



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA
CAMPUS DI CESENA

VitaGlobal project

Module 5: Sensory Analysis for product development

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SUMMARY

1. State of the art: Where is the module in its development
2. Which resources have been developed/teaching materials
3. Has online coaching been conducted?
4. Updates on plans for piloting/coaching
5. Possibility for online module/MOOC
6. Challenges/delays and plans to overcome them



1. State of the art: Where is the module in its development

Module – One of the the basic building blocks of a program of study, leading to the award of a degree, diploma or certificate. Also known as a course, unit or subject. The approach is student-centered, outcomes-based and constructively aligned.

Aims – the teaching intention or purpose of the module and sometimes its context, for instance, “the aim of this module is to introduce students to the basic concepts of sensory analysis of wine and foods”.

Outcomes – what students can be expected to know and do on successful completion of a module; for instance, “students should be able to analyze wine and foods using sensory skills in basic research, team work and critical analysis, including statistical approach”.

Attributes – the characteristics, qualities, competencies or outcomes which graduates of a particular institution can be expected to have achieved regardless of their discipline. For Instance: “effective communication, knowledge, comprehension and application, analysis, synthesis and evaluation”;

Goals – discipline specific outcomes which graduates can be expected to achieved on successful completion of a program of study such as a Bachelor of Food Science, for instance,

“apply a substantial knowledge base to enology practice”.



1. State of the art: Where is the module in its development

- A. Clear understanding of module definition and structure: **DONE**
- B. *Module competence learning objectives and time limit*: **DONE**
- C. **Focus of the module**: spheres of experience (job oriented), macrofunctions (describing, discussing), communicative activities (reading, oral interaction), mediating (translating), topics (sensory analysis), vocational competences (using statistics, tasting wine, etc.) **DONE**
- D. **Linking method to outcome**: Lecture, Tutorial, Seminar, Demonstration, Laboratory, Workshop, Role play, Simulations, Projects **DONE**
- E. **Syllabus and class plan schedule**: **DONE**
- F. **Evaluation method of the students**: **DONE**
- G. **Instructional materials & exercises**: **IN PROGRESS**



2. Which resources have been developed/teaching materials

➤ WORK IN PROGRESS

1. Verification of content, materials, and resources align with assessment and module-level learning objectives.
2. Syllabus development
3. All material should be up to date.
4. Exchange of learning materials in a variety of formats, including **texts** (i.e. documents, textbooks, links to articles, power point etc.), **video**, **links to webpages**, etc.
5. Accessibility and Usability (e.g. Contrast is sufficient between text (font color) and PPT background so material is easily readable, Font styles and size are consistent, etc.).
6. Learner Interaction and Engagement: Course assignments/activities include interaction with learning materials (readings, videos, research, etc.) and instructors. A course Q&A discussion board is under consideration.



3. Has online coaching been conducted?

The support/coaching activities have temporarily been carried out by email and videoconferencing (ZOOM, TEAMS, SKYPE) between **UNIBO and UTalca**.

So far, an exchange of teaching material took place (PPT, books, articles, videos, etc.), and is currently being revised by the teaching staff of UTalca (i.e. selection of the most appropriate content and translation to Spanish language), including harmonization of format and style.



4. Updates on plans for piloting/coaching

The class was initially expected to start in August of 2020, however due to the ongoing sanitary global emergency (COVID-19 crisis), all the face-to-face piloting activities have been replaced by communication via email and videoconferencing, The next “in person” training will **to take place during the next Vitaglobal meeting** scheduled to occur in Montevideo (date to be defined).



5. Possibility for online module/MOOC

Regretfully **we don't think so**. A sensory science module like the one planned here requires multiple practical and laboratory activities that are difficult to virtualize.



6. Challenges/delays and plans to overcome them

The official recognition of the new class from UTalca happened in May of 2020.

The **sanitary global emergency** (corona virus COVID-19 crisis) is having a deep impact on the planned activities and schedule with potential delay in implementing the sensory modules. In particular, we report (i) difficulties in working from home including teaching, graduation, tutoring and examining regular students, (ii) administrative staff at our Universities are working from home as well, (iii) delays in finishing our ongoing research activities, (iv) student prioritizing mandatory courses over elective ones, etc.





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Potential implementing Partners: UndeC; UNCuy; UnJu