they have worked to ensure that they are mindful of the hygiene in cooking areas. This practice also happens in other practical subjects but for the sake of food production, it is a renowned way of instruction that I received as a student and that is how I also teach my students. However, this changes from teacher to teacher because each person has a way they handle their learners better to understand what they teach. When I asked him "how effective the method was", he says the effectiveness depends on how the learner performs at school and in the field.

A quick review in my project 3 work, I reported that hotel employers have no confidence in our students anymore because of the quality of work they do. Skills students come with are not enough to satisfy employers. This as reported in project 3 was because of routine way of teaching teachers used. However, he says students seem to understand what they do and he had never encountered any trouble. This showed that as teachers, it is necessary to visit workplaces for which we train our students to go to work. Employing these methods to him has been the best way of teaching the practical base of which is the core value of the course but to my observation, student's involvement in the decision making of class activity was less because the teacher was always directing the lesson with his predetermined notes.

In the other observations made, I realized that teachers use the same notes year in year out on different students. It seems teachers have a problem with research for new knowledge of their subject and assume that the experience they have on the subject is enough and when teaching, we tend to think that our learners know what we are saying. No one is a tur bula lasa (open mind) but we forget that students come with different academic backgrounds. Therefore, what works for one may not work for the other. This has noticed that in such circumstances, students get bored and start sleeping in class. In some class I was able to visit when a lesson was going on, I realized some students were not writing notes. When the lesson was over, I called one of them and asked why he was not writing in class. He told me he had copied the notes from the colleagues' book who had finished.

He, however, said that it helps him to prepare for the lesson when he knows what is going to be taught and if there any changes he needs to make but also understand more. Being my senior instructor, I felt if I asked him, why he uses the same notes over a time might offend him. Nevertheless, I asked him why he thought using the same notes could help learners to develop knowledge. He said they are the same note because I follow the same syllabus but my explanation in class change over time depending on the experience and reflections on what am teaching. He also pointed out, "the fact that students are many, teaching and understanding them individually is not an easy task provided the time we have and remunerations.," We reported this in our project 1 as one of the challenges in vocational institutes in Uganda. This stated that teachers are expected to produce much on a lesser pay. When I asked if he thinks it is more effective to that way, he said

there other ways he could use which he did not mention but he said he teaches the way he does because it is convenient for him and this means it convenience against learning objectives.

The other teacher also had almost the same way of teaching since this is the most used practice at school, however; he adds that sometimes the students are given the main item of the dish.

> He said for example, "I give them an item like fish and ask them to look for recipes they would want to prepare during the practical". He adds, "Students use recipe books from the library and a search engine called Recipe.com where they search, choose, and write up recipes. This is what they prepare in the kitchen in groups of 5-7 students."

In some of these classes, I was present to observe how students relate to food and each other and sometimes the recipe they chose to cook has no ingredients available. In this case, I would see them consulting the teacher who was always around to guide them in what they are doing and help to choose other recipes in case what they chose could not be made.

Being a food production instructor, attending these classes was necessary for purposes of helping the teacher and students in distributing of materials and guidance during preparation. At the level of knowledge, the students get here makes them feel like they have learned. During the cooking, I involved myself in student's conversation where I talked to some students who were actively involved in finding out if they liked what was going on. They were free to discuss with me being the fact that these are mature students. They said they enjoy the lessons of practical. When I asked why? I was surprised that their main intention was to have practical because they get to eat what they cook at the expense of the institute.

A few talked about learning of skills as an issue and this is because their mind is not prepared for the lesson but only look at the practical as an opportunity to eat. I reported this in my project 3 that students' intentions to have more practical were for purposes of changing diets. To me as a researcher, this was not effective enough to deliver content to our students. I tried to picture to them how the world of work requires them to be but they were also sure that their school is the best in the country in producing hotel graduates, therefore, felt that what has always been taught is enough. However, not everything we teach is the fact about the matter nor are the books we use because as far as food production is concerned recipe books are subjective to a personal feeling

about food. Therefore, we should not entirely base on them for knowledge rather create or construct new knowledge about food.

The institute has a collaboration with hotels and restaurant around the country where it sends students for internship to train in different departments and try to integrate what they learn at school into what is the field. Students internship is a workplace based learning strategy that the institute base on to assess performance of learners practically and create avenues for student placement after school. The school as mentioned earlier has a three-star hotel where students have some practical lessons but also to some extent work as employees. The hotel has 20% of its employees (senior) permanent at least 2 or 3 in each department and the 80% being students who also operate in shifts. The hotel customers appreciate the use of students in practice and support the hotel therefore making it active. This could have been a nice strategy, however; there is little supervision by instructors on student's performance while on attachment. When I discussed with the third teacher about this, he was not so open on the type of teaching he uses on his learners. He says he uses a different method in class depending on what he plans to teach. In practical subjects he says, there topics which require a teacher to use lecture method, other demonstration or any other method, however, the topic will determine the mode of learning as long as it engages learners actively. He says the basis of a method of instruction is making sure a learner understand the concepts of what they are teaching.

All the teachers above stressed that they support learning outcomes of a student and the specific mode of implementation but not necessarily the activities a student participates in. It is, therefore, important to look at the curriculum visa vie employee requirements to determine what a learner needs and find a way suitable to implement that.

5.4 Encourage the use of learning exhibitions as workplace based learning strategy in teaching food production.

In this theme of the chapter, I present, describe and interpret data that was developed during the project of using learning exhibitions in teaching food production to students of hotel management. Using this as a workplace based learning strategy in the teaching - learning was the main purpose of this study to develop and improve on skills acquired by learners in the practical subjects a case in point food production. This was to enable understand their role and help me as a teacher to employ them in my practice while facilitating the learning process. Learning exhibitions as a

workplace based learning strategy enables learners to learn through practice and reflections on what they do. This improves the way skills are acquired, encourages group work and coordination as they discuss what to do in practice. I mentioned in 5.1; students on training who were working four in a place where reported to work together which always made them excel in whatever thing they do.

5.4.1 Actions of Using Learning exhibitions

Food production subject has a predetermined syllabi and curriculum set by the school to which whatever they teach should fall within. Therefore, I had no power or authority to change what I teach, however; the way I teach depends on my students and me as a teacher. When we introduced the concept of exhibitions and cookery competition during project 3, it was pilot tested among the actions done during the project, which, I embarked on for improvement and ensure consistency during this Action research project. The practical subject teachers liked the project and saw it necessary to involve students in their learning process with the aim of improving skills and knowledge acquisition, which is necessary and required in the world of work. The first semester which was between September 2015 and January 2016 was to identify what can be done, pilot testing a few options as reported in the findings of my project 3 and second semester was to implement what was decided on by learners.

We planned amidst lessons because I could not change the timetable of the school to favor my lessons but I would change the days on which we can have the practical session. Learning exhibitions were held within the time and material allocated for the subject (food production) on the timetable meaning me, the participant instructors and students had to fit in because nothing more was to be given out for the sake of the action research study. We used the normally provided materials for practical, which we always held on Monday, Tuesday and Friday in the week. Although sometimes because of less time which is only two (2) hours per lesson, participants suggested that we extend the Friday practical session to a Saturday, which is normally free of any lessons. This would then mean that we use the Friday time to plan, prepare and select groups within which learners will operate. Also making sure that the required materials are availed on Friday to avoid delay. This was necessary because increasing the practical and laboratory classes was the key aspect in this study. During the practical, learners prepared food in groups of 4-5 since this class was big. A lot of learning took place during preparation, as learning was experiential through

constant practice in various skills sharing their experience and knowledge to accomplish the task. There was a continuous consultation between learners, which I considered an important aspect of learning.

Each group was responsible setting out the tables in the display tents where food was to be displayed. However, this happened during or before the preparations. On the first day of the exhibition, we requested the administration to allow us to play some music as a notification of the existing event. Because it was a Saturday, we were allowed and this made the process more fun and enjoyable. It took students out of the classroom environment to the feeling of the world of work kitchens. As one of the facilitators of the process, I observed that students were cooking, dancing, and playing with no pressure of time against any other lesson.

This made every student in the practical kitchen actively involved and moving from one table to another comparing dishes and consulting colleagues. I, however, cautioned them to take note of every new idea they use and reflections of what they have done. Students displayed their food on the tables set out with nametags of dishes describing the type of food. Unlike before when food was displayed in the kitchen for the teacher to evaluate, this involved other members of the society in evaluation process as they viewed the food and gave comments depending on how the plate was set, the food displayed and how the students expressed themselves explaining the particular dishes. Students sold Food at a subsidized price since the whole purpose was not food for sale but food to learn. Students were also able to evaluate themselves on what they did and in a continuous process, there were changes in the way students behave in the kitchen in terms of working, cooperativeness, the discipline and hygiene of the working areas since this was part of the evaluation process. No one would want to buy food from a dirty vendor, therefore, the students themselves personally observed cleanliness.

Students were also empowered to document every activity on all projects including the planning, setting, preparations, materials used, their experience of what they learned and reflections as mistakes of one day would be the guide for the next practical session. Writing notes was a way of following up on what and how much they have learned, and concentrate on how to make better the next lesson. I always told my students the importance of writing their own notes that it is only they know what they have learned and what they feel is relevant and meaningful to them. These projects went on as they raised demand from the residential students to have a practical every weekend so

that they can buy food from colleagues in the exhibitions organized. Learning was taking place every time we organized and had an exhibition at school. Learning exhibitions as an active learning practice intended to ensure students acquire practical cookery skills, which involve kitchen discipline, coordination/cooperation, creativity, time control, self-control, confidence in knowledge, skills acquired and ability to express self. All these skills practiced were in line with the course description although the methods of teaching used before could not enable their development.

A favorite quote by Sherlock Holmes, "*It is a capital mistake to theorize before one has data*" is what I base on to present the following pictorials of the project as they unfolded. I took several photography and videos during the project and in the hotels where I had interviews with students and supervisors that illustrate particular events in the project. The photos and video below show the project from the inception of pasta night, a prototype of the exhibition by students up to the final exhibitions by the same students.

Figure 4: Activities of the pasta night.

This illustration shows the activities of the pasta night. This was the project students funded and executed after the suggestions they made during the future workshop. Among them were having exhibitions and cooking competitions. The school thought to have the project run the next semester but students planned to have a prototype of it in the evening, which was a success.

Figure 5: An online video clip of the second exhibition.

This video clip showing students explaining what they had cooked to the viewers and could be buyers. These included teachers and support staff who had heard about the project and came to support the students' initiative. At this level of practice, students had little to say about their food but we used this as a way forward to make the other exhibitions better.

Figure 6: Shows practical in preparation for an exhibition.

This shows the practical preparation of food for the exhibition, students working and interacting in groups. The photo also shows other instructors who always helped in guiding students in whatever they needed.

Figure 7: Shows the final students exhibition

Shows students displaying their final products in their final exhibition. On this day, they prepared and showcased food service techniques and making of center-piece for the tables. As said earlier, presentation of food has a great impact on a customer's appetite. Therefore, students made food in different display designs, which they presented on their tables.

Figure 8: Shows one of the students I followed up on performance in the field.

Shows one of the students I followed within the practical and the hotel where he had his training. He was less active in practical because of his low self-esteem, however; his manager at the hotel he trained from surprised me when she said she did not have such a good trainee.

5.4.2 Improving use of learning exhibitions in teaching.

There was excitement among learners who participated in the project. This was to create a change in the way skills and knowledge about cookery is developed because of learner involvement as learner's constructed new knowledge during practice. The integration of sales in practice was a driving force among learners who felt the need to have entrepreneurial skills so that in the case of difficulty in obtaining a job, one can create his own. As discussed in chapter one, the rate of unemployment in the country is partly due to the forbear of starting own job even when one has capital to start. Improvement of learning exhibitions at this stage was important to allow learners get used to the practice. Therefore, as a facilitator/participant and researcher who wants this project to be carried on. I interviewed the participants to suggest ways in which we can adapt to the program and improve it for a better outcome.

In my interviews with students, they said the administration should increase funding of the project and their involvement so that we can even invite the community and surrounding colleges in these events. HTTI has three neighboring hotel schools owned by organizations, therefore; this could be an opportunity for the school to open relations with other schools on the same cause of skills development. This issue was very important to note however, the administration according to the previous report in project 3 said they could only increase funding for food production by increasing students' tuition. Therefore, that could not happen and this means we should work within our means. Learners also suggested that for purposes of skills development, we should start and run a school students canteen where even the pastry students can exhibit their products for sale. Teachers tabled the proposal for a canteen before the administration long before this project begun and now it creates a reason to start a canteen for purposes of study and skills improvement. In another interactive discussion, learners mentioned the importance of involving parents in the project by inviting them on a particular day to view, appreciate, and buy food made by their children. Nothing is more fun than having a parent appreciates the works of his/her child and having to contribute to the cause. Unlike the usual parents day when they only come to school for graduation, this will

create a better collaboration between the school and parents where chances of more funding may arise.

Students noted the need carried on this project but they were on the other hand worried that when I go back to school at Hioa, they may not be able to extend the project. However much it was a success, it takes the time to prepare and because this is a public institution, where they respect weekends for people to rest from work. Students were worried that the teachers may not proceed with it meaning they will resume their usual practice. However, this might be true and the fact that the participant group is already in the field, it is hard for the teachers to proceed with the project on the other year students who I had not fully involved in the project. This leaves me no choice to monitor the performance of the other groups but also start from where I left when I go back to school.

In the attempt to get teacher participants views on how we can improve and sustain the learning exhibitions in teaching to develop more skills among learners, most of them were skeptical about the project existence saying it's a nice idea and a teaching module but not easy to implement. They, however, suggested that if the administration would get highly involved, then it could be part and partial of learning. This showed that even the teachers look up to the administration to set rules for classroom activities, which would not be the case. It is a teacher's responsibility to devise means possible and favorable for learning. On the administration involvement, the teachers said this could be possible when finance department accepts to increase salary or pay some fee for the extra work they would involve themselves. One teacher said, "The only way we can emphasize this type of learning is when it becomes part of teaching where learners are taught and involved from the first year they enter to the third when they live. You can then monitor students' performance when you see them actively involved from the first practice." This was the initial idea of having these learning exhibitions throughout the three years of study however, it will be hard to control especially because we had chosen to use a Saturday as earlier mentioned for the practice. Not all classes can exhibit on the same date because the student number is also high. The four food production instructors might not and this can be tiresome, which may lose the sense of direction.

Teachers also suggested that this project and type of learning could easily be managed if left under the control of students themselves since their beneficiaries. This means that students would not allow a project that benefits them to collapse and that they will always push for it even when the

teacher is not willing to practice it with them. This was first seen when the students organized an exhibition they called "pasta night" where they cooked different pasta dishes and displayed them. Although the purpose was not to sell but it was a kind of competition, of which we had discussed upon during the future workshop of the project 3. The students funded the project themselves, so teachers thought that if students control this project as the administration provide funds as usual for practical, and then they may practice it more often than just having it in lessons. The teacher thought that if learners control and direct learning exhibitions, they might increase the rate at which they construct knowledge from the research of cookery recipes and the anxiety to practice in the perfection of particular skills.

5.5 Roles of learning exhibitions in the development of cookery skills.

Under this theme, I present data as it unfolded in the actions taken during the study in understanding the roles of learning exhibitions in the improvement of cookery skills as broken down in sub-units, which will describe every part of data in this theme.

5.5.1 The usefulness of learning exhibitions as a workplace based learning strategy in teaching learning of food production.

Below I describe participants' view on this learning strategy:

In the interviews with participants, students supported the use of learning exhibitions in the teaching of food production. They argued that; unlike before when they only had practical sessions and they go, learning exhibitions enabled them to evaluate themselves on what they had learned. They say it is engaging that every person who gets involved participates entirely in producing the final product. This engagement creates a kind of competition among them as try to exhibit the different skills developed from the session. Learning becomes fun and every learner tries to integrate with a group that reduces boredom in learning and increases the sense of responsibility amongst each other.

In my observation, learning exhibitions increased cooperative learning among learners during the practical and presentation of food as they worked together to accomplish a set goal or dish and also their involvement could be seen at all levels. I observed that even instructors got more involved in guiding learners to make sure that whatever is to be presented should come out well avoiding mistakes whatsoever. The instructor involvement increased learners activeness in the process as

observed that all learners in a group would be doing something all the time to make sure whatever is being prepared gets ready on time. I saw teachers and other learners who were the buyers of the food prepared coming around the kitchen. They used to watch everything that could go on in the demonstration room/ practical room but they were all eagerly awaiting for the time the food would be ready. This as I observed increased the rate at which the groups performed to be able to finish and serve the food to waiting for customers but also created demand for the same kind of practice in the lower classes.

According to the instructors during the interviews and discussions, they thought that learning exhibitions if used consistently would improve the skills of individual learners and on the other provide income to the food production department that would in-turn increase practical held on the subject. They also observed that it reduces teacher activity in class and let them concentrate on another part of the program such assessments and materiel organization. Instructors said these learning exhibitions reduce the pressure on students to attend class and rather make students more pro-active in classroom activities.

In the discussions we had with the instructors, I always took the back seat after posing a question and paid attention to them as they were discussing, and later on, I could intervene. In their discussion, we discussed more than just this part of the objective. However, for purposes of this theme, I mention those in line. Teachers were able to identify weak and lazy students during the practical and they discussed how to help those students with inferiority complex as well as those who could not interact well with others. As a facilitator, I had also observed such students although this being a lesson, I was always involved in making sure everyone participates equally. Therefore, whenever I identified such students, I would interact with them to find out why they are not fully involved and they would explain their fears. In one of the interviews with students on internship, a student expressed how important learning exhibitions helped her to gain back her confidence in teachers that she had lost over certain circumstances, which she narrated under frustration:

> "Like me, I got a 49 in a paper and I was not told about it, after a year I was told to re-do the paper. It hurt me that they had to wait for a year to tell me. the same incidence happened when a teacher called me that I had failed the exam and the next week when I pressed to see the exams I failed, the teacher told me; "I was lying you passed the paper" like are we banks? That is why am thankful for the learning exhibitions because assessment is

immediate and it's had to fail because the assessment is for the group not individual unlike before."

The student said that because theory exams are hard to pass, she thought concentrating on the practical part would be of great help for her to pass her exams well.

To me as an instructor, facilitator and teacher trainee, learning exhibitions helped me understand that when I teach in class, my learners do not understand better like how they would when given materials to do something on their own. I understood that demonstration of the process is more important in learning vocations because it brings learners to the world of work atmosphere. This also helped me to assess my learners by what they produce rather than what they write on paper. Whenever learner groups saw the mode of assessment used on the groups before, their concentration and creativity increased as they tried to produce better products, which are appealing to the eye of the customer. This has I observed promoted learner activity and involvement in the learning process.

5.5.2 Skills obtained because of using Learning exhibitions.

We obtained several results from learning exhibitions on both the students and the instructors though, at the beginning, it was quite hard to convince the administration finance department the cost-effectiveness of the project. However, after a few exhibitions, this cost was multiplied by the funding that was obtained from the sales of food during exhibitions that other projects were embarked on (other exhibitions). For purposes of skills, Learners developed new skills during the project which they could not understand themselves but seen by their instructors depending on how they viewed them now and before. During the process, learners demonstrated a high degree of confidence when cooking. This happened even when they are not sure of what they were cooking but shown that whatever comes out should look good. When interviewed about it, they explained that in cooking creativity is paramount. Therefore, they created recipes out of recipes and gave them names. Confidence about what they have produced had shown during the exhibitions when they explained their dishes to customers.

As observed some of these dishes were not seen before at school laboratory or heard of by the customers even us the teachers but yes this is cooking, as long as it's food and looking good to attract buyers is what is important. This created topics for discussion among teachers "how have

these learners come up with such dishes?" some said, "I think it's a result of the pressure exerted on them by their fellow students to produce anonymous recipes to impress the customers and their teachers". Yes whatever the case, students displayed creativity and innovation of new recipes. The presentation of food on the plate and on the exhibition tables was also another way of showing creativity skills and innovations. This was in the display of colors, garnishes, and centerpieces with the confidence to explain what they did. These skills were inevitable to been observed by everyone who was part of the process.

Other invisible skills were those discussed during the interviews with different students who participated in the project. These were oral or verbal communication skills, listening skills, reflective and thinking about particular dishes. This they say happened during the cooking and serving as interactions were going on. Students were observed having continuous talks during the process though this I thought was part of them however when I interviewed them, these skills were developed because some said they were shy and not outspoken like they were during the process. One student said:

> "I was confused at some point when I saw my colleague was not working yet he was in my group so I was forced to shout at him because I knew at the end of the day our group will lose and I realized none of us bothered about the outcome. I took up the role of the leader and we were able to finish"

Well, that was communication and listening skills to them however, even managerial skills are seen developing in this learner showing the ability to control self and the others for the accomplishment of a particular goal. This must have been the case with other learners although for other groups as observed chose their leaders on their own. They chose group leaders basing on knowledge of food one has but this was their own initiative because as a teacher during these practical sessions, we do not appoint leaders for groups we create for purposes of study in the laboratory. In the same line, the hotel supervisors where these learners had their internship also commented on them saying the learners of this lot are better than those before giving reasons among which was self-control at work. A supervisor from one Hotel when asked about the performance of trainees said:

> "Performance very very good, better than trainees from other institutes I have here. In fact, when you ask all department managers about them, everyone wants to work with them"

He said that

> "When you instruct them to do something, they will do exactly what you said even better and you don't have to supervise them unlike other trainees I don't know but these students are different. very hardworking, cooperative, listen and they don't dodge in fact you came when we are having lunch of over 80 guests who are for conference but they handled it with only one staff and the guests were wondering where these trainees came from".

Guests on trainee were because trainees have nametags describing them. The supervisor said, "these trainees work under pressure depending on the business we have had, and I was wondering what we did to learners to have this knowledge." Therefore, I explained the project we had at school, which fruits are seen in them because they were exhibiting more skills, attitude towards work, discipline, and knowledge of what they do, unlike the trainees they had before although they retained two of them but they were not the best. He added that if any chance comes up for the need of staff, even the manager wants to retain them. When I interviewed the trainees, they instead complained of the too much work given to them on basis of their knowledge and long working hours. They, however, liked the training saying the engagement in a lot of work as helped them to maintain the routine of what they do making it easy to understand the new ideas used here and integrate what they learnt with what they found at the hotel.

In the same line, supervisors and training managers from other hotels I visited also commended on the students saying their attitude is way beyond other trainees and the knowledge they exhibit is good. On record, she said:

> "I asked the teacher in charge of trainee to give me the best students and for some reasons maybe I was given the best student because this boy is good"

Efforts of telling her he was a good student but not so different from other students were futile until I told her that all the other hotels were telling me the same about my students. Apart from the fact that the hotel school has always produced the best hotel graduate in the country, this manager was

not impressed by their performance until this particular boy (as she called him) which kept her wondering how he trained. However, as far as I know the particular student, he was actually one of the weak and quiet students in class but I was surprised about his performance at work. The manager said the trainee performance was promising, had a good attitude though he was quiet but could do all his work well and even before customers.

All was merry until I went to visit another hotel where two of my students were doing internship, reached late for the interview so I was not able to talk to the manager who had other schedules. He forwarded me to their immediate supervisor who happened to be a product of HTTI. When asked about the skills my learners exhibit at the place of work, she said the attitude is not bad but the trainees were lazy, too slow and their knowledge is little about hotel. About skills, she mentioned no new skills she sees in these learners apart from one of them who is showing some interest. However, she recommended that we also work on their discipline so that by the time they come to hotel; they do what they are expected to them. When I also interviewed the students, they said. The training is ok and that actually they gained from the exhibitions although did not participate actively. I asked why they did not get involved; one said she was always off for tuition so she missed a lot of practical in which you could only attend with full tuition.

I also visited one the hotel at which most of the Hioa visitor stay while in Uganda and had interactive interviews with the supervisors and the student on training. Both supervisors interview at different intervals expressed gratitude on the student's performance. The student according to them is more confident than some staff that most members think he is one of the staff.

> "He is perfect in what he does although keeps asking many questions why certain things are done the way they are. He is fast, creative, eager to learn and very active. Such kind of student you send to do work and he does it perfectly, people here fight for him to work with him".

This was not a surprise because his name sounded high in the establishment yet it is a big place with over 350 employees but like everyone knew him. The supervise (chef) said he is one student who works long hours past his time at work.

"He stays to work the second shift and if there is anything am going to do, I call him to work together unlike other trainees who live even before their time. He is so disciplined and I do not how he is at school but one thing I know is he knows what he wants."

The student on the other hand said in an interview that the exhibitions were effective on him since he was highly involved. "It helped me to use my creative motions in cooking because I had recipes in my head which I put in practice". He says that there are not much of skills learned here because the chefs here have not refreshed their knowledge for a long time so have the same old knowledge. The exhibitions made me more confident on what I already knew however there other recipes we learned at school orally and I can see them made here which gives me an opportunity to learn them.

5.5.3 Learning Exhibition skills learned a necessity to the world of work.

For this theme of the objective, I present data collected from hotels were students had their internship and could be availed for placement into the work field. I asked a question answering this theme of students on internship who also gave their side. I had a question for the instructor to answer this theme. However, the skills students have are not entirely from learning exhibitions but with the interviews to find out which skills acquired from learning exhibitions was a key point.

There several skills learned during learning exhibitions are very necessary in the world of work because they are work related. In interviews I had with the supervisor in one of hotel A, he confirmed that the students' performance was perfect for work because of the skills they exhibit. This was in reference to the students who had done training in the same place. He said, "They have a very good attitude towards work and they normally report to work earlier before the time they are required." He insisted that there trainees who are told to do some work and they really show that they do not want what they are doing. However, for these students compared to trainees from other institute are good and their attitude is high. He said they are much better than those who trained there before.

In this particular hotel A being one of the best hotels in the city, their recommendation on the skills learners exhibited during training shows a reference to what other hotels would recommend. The other supervisor mentioned that students show a willingness to work and learn, they do exactly what you ask them to do and on time. Good coordination and passion of the course they did. In one of the questions answered was if my students would get placement after training and they said with

these students, getting placements was automatic whether here or out there. This was because they trust the performance the students' exhibit that would definitely lay a platform for them. They have self-control on what they were doing, however; one supervisor mentioned that they need more knowledge about food because being female students, the love for cooking is normally less than being active in other departments. At Least without being subjective, all supervisors recommended my students ready for the field of work. The students also said the skill of self-expression was a contribution of the learning exhibitions during the times of sales.

When I went to another hotel (hotel B), the supervisor I was able to talk to about this matter said she was selective on who she wanted, therefore, took students through interviews before she placed them on training. She said that one student she received as being a good person that made her think the school selected the best student for her. The student as a high attitude towards work yet very quiet and unsocial but very good at what he does. She thought maybe because he was not yet used to staff around. She, however, disgraced the ones who had trained there before from HTTI as being poor attitude students and not willing to learn and work. His performance is good that he can handle lunch buffet alone yet we have a big clientele' and he does not complain.

> "I think I'm going to retain him if he wants," she said. "The bad experience I had from trainees made me want only trainees from the northern region because of their attitude. Therefore, I asked the person in charge to get me students from that side and lucky enough I got this boy. His way of work is better than some members of my staff team"

After the meeting with the supervisor, the student was still serving since I went during lunch hours because of traffic between the two hotels (B & D) which I visited on the same day. I waited for the student to finish his work as I observed him while waiting in the bar. I do not know if his actions were because he knew I was around but his way of work was good. He was fast, and I saw him explaining the type of food he was serving on the buffet. Later we talked and when asked about this theme, he said because of his nature of being quiet, the exhibitions at school helped him develop his expression skill and confidence since this was very important at work. "We meet many people here and it hard not to talk to them".

In hotel C, I reached still during lunchtime 30 minutes before the appointment, which was at 2pm students were busy so waited until they finished with work. This went 45 minutes past my appointment time, which made it difficult to catch up with the other appointment, therefore, gave it all the time for the afternoon. I talked to the students first and according to them, the training was fun though tiresome. About the skills, I talked to the supervisor who was the Food and beverage manager in charge of student trainees.

> He said, "This lot you sent if you get a chance to talk to all managers here, you will be surprised. You instruct them once and you don't need to supervise, they are hardworking and actually our staff learns from them new skills" he says we were busy here and we worked under pressure but none of them showed a poor attitude. "It is because part of the institute is a hotel?" he asked.

He commented that the institute should maintain the practical part of the student training because these day hotels do not have time to train students, they need staff, not trainees.

Because most of the instructors at school are hoteliers, it was easy for them to identify those skills that learners were portraying during the project. They said hotels today need an employee who is fast, confident of knowledge, can express self, and defend what they have done. According to one instructor's observation, some of these students were already showing that. This is especially the third year students and they saw it a point in developing the same skills in the second year students during practical. During the practical, students performance on food preparation was showing inventions which were not taught to them in class but always defended what they believed was right for taste, appearance, texture of food etcetera. I tasted the food normally and apart from a few details about it, learners' inventions on some particulars dishes could not go unnoticed and this always made them proud.

5.6 Learning experiences from the Action research process.

The study carried out at school called for a lot of learning from the stakeholders that needed to be documented. There were reflections, ideas, suggestions, recommendations, and dialogues, which commenced during this project and these, will give hope of seeing the progress of the project even after this study. In this theme, I present learning experiences from the learners, teachers and I the research since this was the basis of doing the Action research.

5.6.1 Learning experiences of learners during and after the project.

We carried out this project during the semester, as an inclusion into the practice at the hotel school, meant to create an avenue of easy learning and skills development. It is evident according to the student's outcomes and views that learning took place and new skills and knowledge were developed. At every end of practice, learners were argued to write notes of what they have learned out of which they would reflect upon. We discussed other reflections about the experiences during the and after practice when interviewing and interacting with learners. In my Logbook, I wrote their views and experiences of how the project is helpful and how they wish they could do it.

Students said that their involvement in choosing what to cook enabled them to discuss the recipes with colleagues that promoted their creativity on how dishes are prepared and increased students participation in the knowledge development. when student discuss on their own what to prepare, it makes it easy for them to understand a particular content as they discuss but also encourages personal reflections and argument about a subject matter. They said that during the project, there was personal engagement on practice which would then mean someone has to research for what they are going to prepare therefore develop research skills which are very necessary to this ever-changing trend of cooking. When a learner finds a recipe and prepares it, it creates confidence over knowledge. One student said, "I enjoy explaining what I have cooked because I get confidence in the fact that we chose our dish, searched for the recipe, and prepared it. I can therefore confidently say we understood the dish."

Students said that the tasks put on them to find recipes for the project under a particular theme make them use personal intuition skills. Diverse recipes could come up during the search, however, when they discuss it in the group, the student is able to learn from each other's view and reduce their dependence on teachers. This would then give time to do other constructive things like planning for other lessons as well as doing more research and gets time to meet individual student during the practice. Students mentioned the pressure of finishing early and presenting good food made everyone in the group engaged on accomplishing something, this motivates learning and the competitions amongst self increases student's performance. This interface and interactions between teachers and learners during the projects creates a better relationship, which removes a barrier between the two stakeholders affecting learning. Students explained that sometimes they fear their teachers from a distance and are not able to disclose their weaknesses in the subject but the project

brought them closer to each other as the teacher could identify the weaknesses, the students would also often open up.

Being part of the lessons and exhibitions, this made students to practice what the teachers teach them and what they learn. A student said "I have learned how to portion food for sale after the practical lesson unlike before when we would cook the food and eat as soon as the teachers finish the evaluation. It's now I realize that this was not a good idea because we would have sold the food and get money to buy items for another practical". "I can employ myself and make a lot of money through good portion control which I have learned from the exhibitions," the student said. Students thought that exhibitions taught them selling skills discovered from how many likes, tests and the best feedback from people on a particular dish, which would determine to award of marks and appraisals.

Although all seemed merry, students thought that this type of learning actually takes more time and this is not favorable for working students especially because they suggested we have the project on weekends. This means that some students would miss on some days if the practice of exhibitions were only set for Saturday. Some of the students pay their own tuition, therefore, have to work to be able to provide for themselves and because of the schools as a day program, it is not easy to handle school and work. Therefore, for those working, they need the weekend to work.

5.6.2 My Learning experience as a researcher and Teacher in this Action research project.

As a Food production instructor and a key participant in the use of learning exhibition had some experience of learning I achieved from the project. My involvement brought me close to my students, which enabled me to learn and understand students through interactions and dialogues during the practice. I was able to identify the weak students who do not fully involve themselves and I could notice even those that participate doing a different procedure from their teammate. At some point, these particular students would be seen both very quiet and in the back or just conversing. I did not always consider learning to manage a learning group an important issue, however, with the pressure of the competition the student had, there was always commotion in the practice kitchen students running up and down. Therefore called for classroom and group management to bring the room to order. It became part of me as often practiced it and this helped to organize the class.

In my project 3, I looked at how I can improve my facilitation as a giver of knowledge to the student to improve skills and knowledge development by student participation and empowerment. This action research project also had the same basis but through use learning exhibitions to improve skills. According to my observations, the skills I targeted to be achieved, students displayed some of these skills during their exhibitions and practice. This practice also increased my engagement in learning which contributed to new ideas of recipes constructed by students during the cooking or researched. From the student's side of view, it was important that all students from the lower class be part of the projects of exhibitions so that they easily be integrated and also quick to understand when a learner has less content perimeter to research about than in the third year when there is a wide content to choose from. I learned that students would wish to have less content in class to enable them to carry out their research on recipes because some of the content we give students is outdated and cannot compete favorably on the market. This made me think of better ways to deliver content and only deliver what is necessary for the class.

During the project, I had to instruct students to do certain tasks out of practice because I realized that living them to handle the practice on their own was hard as it was time-consuming and material wasting. Students are not used to working alone in practice kitchen neither in class, therefore, whenever I tried living them alone, they could not have good self-control. This could be because of the culture in Norway I had adapted to where students can work alone. Maybe the students were controlling themselves but not enough to have a conducive learning environment. This brings in the aspect of individual and group learner interaction with the teacher to discuss with them the benefits of group learning and working alone. Guide and counsel them about the benefits of learning as well as motivating and providing feedback to their learning. It was important that I as a facilitator dictate upon some challenges and situations to allow the practice follow as it is planned and within time frame. This taught me a lot of new things and ideas developed by students during the practice as having exhibitions in learning was not a practice in our society. Therefore, every teacher including me was very eager to learn more about the practice and its benefit on learning, this experience drove us to initiate and creating better ideas for every time we were to repeat the practice.

Some students normally have personal issues with learning which come because of their families or the fact that they do not like what they are doing. It was my responsibility during practice to

identify and help this kind of students to avoid accidents that would occur in the kitchen because of negligence. It is at this point that I realized some student's attitude towards practice was not good and therefore their learning becomes limited since they do not involve well in classroom activities. This is in reference to a student's' comment in 5.5.2 describing his colleague who was not participating in practice and also the results of learner performance in the workplace described by the hotel supervisor in 5.5.2 paragraph 10 as poor and lazy could best explain these type of learners in a group. Therefore, identifying and helping them was also a key factor in this learning

This learning process of action research made me understand the role of participants in providing information to the research but also doing an action research project was an unknown kind of research in the community, which gave me difficulties in organizing participants. Participants were used to questioning - answer research without actively getting involved. This to some extent made participants at some point to forget that we are actually doing an action research study that they became too free in their actions during the project and made the all-activity a school owned way of learning and initiative of the exhibition. In a way, this promoted unbiased learning among the participants and for me as a researcher gave me genuine results to work with.

The practice, however, took me to doing more research on the foods learners were to cook and this helped me to answer the numerous questions learners would have about their food. I always encouraged them to think more of what they are doing rather than ask me about it but would always answer was necessary. This is because of the system of education my students had from childhood that necessitated them to ask their teacher about their doubts. I always told them we could try out their ideas and suggestions rather than using my ideas because this was their practice. In this, I realized that it is important to have students who are consistent and committed to their group when working as these usually brought delays in the way they performed activities. Students would come late for practice being a Saturday and would be disorganized in particular groups. I learned to always organize groups and have students with a high attitude stand out to take lead in their groups and encourage others. Better still, I would always caution them about their behaviors and attitude, which at some point brought changes in the way they act.

5.7 Summary of the chapter (Action research story).

This chapter was about presentation and explanation of the action research process as it unfolded from the time I went back to Uganda in August 2015 until July 2016 when I finished the story

following the purposes and objectives of the study. I explain the story of action from the introduction of an action, what happened, when and why it happened, the participants at each stage of action and lesson learnt. The presentations above answer the research questions, which aimed at finding the objectives of the study and these included:

- How have workplace based learning strategies influenced teaching learning processes of food production?
- How to use exhibitions as a workplace learning strategy in the teaching of food production?
- What are the roles of learning exhibitions in the development of employable and entrepreneurial cookery skills among learners?

I presented these questions as themes, included my observations and discussion. This chapter began with a story of how I obtained acceptance from the school, the process of writing introductory letters, request letter, To Whom It May Concern. How I finally obtained acceptance for a research ground followed by the first research question explaining the influence of workplace based learning strategies to teaching learning process of food production. This includes views from teachers about the teaching methods they use in class when teaching food production and they think these methods have helped in the development of skills among learners. Under this theme, I have also included the process through which I obtained these views, which included discussions with teachers, students and my observations during practice.

The story includes the evaluation process of these teaching methods the teachers use to determine how much their learners have learned. This theme also explains the way teachers organize their students for practical not being effective as it prepares them for a lesson not for skills learning but as a lesson where students get a chance to change their diets by eating what is prepared irrespective of whether they learned how to prepare it or not. The second question explained which looked at encouraging the use of learning exhibitions in the teaching of food production at the hotel school. It explains the action story of how we conducted learning exhibitions at school, the story of learning and what we did during the learning process. The exhibitions as they unfolded from start to the end, including some pictorials explaining the events, the people involved and student's evaluation. Students were encouraged to write notes of what they learned and their reflections of the lesson.

They also gave their views on the project and how it has helped them, they suggested ways of how to improve the use of learning exhibitions in school. We involved the use of music as a stimulator of attitude in practical learning as this made the process on some day's fun because every participant got actively involved. Tasks were finished on time and it contributed to sensitizing the school community about what was going on, who turned up to buy the students products. In all, learning was inevitable. However, teacher's view on the improvement of this practice was skeptical as most of them thought it requires more time than is provided for it, therefore, find it a hard method. They suggested that unless it comes with an increase in salary or commission, it might receive little attention. They suggested that we allow students to control its activities, as they cannot allow the project to go down when it directly benefits them.

On the other hand, I presented the third question, explaining the roles of learning exhibitions in the development of employable and entrepreneurial cookery skills among learners. I collected Views from all participants who included students, teachers, hotel supervisors and managers were students had their internship after the practice include my observations and discussions. This theme gives the benefit of having learning exhibitions in practical subjects according to the views given by the participants.

I finally realized that if this project is to carry on, it may require the support of the administration to the student's body but also necessary that I oversee its operations as the benefactor. I discussed the presentation of results using related literature and theories in the next chapter where I will talk about my analysis of the study per phase of the project relating it to the scholarly views.

Chapter Six: Discussions, Analysis and Reflections of the Action Research study, Conclusions and Recommendations.

This chapter involves the discussion and analysis of key points in the story of action from chapter five with emphasis on explanations, analysis of results in the research question. I based this on my reflections, experience, and observations as they unfolded during the trek of the actions and the participant's views about the project. In this chapter, I discuss my analysis of the story of action in relation to answering the main research question, which was "How to use learning exhibitions in the teaching of food production to improve on skills acquisition among learners of HTTI". I based

the discussion on related literature and theories of educational giants (scholars) who have the right information that can make the reader understand my analysis of the story.

I will give the conclusions of my study based on the learning outcomes and my understanding of the project which is dependent on the findings thereafter suggest the way forward or recommend what needs to be done for future studies. The discussion will take lead following the research questions as presented in chapter four.

6.1 Impacts of workplace based learning strategies on the teaching-learning process of food production.

Learning exhibitions is one of the workplace based learning strategies I used in teaching food production at school. However, there other learning strategies adopted at school that teachers were using for teaching the practical subjects. Under this theme, I discuss the impacts of these strategies or teaching methods and styles as used by the teachers at HTTI. In my experience, there common practices on which I used to teach with as well as they taught me with and these are the trend in the hotel school even today. In interactive interviews and discussions with the instructors on this matter, they shared their experience, reflections on the methods of teaching and the impacts they think it has contributed to skills development of their learners.

The teachers of HTTI have always had their way of teaching practical subjects, the question is "was it good enough for provide employable skills to their learners?" This depends on the market demand for quality therefore, if the school system does not provide the skills that are required, even the VET system or industry may employ poor quality graduates or opt for informal or non-formal graduates an issue I raised in the introduction chapter. Kyarizi (2012, p 125) reports that in the Copenhagen declaration on enhanced European cooperation in VET, "the quality of VET systems is closely linked to the quality of VET teachers and trainers, and hence the quality of their initial education and their continuous professional development throughout their career". This means that how much the teacher knows will determine the VET system quality because of the quality of the graduates who come through this system.

This theme was triggered by an assessment form I was given by student leader in class to sign my attendance. One of the teachers explained the purpose was to reduce absenteeism of teachers who cheat on students' time by not attending class. In this kind of behavior, teachers use all possible

means to finish the content irrespective of whether the students understand or not. This somehow deprives of students rights to knowledge. In this discussion, he told me about his way of teaching that he thought was good and that it had produced good results throughout. Queensland Curriculum and Assessment Authority (2012) report shows that schools need to provide opportunities for all students to demonstrate what they know and can do. As I discussed in chapter one of this thesis, employers seemed to doubt the skills and ability of our student and now I was looking at the teacher confidently saying what he was using was the best teaching method.

This workplace based learning strategies included but not limited to lecture method for the theory part of the subject, which involves discussions and interactions among learners. This is a very common method and has a great bearing in all institutional teaching. Dornan (2007) in his contribution to this says; workplace based learning involves 'participation in practice', which evolves along a spectrum from passive observation to performance. He adds that teachers should help students participate by being both supportive and challenging actively. According to this teacher, the learner's experience in the practical kitchen shows that they learn because at the end of every lesson they produce tasty dishes. Their behavior in the kitchen is ok, however, to my observation; this method does not give a learner autonomy on what to cook. This is because in most cases the teacher provides a perimeter of recipes to which learners must work under unless when there, not specific recipes to work with, students can research on it but this was on a few incidences.

This is due to limited ingredients and materials for use that do not allow for diverse exploration of recipes. An example; if students are to learn how to prepare chicken, about 2 - 3 recipes are provided to them for the class to cook only two or three chicken dishes. When preparing cooks for the industry, we should put effort in creating a curriculum and learning environment related to the occupation students are studying. With two to three recipes, it is hard for a student to compete in the world of occupation. Hiim and Hippe as cited in (Skagen et al., 2008) suggested that it is necessary for the curriculum to be relevant to the occupation students intend to qualify for rather than colonial tradition of theoretical curriculum.

This limits knowledge of the so many chicken recipes that learners would have explored. With only three recipes of chicken and maybe three recipes of meat, this kind of graduate is not ready to face a market that demands over 100 different chicken/meat recipes. When they finish the lesson, learners who practiced in groups will have good knowledge of the recipes they have learned. This

will satisfy their teacher but will not have more than that, and even the exams are set around the same recipes practiced. Learners will assume they know because they have passed the exams but will not have wide knowledge of food. These learners work in groups however, they are not prepared to operate in these groups and therefore create confusion among them when they do not how to deal with group problems that arise.

This makes some students reluctant about the practice if the group they belong is not of their choices or do not feel comfortable. Teachers must aim at a meaningfulness as the main aim of learning, this is to say, it is not all about having a lesson but what the lesson impacts on the learner. In reference, Learning is a social becoming, the ongoing negotiation of an identity that we develop in the context of participation (and non-participation) in communities and their practices' *(*Wenger 2005*: 15 in Murillo 2011). There must be meaning in-group work aiming at learning.

The other teacher I talked to said, he allows students to look for their own recipes under a particular theme may be fish then they prepare in groups. However, this had issues when the recipes students choose to have no materials or ingredients available for its preparations. They waste a lot of time looking for other recipes that fit within the available materials. This is caused by poor planning of the practical session were students and their teachers don't prepare for the session, for example, writing down recipes and their ingredients, making shopping lists and also chose equipment for use before the actual time for practical. This hinder the process of learning because the lesson is a located only 2 hours meaning if all the activities of planning and selecting equipment are done within that time, little will be achieved.

The other practice noticed is that teachers use the same notes when lecturing over the years to different learners who come in. this as an effect on knowledge development as new knowledge and skills are constructed every day, but teachers seem not to research for this new knowledge, therefore, keep feeding their learners with the same obsolete knowledge. This means if learners do not search for new knowledge of foods themselves, then little and old information will be adapted for the changing world one of those reasons why employers said, we do not prepare our students well for the market. However, Tekin-Iftar et al., (2003 & 2010) argues that educators should continue to search for alternative instructional procedures that promote learning and generalization during acquisition training.

There is a new trend of the ways they practice in the industry, which change every day but our learners are not prepared to meet these changes and this affects them. It is my concern as an instructor to make sure learners who are entrusted in me receive the best of what I can offer but also encourage them to research a lot on the changing trends in the food industry so that they can be informed about those changes. In the same line, Mills (2010) suggests that workplace based learning should usually be combined with traditional teaching methods such as lecture and talk-chalk within the same course; they focus on application and possibly the integration of previously acquired knowledge.

I realized that because the teacher uses the same notes over the years, it makes it possible for learners to miss class the fact that they copy these notes from the colleagues in high classes. Sometimes these particular students will not be attentive in class because they know what you are going to teach. However, for purposes of research and target students, this can be a good idea because it is sometime good to be ahead of the teacher. In case of difficulties in the notes students gets, they can use the time with the teacher to understand them better. For purposes of practical subjects, this may make students prepare for a semester and practice the recipes with in the semester notes.

The institute collaboration is one of the workplace based learning strategies where the school subjects students to training in the hotels every semester. The institute uses this as one of the assessment methods that determine how much a student can do in the field depending on the feedback from their supervisors in the hotel. This continuous training helps to build students confidence in the way the hotel operates and integrate the learned knowledge from practice into school activities. In agreement with this, Raelin (2008) says workplace based learning is mindful and situated learning in the sense that it does not view preexisting knowledge as fixed but rather as provisional until tried out in a given context or in practice. Students are challenged on the existing situations in the hotel as they come along new ideas and practice the fact that they work with senior hoteliers.

Students on diploma have at least six hotel attachments throughout the course of study while the certificate students have two attachments one per semester and this prepares them for the world ahead. The school has a maiden three-star operating hotel where students have some lesson in different department but also work as employees though not paid. Workplace learning integrates

knowledge and skills into practice and helps learners to experience how much they know in the field. In support with this statement, Saedon et al. (2010) adds that observing trainees during their daily practice is a time-efficient way of determining their level of competence. He says that by giving great importance to the concept of feedback, trainees are encouraged to reflect upon the learning experience and can, therefore, improve their skills. The hotel staffs are tasked to follow up on these students and guide them what to do when and provide feedback on positive and negative practices. However, I think even the instructors would make more analysis on their students when in practice to see if they follow the rules of the kitchen for example hygiene and nutrition which unfortunately the hotel staff may not mind so much about it.

With all the methods used in teaching of food production being relevant, it is possible that with integration of learning exhibition will increase the rate at which students understand their purpose of study and also increase knowledge and skills acquisition. On the other hand, this will help the teacher to do a follow up on individual learner to assess how much they know depending on their output product. This exhibition termed as one of the assessment methods will bring students together and avoid missing class for any reason.

6.2 Encouraging the use of learning exhibitions in teaching food production.

After assessing the workplace learning strategies in the school, it was time to encourage the use of learning exhibitions in teaching food production and encourage its use in other practical subjects. Under this theme, I discuss and analyze data that explains the story of actions of implementing the use learning exhibitions in the learning process of students at HTTI. I used my lessons to organize practical lessons under which exhibitions were set. Learning exhibitions was a new concept at school but had been discussed and tried out during my project three, which was an agreement from the future workshop we held at school. In the practice, students are encouraged to create and develop their own recipes out of the common recipes so that they can prepare and present the dishes in the exhibition. This was based on the constructivist theory of learning where learners construct knowledge from unknown to known. Knowledge constructed by self cannot be forgotten as knowledge learned from class. This happens when a learner explains what he/she has done helping them to understand better what they have created. Hein (1991) supports and says learners construct knowledge for themselves---each learner individually (and socially) constructs meaning---as he or she learns. This meaning is when they practice what they have constructed and gained confidence

about it. Hein in a quote adds that constructing meaning is learning; there is no other kind. This is to say "Learners do not transfer knowledge from the external world into their memories; rather they build personal interpretations of the world based on individual experiences and interactions" (Ertmer & Newby, 1993).

This, however, does not mean that learners will be left alone in this practice but guide them through the process of practice especially dealing with new recipes comes with several food restrictions (allergies) that need to be considered when preparing. Therefore, in construction of knowledge, it is important to guide the learner on the use of that knowledge. The teachers tend to have a better idea of the constructed knowledge depending on their experience in the field therefore in better positions to help their learners on the constructed recipe knowledge. De Bruijn (2004) who argues that within learning arrangements, the teacher, supports this statement and students play a vital role in this process. Collaborative learning is therefore, an important form of learning. At the same time, it is the task of the teacher (as an adult cultural bearer of meanings and as a pedagogic-didactic coach) to take this construction process further than students can take it alone.

After students construct their recipes for practical, they were to work in groups of 3-4-5 depending on the type dishes selected and preference of students. Etienne Wenger also based this study on theories of communities of practice where he explains that learning is a social practice that brings people of the same cause together. It is doing in a historical and social context that gives structure and meaning to what we do (Wenger 1991). in the same line, Jonassen & Land (2012) described that community of practice tend to emerge in relation to particular purposes, with a central function of the community being to support its members in developing increasing expertise so as to more effectively realize particular goals. The goal here is increasing acquisition of knowledge and skills of cookery practice therefore it is a mandate of learners to know their purpose and join in to construct knowledge and work together in a group (community) to reach their goal. I discuss and analyze this theme under different sub-themes explaining the processes of actions as they unfolded.

6.2.1 Actions of Using Learning exhibitions

Reflections of my experience in cookery practice coupled with the experience in training interns in the hotel as well as work process analysis I did with students and teacher during project 3 (Ivan, 2015) enabled us to come up with a suggestion of using learning exhibition as a way of increasing skills among learners. Teachers should use a variety of methods to assess student performance,

including Exhibitions, projects, and performance tasks. They should give students ample time and the support they need to meet the standards (National Forum to Accelerate Middle-Grades, 2002). Wiggins (1991; 357) noted that the intent of the exhibition's project is to help schools design more authentic, engaging, revealing, and trustworthy "tests" of a student's intellectual ability. It is typically both a learning experience in itself and a means of evaluating academic progress and achievement.

This was to necessitate full involvement of learners into practice to enable them to own a bigger part of their learning to increase their activeness. Mills (2003) also suggested that this type of learning (active learning) tries to incorporate more human skills into students' knowledge base and professional practice, The process involved teacher participants who were around to guide and supervise the process but also learn a few concepts of exhibitions to see if they can integrate it in their teaching. As explained in 5.4.1, we planned the practical date and time with students because the week lesson time was too little for the project to take place therefore agreed for Saturday. In the same accord, Brooke and Andrade (2013) explain that exhibitions require the restructuring of class time.

We set out duties and themes of food we were to prepare such as fish or chicken with accompanying relevant foods. It is important to plan for practical as it reduces irregularities that may cost time to repair which time we did not have since this was my participants' final year. Students worked in groups to prepare food that they displayed on the exhibition tables out and indoors. Learners explained the food they cooked showing what they did and how they did it. In reference to Constructivist theory, knowledge and learning are both what "knowing" is and how one "comes to know" (Woo & Reeves 2007). This experience excited my learners as it built confidence in what they claim to know. Their involvement in choosing what to cook enable them develop new knowledge and increased participation into preparation of these dishes that they felt they owned. There is more understanding of the concept when learner constructs his or her own ideas of knowledge. Learning was experiential through constant practice of preparation since they were dealing with constructed recipes. There were many internal group consultations on what to do next and as they suggested way forwards in the cooking, they achieved more experience and learning. Mills (2010) reported that some of the positive aspects noted by students in this type of learning are use of real world applications and the development of technical and problem-solving skills. Students had to use their instincts on creating knowledge during the preparation.

This type of learning enables students to evaluate themselves on what they have done and developed on the feedbacks from their teachers and fellow students, which helps them accomplish a set piece of work. In his support to this, Norcini (2007) notes that perhaps more importantly, this learning can be instrumental in the provision of feedback to trainees to improve their performance and steer their learning towards desired outcomes. Whether positive or negative feedbacks are given, they help a learner to understand how much he or she has learnt from the process and guides on the way forward. Kyarizi (2012, p118) adds that this experiential learning approach is intended to encourage and empower learners to be responsible for their own learning by actively engaging in their learning tasks, sharing their experiences, reflections as well as ideas and views from the learning tasks. I observed during the practice but also their teacher involvement in the process is paramount to enable proper use of equipment and material as well as consultation purposes.

Learners were encouraged to document or write notes on what they had learnt in the projects depending on what they did. Reflect on their activities and judge themselves depending on how much they have learnt. This nice practice enables learners to be responsible for their own knowledge unlike when the teacher has to dictate all notes to the learner. Normally self-created and written notes aid understanding of what they write. This coincides with Constructivist theory, which says; philosophy of learning is founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences, (Gonsalves, 2005). When learners write down their reflections on a lesson of a day, it helps them to understand their created notes rather than if any person reads notes for them. However, this may not be helpful to learners who are absent as well as those who cannot use their reflections to write notes. If we do not identify this kind of learners and help them, they may lag behind and fail to catch up with others.

6.2.2 Improvement in use of learning exhibitions.

Learning exhibition project was a success as seen by most people or participants of the study; however, if not taken into consideration for future use, it may not be helpful. Under this sub theme, I discuss how the strategy to improve this learning process as given by the participants and how better they can be used in teaching.

In the discussions and interactive interviews with the participant students, they mentioned that the administration should get more involved in exhibitions and increase funding for the practical

subjects and exhibitions. At some point, if the administration is not involved in such activities, they lose basis for which it is driven. This is because the school views the administration as a center of command therefore if they get fully involved in these activities; students believe they would be successful. The issue here is financing the project, these exhibitions take place at school where not everyone is willing to pay for the food and even those willing to pay may not give enough to run the project.

As discussed in the project 1 under challenges facing vocational institute was finance. The government seems to have other priorities than put money in the institutes for skills development living these institutes to fend for themselves. The budget monitoring and accountability unit report BMAU (2013) wrote: The Government of Uganda (GoU) Policy specifies that the state takes care of 90% of the cost of primary education, 60% of academic secondary education, 40% of the BTVET, and 50% of the high tertiary education. This means the government can only provide 40% of the education budget on VET; therefore, the school must source other funds if it is to produce better students. However, the institute believes that as long as students continue training (internship) every semester in different hotels, the skills obtained there can be enough for a learner to add on the little they get at school. Alam (2015, p. 41) argues that any mode of training for industrial and commercial occupations can be cost-effective when the institution is well linked to employers, adequately financed, efficiently organized and sufficiently autonomous to adjust the size and content of courses to meet the quantitative and qualitative dimensions of employment demand.

I do not think this is enough because as far as I know, not all students who go through the internship benefit from them. These hotels mean business, there commercial therefore will not put their emphasis on training interns. On the other hand, some trainers in the hotels actually fear training interns thinking they may outgrow them and take their jobs. One of the managers said hotels need staff not trainees as presented in 5.5.3; "He commented that the institute should maintain the practical part of the student training because these day hotels do not have time to train students, they need staff not trainees."

Therefore not all students really benefit apart from those who are enthusiastic about what they want to learn and can ask. The training at school is equally important because students have resources at their disposal but can also have chance to interact with their teachers and fellow

students. In support of this statement, Wynne Harlen (2015) also recommended that Students should engage in expressing and communicating their understandings and skills, initiated by teachers' open and person-centered questions and Dialogue between teacher and students that encourages reflection on their learning and opportunity to learn. By the time a student goes for internship, he/she should have knowledge of the basics in food and kitchen so that he/she can easily integrate with in hotel staff when they see him/her useful.

I therefore think that the institute should find ways to increase funding to these kinds of projects that aimed at developing skills. On the other hand, Wenger (1998) describes Learning as an individual process that has a beginning and end, it is best separated from the rest of our activities and it is the result of teaching. The end is determined when students do their final exams, here teachers and students believe it is over to some extent even books are thrown away. However learning is not just about exams as Norcini (2007) in a quotation of (van der Vleuten 1996; Gronlund 1998, Shepard 2000) calls it that in an educational context it is now argued that learning is the key purpose of assessment. In our Uganda context, assessment is exams but for vocational students, learning continues every day even at work or training as they learn a new thing each day in the course of working.

The teachers also mentioned that they would require the administration to get more involved as I they saw the exhibition learning might require more time than they have. They therefore requested that unless the administration puts a particular pay and set rules for its inclusion the teaching of practical subjects, it might not be easy to implement. I bring in the aspect of attitude where it is a teacher's responsibility to provide conducive learning environment for his/her learners. This means if only a teacher see learning exhibitions as a way learners can attain more skills, then they would not be extant to practice it further.

Teachers therefore suggested that they should live students to run the project saying that it may increase their involvement in learning. They based their suggestion on the "pasta night" themed exhibition the students organized and funded after its discussion in the future workshop of my project 3. They said if the students take control of the activities of the project, it would not be collapse because they will then own the practice and improve their learning. I agree with this statement however when learners are left alone, they may not execute the project on their own without supervision and guidance from a senior personnel or teacher. Dornan (2007) puts it right

when he says workplace based learning involves 'participation in practice', which evolves along a spectrum from passive observation to performance. He adds that teachers should help students participate by being both supportive and challenging actively. Students have different background and likes of practice, which will make it hard for them to make a decision that entirely benefits them.

Teachers' involvement to make decisions and guidance to achieve the objectives of the course is very important. Our students are not used to being left alone to do practice especially on the weekend without the teacher. The presence of a teacher will make the learning process smooth by encouraging and observing the activities of students and assess competence depending on their practice. In agreement, Saedon et al (2010) add that observing trainees during their daily practice is a time-efficient way of determining their level of competence. Students will always work to impress their teachers. I therefore believe that as the students are given autonomy to work, they should be supervised and guided since they create more knowledge working alone than when a teacher fully takes control of the class.

6.3 Roles of learning exhibitions in the development of cookery skills

Under this theme, I presented findings from the project as described by the participants in relation to my observation during practice. I gathered information during practice after every exhibition and after the project from students, teachers who participated and during internship of these students in the hotels. I also interviewed hotel supervisors and managers to give their analysis of student's performance over time. Through interviews, discussions, interactions and dialogues, I asked participants to give their views on how the learning exhibitions have benefited the students in terms of skills improvement. Below, I will discuss and analyze the roles of learning exhibitions based on participants' views and my observations and interpretation of the situation as it unfolded following those with a key aspect on improving skills of a learner.

As presented in 5.3, students supported the use of learning exhibitions in teaching of food production arguing that unlike before when they only had practical sessions and they go, learning exhibitions enabled them to evaluate themselves on what they had learnt. The importance of every learning is to make sure the learner gets new knowledge and this we can achieve after an evaluation either by the teacher or by the learners themselves depending on what they have learnt. According to my observations, students exhibited new ideas in the food industry with what they were cooking

and presenting. The way they conducted themselves during the practice, the excitement of making their own products and the feedbacks they got from the people who consumed their food. Niguidula (1993; 7) says that an exhibition is an assessment that provides the opportunity for students to demonstrate a skill or knowledge that is highly valued by the school. He adds that it grows from a vision of students performing as their teachers hoped they would. When we started, we anticipated a lot from the project due to the preparations however the results according to the interviews conducted where satisfying so far. This was because we did not have a reference exhibition therefore this made our project natural and self-made since there was not any to judge against it.

Students said learning exhibitions are engaging that every person who gets involved participates entirely in producing the final product. This engagement creates a kind of competition among them as they try to exhibit the different skills developed from the session. To support this, Swan (2005) relates to constructivist learning theory saying all learning is an active process and all knowledge is unique to the individual, whether acquired from lecture and text or discovered through experience. In trying to compete amongst each other, new knowledge is developed. Learning becomes fun as every learner tries to integrate in a group, which reduces boredom in learning and increases the sense of responsibility amongst each other.

At the end of every lesson, learners have a story to tell which story keeps on their minds for a long time and this is knowledge. These engagements as I observed promoted cooperative learning in the groups, which is a source of knowledge and skills development. One person's weakness can fail the all group therefore cooperative learning was inevitable to reduce chances of failing in that even those that seemed to be weak students were encouraged to work up to the pace of others. Ito (2015) stated that there is a consensus that cooperative learning motivates students to engage with learning. However, this kind of learning is hard to monitor because students have different behaviors and motives of learning therefore it engages the teacher more in trying to control, organize, and monitor student's behaviors. Ito (2015) also recommended that one of the major challenges of employing active learning is that the teacher may have more difficulty in managing the course than conventional approaches as they let students take more control of them. I always encouraged my teacher participants to be available in and around class to observe what the students are doing and help them where they needed help. This kept us busier than the times when we took up the teaching role. At times, students would want your view on a food dish he/she has developed and sometimes

you may not have an idea of what he/she is preparing. Somehow, students need help but it is better to let them figure out their options before you stand in to help.

Teachers observed and discussed that if they used learning exhibitions consistently, they will improve on skills among learners as it makes them more pro-active in classroom activities rather than keep them in class for theory lessons. They said this would reduce on their time in class and concentrate on more research and other school activities. In my view, learning takes place whenever there is something new discovered whether by the students on their teacher however when the discovery is practiced, then it is understood by the teacher or student. De Bruijn (2004) adds that within learning arrangements, the teacher and students play a vital role in this process. At the same time, it is the task of the teacher (as an adult cultural bearer of meanings and as a pedagogic-didactic coach) to take this construction process further than students can take it alone.

When a teacher observes what the students are doing, it is important to follow up on this new knowledge because students may forget about their discoveries in the learning process. Nevertheless, when they discuss it with their teachers, they gain more knowledge than a self-discovery during practice. Collaborative learning between the teacher and the student is therefore, an important form of learning and Prawat & Floden (1994) who confirms that knowledge creation is a shared rather than an individual experience supports this. Learners test the validity of developed constructions through dialogue.

6.3.1 Skills obtained in learning exhibitions project and their relevance to the world of work.

As presented in 5.3.2, learners developed new skills during the project which they could not understand themselves but seen by their instructors depending on how they viewed them now and before in terms of performance. During the process, learners demonstrated a high degree of confidence and through an interview; they explained that in cooking creativity is paramount. Students and their teachers including me the researcher obtained several skills from the project to both the This being an action research. I involved myself with the participants at all levels where students always brought up new ideas in case of challenges that we encountered. These skills included confidence, creativity, and innovativeness, communication skills, self-control among others exhibited during and after practice.

In the interviews conducted at the workplaces where these students received internship after the projects confirmed a difference in performance of my participants to the ones who had trained from there before. Among the skills identified by the supervisors was a high attitude towards work and this was developed during the project due to the sense of competition and assessment. Others were hardworking, cooperative, listen and they don't dodge from work. As far as I am concerned, these skills are very necessary in today's world of work that is so competitive. As explained in the introduction chapter on page 5 para 4, employers seek for labor that possesses such skills. In support to these statements of active participation learning, Mills (2010) reported that some of the positive aspects noted by students in this type of learning are use of real world applications and the development of technical and problem solving skills. These skills differ from learner to learner because they have different desires and specialties in skills and as noticed during the project, some students were spearheading the groups in terms of creativity and construction of ideas.

In the same line, Ito (2015) also quotes Laverie (2006) who argues that active learning approach "cultivates workplace skills desired by employers: critical thinking, communication skills, leadership skills, creativity, problem solving, task-completion skills and the ability to work in teams" (p. 59). As a school, we train Hotel managers and as a subject, we specialize on training chefs (cooks). It is important for students have these skills mentioned above if there to manage the day-to-day work pressure. Critical thinking, creativity, innovations, and invention skills are required in the kitchen every day to produce an eye-appealing dish every time a customer visits the hotel. The experience gained from the exhibition projects helped me to understand what kind of skills I should stress in class while teaching and gave me a feel of working in the field while at school.

This experience also helped my learners to practice their hidden possibilities and potentials when they exhibited beyond their expectations. Several other skills were revealed by students during the project but could not be noticed now when the students were for training, they exhibited skills as their hotel supervisors told me. These students complained of too much work that comes because of their knowledge and I think this is not right because then their frustrating them before they enter the real work field. Although this may be preparing them for the tough times ahead, not everyone will look at it this way.

NCDC (2014) report advocated for the vocationalization of Secondary Education Curriculum in order to meet some of the nation's workforce needs, by providing students with skills for immediate personal application and for productive employment on leaving school and providing basic business and management skills relevant to students' daily living. Upon this recommendation, Entrepreneurship Education was introduced. The government of Uganda is fighting the problem of unemployment among the increasing youth population through introduction of entrepreneur courses in high school and empowering the vocational institute to produce skilled labor force for the market. This can only be achieved with teachers' contribution to the effect by providing avenues for skills training among their learners. Learning exhibitions are seen as part of these avenues through which we can develop entrepreneurial skills.

We aimed this Action research study at achieving skills that are necessary for a hotel labor force to reduce the problem of unemployment. This we can achieve by visiting the hotels to find out from the hotel supervisors the performance of our students. the results obtained from the hotels was a good performance by the students as they displayed those skills that are required and this was evident by the way managers answered the question of whether my students stand a chance of being retained to work or can be recommended to work in another hotel establishment depending on their performance. This was until one manager told me in an interview that my students were still lacking basic skills and that their attitude was low. Asked the students about this and their response was that they were not comfortable with the place there in saying it was of low standards than the thought it would be. This means we should train learners to prepare for all spheres of environment and that if they want a better environment, they should create it. In addition, I realized that one of was not as active in this project as she was on and off the school for tuition which made her miss some of the project practices.

6.4 Conclusions

In this part of the chapter, I give the conclusions based on data of the study presented and discussed above. In this Action research study, I wanted to discover, experiment, experience and improve my facilitation as a food production instructor at HTTI using learning exhibitions in the teaching learning process to improve cookery knowledge and skills development among learners. The project was aimed at improving the quality of graduates from the hotel school.

This project was triggered by the decrease in quality of hotel graduates giving reasons to massive unemployment among the youth in the country. I would encourage my students and fellow teachers to use learning exhibition approach to improve the skills development of our learners by making practical subjects more practical than classroom learning. My study based on objectives below:

- Assess workplace based learning strategies used in the teaching learning process of food production.
- Encourage the use of exhibitions as a workplace learning strategy in the teaching of food production.
- Understand the role of learning exhibitions in the development of employable and entrepreneurial cookery skills among learners.

Under this theme, I give the conclusions based on my discussion, analysis, explanation and reflections in the chapter as encountered during the course of action in the project.

6.4.1 Workplace based learning strategies used in the teaching learning process of food production.

This objective was aimed at assessing the workplace based learning strategies teachers use in teaching practical subjects. The experience during project as well as my analysis of the teaching situations at school showed that teachers use more of lecture methods that practice, more note giving than self-discovery of students. The time they have to do practical sessions for their subjects is limited for a learner to understand what is taught. It gives no time for a learner to reflect on his/her experience during practice but also these practical sessions are taken over the teacher who dictates what is to be cooked and how. This gives no chance to a learner to construct own recipes for dishes. At the end of lessons or term, students have confidence in only what they teach them and practice but not anything outside class work.

Students are not encouraged to do research on their recipes of food apart from a few incidences or practice on their own but rather wait for the practical session where they cook recipes given to them by their teachers during classroom learning. This was mentioned by Ito (2015, p 84) that employing active learning approaches such as cooperative learning and/or PBL is reasonable to help develop students' research skills, especially in the employability context, as students work on real world issues. If students are not left to research for their own knowledge out of class and base on only classroom notes, which as seen above are used year in year out, the same poor quality graduate will be produced over and over again.

6.4.2 Using learning exhibitions as a workplace learning strategy in the teaching of food production.

Under this objective, I encouraged the use of learning exhibitions in teaching food production practical which was followed with the actions of exhibitions as discussed above in this chapter. This encouragement was through talking to the participants showing them the benefits of learning exhibitions and used my lessons to experiment cookery practical into exhibitions. Participants involved prepared food and exhibited it on tables for fellow students and teachers to give critics to their performance and buy the food. The act of non-participants of buying food and giving feedbacks encouraged participants to view exhibitions as a way of improving certain skills within them. We planned and worked with students when choosing recipes but they decided on which food to prepare depending on their discovery and the available materials. The process involved good learning experience to both learners and the researcher as well as evaluation of the process of cooking gave students morale to research and construct more recipes as the project went on.

Developing of own recipes and working in groups encouraged discussions and interactions amongst themselves which improved learning. The excitement brought by inclusion of music sound during preparation put the participants in working mood rather than classroom mood, which saw students interact and consult with other groups as well as within the group. This also involved finding possible ways to improve learning exhibitions and enable sustainability of its practice in school. The views of participants were centered on increasing funds into the project however, this meant to the administration that practical subjects require more funding than other subjects do. Although the administration funds the project, at some point it cannot fulfill all necessary material because according to the principal, student's tuition would have to be increased. Teacher's thought of putting the project under control by students is still debated for the fact that the project to be carried on successfully requires both the students and teachers input not students working independently. I therefore conclude that exhibitions were a success and appreciated by participants showing the objected results among students.

6.4.3 Role of learning exhibitions in the development of employable and entrepreneurial cookery skills among learners.

I rounded up the project by understanding the roles of learning exhibitions in development of skills among learners. My experience as a teacher as well as a facilitator of this project in initiating,

experimenting the use of exhibitions was a challenging task that required the input of several stakeholders who included students and teachers as well as administrators. The project followed interviews from participants to assess how much they have benefitted from the learning exhibition and how helpful it is to the world of work. I extended the interview to hotel supervisors where the project participants undertook their internship. This was about finding the difference in practice between the current students and the students who trained there before. With the positive results, learners presented during internship created questions of how this particular group was handled. I had the mandate of explaining the projects students had at school.

Among the skills learnt from the school included confidence, creativity, innovation skills, and communication oral and verbal. These skills are some of those the hotel managers seek to have in the employees especially in kitchen as discussed in chapter one. Learning exhibitions exposed students to these skills obtained during practice. Other skills were self-control and management, cooperativeness developed from group learning, persuasive and selling skills, intuitive/thinking skills, and most of all cookery skills of several dishes. This was through using same material to produce different food dishes. All the above skills were necessary and required in the world of work, which showed a difference in them as compared to other trainees in the hotels I was able to visit. These exhibitions also removed the phobia of starting own business by the participants, this was ascertained through interviews and interactions I had with them. Learning exhibitions also eased the learning process by having more of student input than me as a teacher and with my experience of teaching; every teacher would want to see his learners positively involved in the learning process. I can proudly say we achieved this during after the project. I would like to follow up on this project and suggest other methods with teachers and learners on how we can improve learning and skills development. My future Action research project will be focusing on changing the mindset of teachers from teacher-centered to learner-centered approach to these practical/vocational subjects.

6.5 Recommendation

The objectives, significance, and purpose of this study aimed at improving my practice as a facilitator of learning through using learning exhibitions in teaching of food production subject to third-year students of HTTI. Basing on the presented findings, their discussion and conclusions of

the Action research process, I present the recommendations of each objective following the logical order as data was discussed and concluded.

6.5.1 Learning exhibition as a workplace based learning strategy and the learning experiences from the project.

In this research study, I realized that the teacher participants were not fully involved in the study at school, which means I spearheaded the project in most cases with students. Teachers, administration, and other stakeholders should get involved in all activities that benefit the outcomes of a learner. Their involvement makes the work easier and circulatory throughout the school unlike when it is one person driving it. In this case, I recommend that in other researches to be carried out smoothly, the population must be taught and sensitized about the study, its purpose but also show them how it benefits them in their teaching carriers.

This study will lose meaning if we do not sustain the project to other students in lower classes who would find it more interesting to use the project for learning. This will be through encouraging and persuading teachers against the common teaching methods to adopt the learning exhibition strategy as a way of improving learning outcomes. However, this must be with proper lesson plan prior to the practical, making sure we acquire material for the session earlier to avoid time wastage. The administration should stress this point to make sure that teachers have schemes of work for a semester on their subjects as well as their lesson plans for each lesson.

From the interviews, one of the hotels managers mentioned that students should have more exposure in the industry rather than the one-month they have every semester end. She said; the period is too short for a student to go through all the departments of the hotel therefore gets very little hands on, the period ends before their integration into the system. The administration should consider this if they can see a need for more time in the industry.

I would also recommend that parents should be involved in their children's development even at institutional level. Most parents assume that students are already mature to make sensitive decisions therefore need no follow up. However, at all levels, students need parent's guidance and support and in this case, if parents are invited to come and support their children during these exhibitions, the rate at which students will be active is expected to increase as they try to impress their parents. In doing this, more skills will be developed and even for parents who may be resistant in supporting

their children financially may change their minds after seeing the works of their children. This issue was recorded in my project 3 and it needed immediate attention although could not talk to the parent but this can make changes in such situations.

Administration should look at giving practical sessions more time on the timetable to allow such project to be executed during the week. This will reduce the issue of weekend study on which most public servants do not want participate in activities. This will also require the administration to stress the use of workplace-based strategies in practical subjects by making rules that govern the teaching process even if it is out of government initiative. They must look at the results of project in learner performance at school and work places to determine the usefulness of the practice. As I presented in chapter four, students developed many skills in these exhibitions, which necessitate their use in the teaching process to increase learning outcomes.

The institute should look at further collaborations with other institutes to find out the differences between institutes which can be used as a tool for learning, have exchange instructors who can bring in new ideas and styles of teaching. This can be extended across countries like one we have with hotel schools in Austria and Belgium. The institute should increase ties with the government to persuade it into purchasing more equipment and generally increase funding to the school, which will see such projects carried on without constraints of funds. These collaborations could also lead to more scholarships of instructor, which would aim at improving their practice just like the opportunity I got for a quota scheme scholarship in Norway because of these collaborations, which I appreciate so much sincerely.

From now on, I will continue doing all measures necessary to improve my practice as a teacher of food production and use all opportunities I will get to apply learning exhibitions in workplace based learning at any institute. Encourage all teachers at different technical levels and institutes I will come across to embrace the use of learning exhibitions as a simple way to improve practical skills among learners without too much teacher input but learners as a center of interest. With this I will continue doing research on better teaching styles that are aimed at improving skills such as problem-based learning, active learning and my facilitation of learning in the practical area.

Finally, teachers at the hotel and tourism training institute Jinja should always try to dig deep into students' academic and social backgrounds to understand how to deal with these particular students

when teaching. This will save a lot of time when a teacher knows what kind of teaching style to use on a particular group unlike using a single strategy, which may not be favorable to all students as this affects their progress in class. I encourage the institute to integrate the master graduates from Hioa into the administration to use their experience of learning process in Norway schools of vocational studies into the school. This is because, no one can have interest in implementing what they did not initiate but if we have authority to make certain decisions; this can create changes in the teaching learning process by involving.

List of Reference;

Agiresaas, A. (2015). Facing Unemployment, Uganda's Youth Take Government Loans to Start Their Own Businesses. *Global press Journal*.

Alam, N. (2015). The role of technical vocational education and training in human development: Pakistan as a reference point.(Report). *11*(10), 35.

Authority, T. Q. C. a. A. (2012). Business Communication and Technologies 2012.

Barra, E., Aguirre Herrera, S., Pastor Caño, J. Y., & Quemada Vives, J. (2014). Using multimedia and peer assessment to promote collaborative e-learning. *New Review of Hypermedia and Multimedia, 20*(2), 103-121.

Bategeka, L. N. (2012). The Role of the State in Economic Development: Employment Challenges in Uganda. *Economic Policy Research Centre*.

Bloom, D. E., Canning, D., & Chan, K. (2006). *Higher education and economic development in Africa* (Vol. 102): World Bank Washington, DC.

Bloor, M., & Wood, F. (2006). *Keywords in qualitative methods: A vocabulary of research concepts*: Sage.

Bohm, D. (1996). On dialogue, edited by Lee Nichol. *Londen/New York*.

Brooke, G., & Andrade, H. (2013). WHAT IS AN EXHIBITION?

Broomfield, A. (2007). *Food and cooking in Victorian England: a history*: Greenwood Publishing Group.

Cornford, I., & Gunn, D. (1998). +Work-based learning of commercial cookery apprentices in the new south wales hospitalities industry. *Journal of Vocational Education & Training, 50*(4), 549-567. doi:10.1080/13636829800200062

Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.

Dawson, S., Manderson, L., & Tallo, V. L. (1992). *The focus group manual*: World Health Organization Geneva.

de Bruijn, E. (2004). Changing Pedagogic and Didactic Approaches in Vocational Education in the Netherlands: From Institutional Interests to the Ambitions of Students. *European Journal: Vocational Training, 31*, 27-36.

Dornan, T., Boshuizen, H., King, N., & Scherpbier, A. (2007). Experience-based learning: a model linking the processes and outcomes of medical students' workplace learning. *Medical education, 41*(1), 84-91.

Dredge, D., Airey, D., & Gross, M. J. (2014). *The routledge handbook of tourism and hospitality education*: Routledge.

Drew, V., & Mackie, L. (2011). Extending the constructs of active learning: implications for teachers' pedagogy and practice. *Curriculum Journal, 22*(4), 451-467.

Eckert, P. (2006). Communities of practice. *Encyclopedia of language and linguistics, 2*(2006), 683-685.

education, t. i. o. c. (2016). Hospitality Management Diploma: Program Curriculum Outline.

Ertmer, P. A., & Newby, T. J. (1993). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance improvement quarterly, 6*(4), 50-72.

Fiscus, R. S., Schuster, J. W., Morse, T. E., & Collins, B. C. (2002). Teaching elementary students with cognitive disabilities food preparation skills while embedding instructive feedback in the prompt and consequent event. *Education and Training in Mental Retardation and Developmental Disabilities*, 55-69.

FPT, F. p. T. (2014). food production operations tutorials point, simply easy learning., 109.

Frank*, M., & Barzilai, A. (2004). Integrating alternative assessment in a project-based learning course for pre-service science and technology teachers. *Assessment & Evaluation in Higher Education, 29*(1), 41-61.
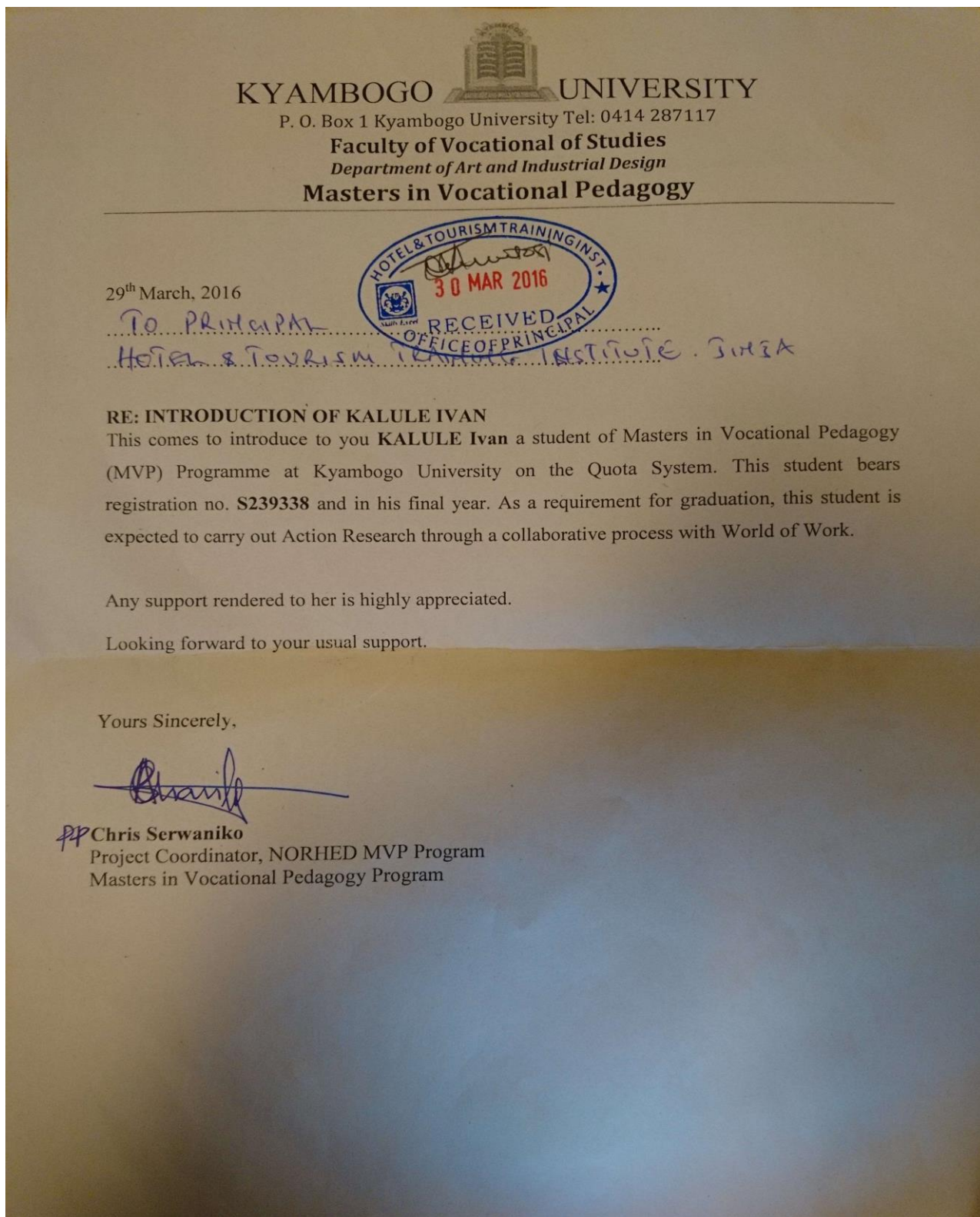
Gonsalves, J. F. (2005). *Participatory Research and Development for Sustainable Agriculture and Natural Resource Management: Understanding Participatory Research and Development* (Vol. 1): IDRC.

Goody, J. (1982). *Cooking, cuisine and class: a study in comparative sociology* (1982 ed.).

Harlen, W. (2006). The role of teachers in the assessment of learning. *Pamphlet produced by the Assessment Systems for the Future projects (ASF) Assessment Reform group, UK*, 347-364.

Harlen, W. (2015). Issues in Policy and Practice in the Assessment of Inquiry-Based Science Education. *Thinking Assessment in Science and Mathematics*, 10.

Harlen, W., & Johnson, S. (2014). A review of current thinking and practices in assessment in relation to the Primary Years Programme: Report submitted by Assessment Europe to the International Baccalaureate Organization.

Hauan, N. P., & Kolstø, S. D. (2014). Exhibitions as learning environments ; a review of empirical research on students' science learning at Natural History Museums, Science Museums and Science Centres. *Nordina (elektronisk ressurs), 10*(1), 90-104.

Hein, G. (1991). Constructivist learning theory. *Institute for Inquiry. Available at:/*http://www. *exploratorium. edu/ifi/resources/constructivistlearning. htmlS*.

Hughes, K. L., Moore, D. T., Columbia Univ, N. Y. N. Y. I. o. E., & the, E. (1999). *Pedagogical Strategies for Work-Based Learning. IEE Brief No. 26* (1059-2776). Retrieved from https://login.ezproxy.hioa.no/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED440262&site=ehost-live

Idialu, E. E. (2014). *Creating An Enabling Environment For The Teaching And Learning Of Vocational And Technical Education In Nigeria And Sub-Saharan Africa.* Paper presented at the The Clute Institute International Academic Conference San Antonio, Texas, USA.

Ito, H., & Kawazoe, N. (2015). Active Learning for Creating Innovators: Employability Skills beyond Industrial Needs. *International Journal of Higher Education, 4*(2), p81.

Ivan, K. (2015). improvement of my practice through participation and empowerment of students.

Jackson, B. (1998). Evaluation of learning technology implementation. *Evaluation studies*, 22-25.

Jensen, S. S. (2010). Mariis' explorations of digital remediation.

Jonassen, D., & Land, S. (2012). *Theoretical foundations of learning environments*: Routledge.

Kallet, R. H. (2004). How to write the methods section of a research paper. *Respiratory care, 49*(10), 1229-1232.

Kansanen, P., & Meri, M. (1999). The didactic relation in the teaching-studying-learning process. *Didaktik/Fachdidaktik as Science (-s) of the Teaching profession, 2*(1), 107-116.

Kawulich, B. B. (2005). *Participant observation as a data collection method.* Paper presented at the Forum Qualitative Sozialforschung/Forum: Qualitative Social Research.

Kizlik, B. (2012). Measurement, assessment and evaluation in education. Retrieved February 8, 2012.

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge. *Contemporary issues in technology and teacher education, 9*(1), 60-70.

Komugisha, N. (2012). Improving my facilitating skills in clothing and textiles through use of learner centred approaches: an action research project carried out at the Department of Human Nutrition and Home Economics of Kyambogo University, Uganda.

Kyarizi, L. (2012). Improving my practice as a facilitator of learning while using learner-centred approaches to teaching and learning: an action research project carried at the section of Technological studies, Department of Civil and Building Engineering, Kyambogo University, Uganda.

Labaree, R. V. (2009). Research Guides: Organizing Your Social Sciences Research Paper: The CARS Model.

Lamscheck-Nielsen, R. (2010). DISTANCE LEARNING FOR APPRENTICES.

Lave, J. (1991). Situating learning in communities of practice. *Perspectives on socially shared cognition, 2*, 63-82.

Mara Krechevsky, B. M., Melisa Rivard, Daniel Wilson. (2013). *Visible learning:* (Vol. 12).

McGee, H. (2007). *On food and cooking: the science and lore of the kitchen*: Simon and Schuster.

McNiff, J. (2008). *Learning with and from people in townships and universities: how do I exercise my transformational educational influence for generative systemic transformation?* Paper presented at the A paper presented at the American Educational Research Association Annual Meeting as part of the Symposium 'Communicating and Testing the Validity of Claims to Transformational Systemic Influence for Civic Responsibility', March, New York. Retrieved.

McNiff, J. (2016). *You and your action research project*: Routledge.

Mills, J. E., & Treagust, D. F. (2003). Engineering education—Is problem-based or project-based learning the answer. *Australasian journal of engineering education, 3*(2), 2-16.

Mishra, L. (2016). Focus Group Discussion in Qualitative Research. *Techno Learn, 6*(1), 1.

Mjelde, L., & Daly, R. (2006). *Working knowledge in a globalizing world: from work to learning, from learning to work* (Vol. 3): Peter Lang.

Murillo, E. (2011). Communities of practice in the business and organization studies literature. *Information Research, 16*(1), 1.

Mwesigwa, A. (2014). Uganda's unemployed graduates held back by skills gap. *The guardian*.

National Forum to Accelerate Middle-Grades, R. (2002). *High-Stakes Testing. Policy Statement. Issue 3*. Retrieved from https://login.ezproxy.hioa.no/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED528787&site=ehost-live

Niguidula, D. (1993). The Digital Portfolio: A Richer Picture of Student Performance. Studies on Exhibitions (No. 13).

Norcini, J., & Burch, V. (2007). Workplace-based assessment as an educational tool: AMEE Guide No. 31. *Medical teacher, 29*(9-10), 855-871.

Ochan, M. (2012). Working with teachers and students at secondary school level to enhance better learning of agriculture through project based learning approach: an action research at Nabiswa Secondary school, Uganda.

Okeiyi, E., Finley, D., & Postel, R. T. (1994). Food and beverage management competencies: Educator, industry, and student perspectives. *Hospitality & Tourism Educator, 6*(4), 37-40.

Okwelle, P., & Ayonmike, C. S. (2014). Towards Value Re-orientation of Youths on the Role of Technical Vocational Education and Training (TVET) for Sustainable Development in Nigeria. *perspective, 5*(8).

Overton, T. (2011). Assessing learners with special needs. *6TH ED*. doi:http://www.enotes.com/ref/q-and-a/distinction-between-assessment-evaluation-201131

paper, T. n. v. n. (2016). Kadaga roots for vocational education

Partnership, T. G. S. (2014). Exhibitions. *The Glossary of Education Reform*.

Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health services research, 34*(5 Pt 2), 1189.

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (fourth Ed. ed.). Thousand Oaks, California 91320: SAGE publications, Inc.

Pedretti, E. G. (2004). Perspectives on learning through research on critical issues-based science center exhibitions. *Science Education, 88*(S1), S34-S47.

Petersen, P. M., & Tønnesen, L. G. (2006). • TEACHING: DIDACTIC ISSUES IN ODL.

Prawat, R. S., & Floden, R. E. (1994). Philosophical perspectives on constructivist views of learning. *Educational Psychologist, 29*(1), 37-48.

Raelin, J. A. (2008). *Work-based learning: Bridging knowledge and action in the workplace*: John Wiley & Sons.

Raimi, L., & Akhuemonkhan, I. on Employability and National Development?

Saedon, H., Saedon, M., & Aggarwal, S. (2010). Workplace-based assessment as an educational tool: Guide supplement 31.3–Viewpoint. *Medical teacher, 32*(9), e369-e372.

Skagen, T., Torras, M. C., Kavli, S. M. L., Mikki, S., Hafstad, S., & Hunskår, I. (2008). Pedagogical considerations in developing an online tutorial in information literacy.

Swan, K. (2005). A constructivist model for thinking about learning online. *Elements of quality online education: Engaging communities, 6*, 13-31.

TAMALE, S. N.-. (2014). RELEVANCY OF THE CURRENT SKILLS DEVELOPMENT

PROCESS TO THE WORLD OF WORK IN UGANDA. *Discussion paper*.

Tekin-Iftar, E., & Birkan, B. (2010). Small Group Instruction for Students With Autism. *The Journal of Special Education, 44*(1), 50-63. doi:10.1177/0022466908325219

Thomas, J. W. (2000). A review of research on project-based learning.

Tran, L. T., & Nyland, C. (2011). International vocational education and training-The migration and learning mix. *Australian Journal of Adult Learning, 51*(1), 8.

Uganda, N. C. d. c. (2014). ENTREPRENEURSHIP EDUCATION IN UGANDA.

Union, A. (2007). *Strategy to revitalize technical and vocational education and training (TVET) in Africa.* Paper presented at the Meeting of the Bureau of the Conference of Ministers of Education of the African Union (COMEDAF II+).

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*: Cambridge university press.

Wiggins, G. (1991). Teaching to the (authentic) test. *DOCUMENT RESUME*, 344.

Woo, Y., & Reeves, T. C. (2007). Meaningful interaction in web-based learning: A social constructivist interpretation. *The Internet and higher education, 10*(1), 15-25.

Wright, P. (2003). Problems, Pollution and Pedagogy — Linking Teaching and Research through a Problem-Based Learning Exercise. *Planet, 11*(1), 39-42. doi:10.11120/plan.2003.00110039

---

i

Appendices.

Appendix 1; my introduction letter from HiOA/Kyambogo University to the hotel school

KYAMBOGO UNIVERSITY

P. O. Box 1 Kyambogo University Tel: 0414 287117

Faculty of Vocational of Studies

Department of Art and Industrial Design

Masters in Vocational Pedagogy

29th March, 2016

[stamp: HOTEL & TOURISM TRAINING INST. 30 MAR 2016 RECEIVED OFFICE OF PRINCIPAL]

To PRINCIPAL
HOTEL & TOURISM TRAINING INSTITUTE. JINJA

RE: INTRODUCTION OF KALULE IVAN

This comes to introduce to you **KALULE Ivan** a student of Masters in Vocational Pedagogy (MVP) Programme at Kyambogo University on the Quota System. This student bears registration no. **S239338** and in his final year. As a requirement for graduation, this student is expected to carry out Action Research through a collaborative process with World of Work.

Any support rendered to her is highly appreciated.

Looking forward to your usual support.

Yours Sincerely,

[signature]

PP **Chris Serwaniko**
Project Coordinator, NORHED MVP Program
Masters in Vocational Pedagogy Program

The Hotel and Tourism Training Institute

Skills Excel

TO THE PERSONEL MANAGER

....

KAMPALA.
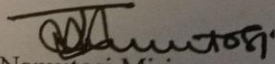
Dear Sir/Madam

RE: <u>INTRODUCTORY LETTER</u>

This is to introduce to you **Mr. Kalule Ivan** an Instructor from the Hotel and Tourism Training Institute and a student of Oslo and Akershus University Norway pursuing a Masters in Vocational Pedagogy. He is doing a follow up study on students on internship and their immediate supervisors.

His research is about a project he had with the students to see how the project impacted on the learners' performance in the field. Data collection is scheduled between the 20th June and 5th July 2016.

Thank you for your cooperation and being a training partner with us.

Yours faithfully

THEHOTEL AND TOURISM TRAINING INSTITUTE.

Namutosi Miriam

PRINCIPAL.

"The Centre of Excellence in Hands-on Tourism and Hospitality Training"

P.O. Box 444 Jinja-Uganda, Tel: 256-43-121954, Fax: 256-43-121515,
Email: info@uhtti.ac.ug Website: ww.uhtti.ac.ug

FINAL ATTACHMENT LIST   APRIL 2016

N0	TOWN	OFFICERS WHO SOURCED	ESTABLISHMENT	OFFICER CONTACTED /TITLE/ CONTACT NUMBER	NUMBER OF PLACES & GENDER			REMARKS	NAMES OF STUDE
+					M	F	Total		
1	JINJA	Ms. Atim Ruth	Jinja Nile Resort – Mada	GENERAL MANAGER MR. MBATIA 077607385 075607385	2	1	3	*(handwritten)*	Kanyana Angella D Ongom Vincent
2	JINJA	Ms. Atim Ruth	Paradise on the Nile				*(handwritten)*	Training of HTTI students in a halt	
3	JINJA	Ms. Atim Ruth	Nile Village Hotel and SPA Plot 48/49 Kiira road Jinja	GENERAL MANAGER MR. KIGENYI MOSES 0773-846-420	1	3	4	All trainees to be subjected to Interviews and the best four will be Offered placements.	
4	JINJA	Ms. Atim Ruth	Source of the Nile					NO RESPONSE YET	
5	Njeru	Ms. Atim Ruth	Nile Hotel Jinja limited Plot 13/15 Nanso Road	HOTEL MANAGER MR.RUGAZOORA B INNOCENT 0752-934-588	1	1	2	confirmed	Mwiinike Zauja DHM Nabirye Valeria

1

1. Interview Guide for Students.

2. We began these exhibition projects with a purpose of learning new ideas, what is your experience of these projects in teaching learning?

3. How have learning exhibitions been useful to you?

4. How do you feel about working in a group?

5. Are there any new skills you can be proud of that you learnt in the projects?

6. How relevant are the skills you learnt at school to you here at work?

To the Instructors.

1. We have several workplace based learning strategies in vocational education, which among these do you employ in your daily teaching of this practical subject.

2. How effective are they in delivering content and development of skills among your learners?

3. What is your experience with the learning exhibition project we have had this semester?

4. Are there any new skills you have seen develop among learners during the project?

5. Do you think we can integrate learning exhibitions in our teaching learning processes?

6. What do we need to do to improve our practice as vocational teachers when using exhibitions as a teaching strategy?

7. Do you think there is a need to work on the timetable to suit these activities?

To the Hotel Supervisors/managers-

1. I understand the fact that a busy person but you take time to attend my interview. You have been so helpful in training our future generation in hotel skills among which include our students from HTTI, please tell me about their performance.

2. Are there any new skills, knowledge, and practice you can identify from them.

3. You have trained students from HTTI before, is there any difference in performance between these students and the ones you have trained before?

4. Could you please identify those differences?