

Research Article

Research on Application of “Buffet Style” Teaching Mode for Sports Functional Food Teaching in Private College

Shubin Liu and Jianqiang Guo

Huaide College, Changzhou University, Changzhou, 214500, Jiangsu, China

Abstract: This study intends to analyze the feasibility of “Buffet Style” teaching mode in teaching sports functional food in college and to explore the positive utility “Buffet Style” teaching mode had towards teaching sports functional food in college. “Buffet Style” teaching mode overcame the solo-performance of the teacher and emphasizing interactions between teachers and students and also focuses on students’ skills of critical thinking and problem-solving.

Keywords: Buffet style, functional food teaching, problem-solving

INTRODUCTION

The current educational status of teaching sports functional food in private colleges is relatively pessimistic. The overall qualities of students in private colleges are comparatively low for their lack of basic knowledge and consciousness to learn. Moreover, the employment of traditional teaching method characteristic of mechanical infusion of knowledge from the teacher and students’ passive acceptance leads to unsatisfactory results on teaching efficiency. Therefore, how to bring teacher’s role into full play and help students learn independently is the question needs to be answered by teachers in Food majors (Cox-Petersen, 2001). “Buffet Style” teaching mode overcame the solo-performance of the teacher and emphasizing interactions between teachers and students and also focuses on students’ skills of critical thinking and problem-solving. In this study, the author attempted to introduce “buffet style” teaching mode into the actual teaching of sports functional food major as a supplementary method to traditional teaching and received satisfactory effect.

MATERIALS AND METHODS

The teaching inspiration from buffet: The researches on teaching methodology mostly start with the needs for future development and mainly focus on role of teachers or effect of pedagogy, or on students or the significance of learning methods (Fig. 1). Education usually was seen as cultivating talents for the development of the future. Yet, due to the influence of antique educational concept, separation of curriculum concept from teaching practice, continuous decline of students’ health, combined with inertial force from

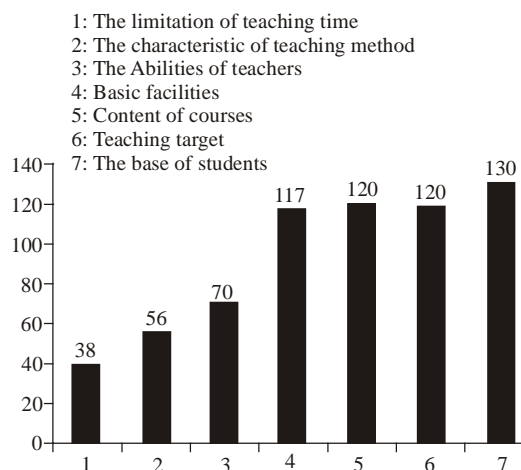


Fig. 1: Teachers’s grounds for choosing teaching methods when teach sports functional food

Table 1: Common methods for sports functional teachers to reflect on their teaching methods

	n	%
Forming comparison, summarizing thinking	58	29.9
Thinking in mind	50	25.8
Comparing with others, finding the cause	23	11.9
Teaching observation among peers	19	9.80
Communicating with colleagues and students	17	8.80
Group cooperation	10	5.20
Research	9	4.60
Summary, feedback, improvement	8	4.10
Total	194	100

teaching implementation, the sports teaching methods and demands for talent education showed large discrepancy, which then intrigued renewed ideas on sports teaching modes. As shown in Table 1.

It is said that buffet was created by Viking pirates from 8th to 11th century. Due to their rough personality,

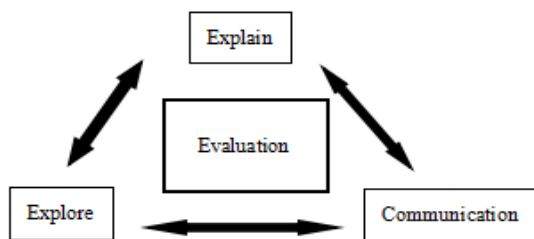


Fig. 2: “Research and Innovation” teaching mode

the pirates hated tedious dining mannerism (Crawford, 2000). So they use containers to put fruits, vegetables, dishes and drinks on the table for pirates to choose freely and eat as much as they please. Later, this kind of free style of dining gained its popularity very soon. In fact, the characteristics of buffet are inspirational to sports functional foods teaching. The traditional way of teaching sports functional food are those teachers assuming the major role and students the minor role, instead of equal discussion. Teachers instill knowledge into students’ mind regardless of their study mood, knowledge and cognitive characteristics. This kind of class just like a Chinese meal where the hospitable “host” (teacher) keeps pushing dishes for his “guest” (students) to eat without considering whether the dish is suitable for guests’ taste or nutritional needs. The host deprived his guests’ right for choosing the dish they like, let alone offering guests’ chances to discuss cooking in order to cook the dishes the guests’ would like. A feast like this would only boring the guests and end up in parting on bad terms.

Thus, cooking skills and the respect for guests’ taste decide the level of the feast. Similarly, for teaching, lecturing skills and respect for students’ subjective initiative determines students’ leaning initiative and learning effect. In short, the suitable teaching mode largely decides the effectiveness of the class.

Feasibility of “Buffet Style” Teaching Mode Applying in Sports Functional Food Teaching: Before discussing the feasibility of “buffet style” teaching in sports functional food teaching, it is imperative to define “buffet style” teaching. “Buffet Style” Teaching, by definition, is a teaching mode which allows full respect for different students’ difference in knowledge structure, learning individuality and interest; and full respect for students’ learning initiative, emphasis on diversity of teaching skills and on supplying various and rich instructional mode and teaching content. Apparently, such a teaching mode is compatible with development tendency of modern education and with inherent law of teaching (Fig. 2).

RESULTS AND DISCUSSION

Positive utility of “buffet style” teaching mode in sports functional food in college: On the whole,

college students after stage of compulsory education have already acquired certain amount of knowledge and revealed individual tendency on professional study. Students’ interest and demands varies largely. College sports functional food teaching must give full attention to students’ choice of learning and study demands in order to support students’ development of specialty and personality. Teachers can guide students to achieve their own application, aesthetic and exploration objectives through different elective course (Shulman, 1987).

“Buffet Style” Teaching Mode Fully Respects Students’ Study Initiative: For buffet, the host’s control over the feast has been hidden away to create the best dining environment and provide abundant food as possible for the guests’ greatest pleasure in eating food. Guests can discuss how to cook delicious food and even go beyond food to share opinions about society and life while enjoying food. From those characteristics, the spirit of “buffet style” teaching is to advocate independent, cooperative and exploratory learning methods, to establish independent study environment, to allow students to find out the most suitable methods for study and adjust study emotion and strategies as they see fit. Requirements for cooking skills on buffet are inherently compatible with educational requirements for teaching skills.

No matter how free the style of buffet is, it all comes back to the chef’s cooking skills. Without wonderful cooking skills, a buffet will fail regardless of the free style. Teaching is exactly the same. Without teachers’ amazing lecturing skills and advanced teaching concepts, a class would fail regardless of the respect for students’ initiative (Passo and Korento, 2010). Therefore, the concept of “buffet style” teaching demands the teachers to renew their own teaching concepts, to improve their own cultural literacy, to study the textbooks and research on teaching objects closely, to adapt multiple teaching strategies flexibly and to use textbooks and files creatively in order to guide students to learn how to study in practice.

“Buffet Style” teaching is especially beneficial for studying elective course: The selectivity of buffet mode is highly congruent with selectivity of elective course. The various choices of teaching materials and contents is the premise for “buffet style” teaching to work in sports functional food. The abundance of the material gives students more choices to fulfill their needs and gives more room for students’ individual growth. Under the favorable conditions, employing the practical and highly effective service concept and methods of “buffet style” teaching mode can help improve teachers’ capabilities to organize the class and guide students’ study (Figgis, 2009).

CONCLUSION

Teaching methodology is modes of classroom teaching execution, is ways and methods to achieve teaching objectives and carry out teaching activities, is a significant category in teaching theory. In actual teaching process, the combination of different learning and study methods, which serve different functions, is needed for completion of teaching goals. Prominent sports teaching come from teachers' innovation and application on teaching methods. In other words, the effectiveness of teaching method is related to the implementation and level of achievement of teaching objectives. What's more, the scientificity of teaching methods determines the efficiency and quality of teaching implementation.

ACKNOWLEDGMENT

This study was supported by Jiangsu university philosophy social science project in 2015, NO. 2015SJB511.

REFERENCES

- Cox-Petersen, A.M., 2001. Empowering science teachers as researchers and inquirers. *J. Sci. Teach. Educ.*, 12: 107-122.
- Crawford, B.A., 2000. Embracing the essence of inquiry: New roles for science teachers. *J. Res. Sci. Teach.*, 37: 916-937.
- Figgis, J., 2009. Regenerating the Australian Landscape of Professional VET Practice: Practitioner-driven Changes to Teaching and Learning. NCVER, Adelaide, South Australia.
- Passo, A. and K. Korento, 2010. The competent teacher 2010-2020: The competences of teaching staff in upper secondary vocational education and training. Final Report, Finish National Board of Education/Library.
- Shulman, L.S., 1987. Knowledge and teaching: Foundations of the new reform. *Harvard Educ. Rev.*, 57: 1-21.