#CookingTomorrow

Learning the future

CIB® Culinary Institute of Barcelona

#cookingtomorrow
learnig the future

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#cooking tomorrow

Towards a school with an eye on the future

imagine

Imagine a school where instead of classrooms, there are large spaces designed for learning.

Imagine a school where you can find Bill Gates or Frida Kahlo in the bathroom.

Imagine a school where they never tell you "this is wrong", but rather "this fits or doesn't fit the goal we set."

Imagine a school where you can think differently and that makes you better.

Imagine a school where evaluation days are the most waited and fun, and when you finish, you ask for more and more.

Imagine a school where the students sit in a circle next to the teacher and instead of speeches, there are dialogues.

Imagine a school where imagining is as important as doing.

Imagine a school where the first day is a party.

Imagine a school where students come from all over the world and learn, work, understand each other and have fun together.

Imagina a cooking school where they don't teach recipes, because that would be like teaching you to cheat, instead, they teach you to create what no one ever have done before.

Imagina a school where you can create your own curriculum in a modular way.

Now imagine yourself in it. **Imagine yourself at the CIB.**

*To Ken Robinson, for your immense
generosity and inspiration.*

Ferran Fisas

Founder and president of CIB® · Culinary
Institute of Barcelona

Francesc Balagué

Academic Director of CIB® · Culinary Institute
of Barcelona

For us, those who are most responsible for the training of our students, it is a challenge and an honor assumed with extreme responsibility to try to bring our methodology closer to the rest of the educational community.

We believe that we are opening the way to a new way of interpreting not only the pedagogical, but the very function of the school.

We live this pioneering experience with the conviction that it will not be an easy or always successful path. That is why we invite the rest of the community to experiment with what has already been done by us, adopting our methods and procedures in their educational centers, whatever they may be.

We will always help you to achieve it.

<div align="right">Ferran and Francesc</div>

Index

This document consists of six chapters and can be read in about an hour.

In here, we explain the methodology that we have created in the CIB® so that it is known and disseminated.

1

Manifest

We are born out of change and we keep changing endlessly. Who does not change, who does not evolve... teaching has to serve for that: to teach to evolve.

Society in general has an obsessive tendency to overvalue knowledge and persists to the point of frustration, putting pressure on young people in their studies without cultivating their values, abilities and possibilities. And, that is a big mistake.

Success is precisely in what we are capable of doing when knowledge, skills, attitudes and possibilities converge.

In most schools our young people are not valued in what they are really good at, but in what we hope they know. Skills such as imagination, creativity, eloquence and even intelligence (whoever doubts) are penalized. They are not motivated or trained towards innovation, but rather we train them from the past for the past, and not for the future.

We must teach to improve, to question, to imagine, to seek and find new possibilities, making use of our intellect, which is not exactly very rational, but absolutely emotional.

In traditional schools they are taught to know things and not to do things. They do not taught to love or survive, but to accept what is established, even though we know that what is established is ephemeral and even incorrect. At the CIB, we do not fall into that error. That is why we give so much importance to attitudes and we provide the student with a set of lateral skills that allow them to develop them.

Our obsession is to improve our teaching procedures so that our young people are able to overcome the scenarios of change, make them their own and know how to adapt to new circumstances with absolute naturalness. We must teach them to set, pursue and achieve goals, not to be afraid of making mistakes, because only those who are willing to make mistakes are capable of doing really wonderful things.

Ferran Fisas
November, 2012

Educational systems were created to be applied in the Industrial Revolution with the aim of creating useful workers and professionals for the needs of the 19th century. They have hardly changed since then.

Educational systems must reorient themselves towards the new reality and prepare our students to face the multiple, constant and great paradigm shifts that will characterize the 21st century.

The future must be the constant to analyze, to prepare our young people in the processes of change and make them its protagonists instead of its victims.

These needs imply embracing the development of those cognitive skills more oriented to the right hemisphere of the brain. It is obsessively forgotten and despised by educational systems in favor of those of the left hemisphere, which have marked the dominant educational hierarchy during the last centuries.

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The stigmatization of error, through penalization and even punishment, prevents the development of creativity and, consequently, innovation, which is the driving force behind development and prosperity.

As a consequence, only people labeled rebellious and disobedient have been able to develop from the parameters of creative freedom.

Error must be part of learning and must be naturalized as a consequence of creative and innovation processes.

We learn to forget, because today the memory of knowledge is an external resource. We access information for free, instantly anytime, anywhere.

Micro-knowledge has been devalued and the important thing is to know how to find it, understand it and apply it.

Educational systems start from a taxonomy in which memorizing is at the first level, and today this is the wrong level. We access and keep what we have learned out of our minds and this process must be included in the new educational systems. It has to be exploited and improved so that our young people are more efficient in managing knowledge.

We must abandon the goal and the uniform method of our teaching because the world is plural and diverse. Education must be reoriented towards the recognition and empowerment of diversity. Working in heterogeneous groups produces better results than in homogeneous groups.

We must encourage the mixture of cultures, interests, genders and even ages to add different points of view and incorporate them into the creative and productive processes of the new reality of this century.

New assessment methods have to be incorporated to accommodate more revealing feedback and make it the most effective learning tool.

We must abandon the evaluation of micro-knowledge (the fractions of what you know) to replace it with macro-knowledge (what you know how to do with what you know), so that each evaluation becomes a challenge for the student, where he can analyze and self-evaluate his advances.

We must make feedback the protagonist of the exam and stand up to the rubric based on the correct answers with respect to a predetermined micro.

2

CIB Methodology
Learning Focus

We are SCHOOL. We are enhancers, not castrators.

the 3 CIB® focuses

Creativity

It is the tool that allows you to find better solutions before anyone else.

Innovation

It is what allows you to stay ahead in the market. If you don't innovate, you will lag behind those who do.

Looking to the future

The world is changing at breakneck speed. If you don't know how to adapt, get away, because the future is going to crush you.

Everything a student says and does is a proposal. Proposals are neither right nor wrong, but rather meet an objective or not. **Define and always show the objective,** and make sure it is met no matter how crazy the proposal is.

We teach how to **think**, how to **doubt**, how to **try,** how to **fail,** and how to do what anyone else has done before.

These changes are across the board. We must teach how to **observe**, how to **detect,** how to **appreciate** the changes and how to **anticipate** them**.**

creativity

Creativity is not a talent, but an attitude, a way of acting from freedom of thought. It is accessed through the conviction of that freedom, consciously or unconsciously.

The role of schools is, among other things, to provide that framework of freedom so that students can exercise creativity, without fear of penalty or punishment

In education, creativity must be as important as literacy.

Ken Robinson warns us:

"In schools, creativity is despised and only mathematics, language or history is rewarded, when they should be at the same level. Children have a capacity to innovate, as well as extraordinary talents that are wasted".

The same thing happens in cooking schools: they insist on the reproduction of recipes, which is the same as teaching how to replicate. Therefore, personalization, variation and contribution are penalized.

In the CIB, recipes are not taught. Students know how to handle themselves in three dimensions: product, technology and context, so that they can know, understand, apply, analyze, evaluate and create new ideas and solutions.

Stigmatizing errors kills creativity.

"To create, to innovate, you don't have to fear making mistakes. If children are afraid of making mistakes, they will stop trying and experimenting. However, the current education system establishes that mistakes are negative, and that it's what is destroying the creativity inherent in the human being". Ken Robinson

In cooking schools, it is instilled and penalized, even in a humiliating way, that no one should depart from the norm, what has already been established by others.

At the CIB, we encourage students to do it, to go outside the norm in a systematic way. We establish objectives and we understand that everything a student says or does in this regard is a proposal. And this proposal is neither good nor bad, but rather meets or does not meet those objectives, giving space for different solutions and ways of achieving it to flourish. We know that error is part of the creative process and we encourage the student to try without caring about making mistakes. Who is not willing to err, will not be able to take the risk of innovation, to do authentic and truly wonderful things.

And we establish powerful feedback mechanisms so that the student learns from mistakes efficiently. Traditionally, in the education system, error has been related to repetition and imitation. If you cannot repeat or imitate correctly, it is considered a mistake (in the negative sense).

In schools, only the brain is educated, and especially the left hemisphere.

"All education systems have a hierarchy that places mathematics and languages at the highest, followed by the humanities and, at the lowest level, the arts. And, within the arts, even more importance is given to visual arts and music than to theater or dance. The use of our own body is not educated, nor the ability to create and imagine, because the educational system was designed with the Industrial Revolution, to teach how to work, and gives more importance to topics or aspects useful for work". Ken Robinson

The same happens in cooking schools, where hierarchies are established in the culinary field, starting with the most basic concepts to the most sophisticated.

At the CIB, we do not value the micro but the macro knowledge: not what you know, but how you apply what you know. That is why we evaluate transversally, involving both hemispheres at the same time. Moreover, we consider the knowledge, skills, attitudes and possibilities, in the same way, through challenges where what matters is how what is learned is applied to solve real problems that are increasingly complex.

Break down barriers to creativity

WHY CREATIVITY?

Creative evolution has been driven by a series of interconnected trends that have combined to change the way we succeed in the modern world. Today's workspace is one of increasing complexity, with circumstances that change rapidly and unexpectedly. With less time to make decisions, the old hierarchies have been banished and, at all levels of the organization, there is a need to respond, react, make decisions and solve problems.

To this must be added the rise of automation and artificial intelligence, which promise a general restructuring of the way work is done in different sectors. Machines are taking over a large proportion of the work that consists of transactions and processes, reducing the task of human beings to less structured activities, solving new problems and generating new ideas. And for all this, more creativity is needed.

THE DEATH OF THE CREATIVE «GENIUS»

Along with these engines, there is an evolution in attitudes towards creativity and what it means to be creative. In the past, organizations turned to so-called 'creative geniuses' to innovate and be competitive, believing that creativity was something only the chosen ones were born with and that magic came to them while they were alone locked in a garage or in a lab. But these perceptions have evolved and today the most widespread idea is that everyone has the innate ability to be creative, and that creation takes place in a caring community.

RESTRICTIONS ON CREATIVITY

Despite this change in attitudes and the urgent need for more creative thinking, most schools and companies today are still not able to provide the environment and conditions necessary for creativity to take part of the cultural gear. This theory is supported by research that reveals that 40% of workers state that creativity is not encouraged or rewarded by their employer and 69% state that they are not developing their full creative potential.

This failure is due to the fact that creativity does not come out of nowhere; it needs to be encouraged and supported in the context of a creative environment where there are others who are also being creative. This is the reason why, throughout history, we have seen examples of exceptional creative movements, such as the Renaissance, where one and the other have fed reciprocally with ideas that have inspired them and have allowed them to build an extensive creative culture.

Creativity doesn't come out of nowhere; it needs to be encouraged and supported in the context of a creative environment where there are others who are also being creative.

By contrast, today's education industry is too focused on return on investment and too nervous about unpredictability to give its students the freedom to be creative. Creativity takes time and mental space to flourish, something that doesn't dovetail well with inflexible schedules and deadlines. Restrictions are the enemy of creativity, because creativity requires being exposed to ideas that come from different sectors and areas of life. It cannot be rewarded as more traditional work goals would be rewarded and it cannot be isolated in one person: a community is necessary for creativity to truly develop.

REORGANIZE BEHAVIOR IN THE WORKSPACE

All these restrictions and barriers are in place in our current way of working, and this is the reason why schools have to restructure their spaces to encourage those habits and behaviors in which creativity can flourish. Harvard professor Shelley Carson explains in her book *Your Creative Brain* that there are different activation patterns in the brain that are associated with specific modes of creative thinking. We move between different patterns, absorbing new information, connecting dots, imagining new possibilities, executing based on those ideas and then criticizing and improving them. The activities and tools that we need to adequately immerse ourselves in these different modes vary and, in this way, the physical and cultural environment of the workspace influences when it comes to facilitating the ebbs and flows of these thought patterns.

THE COURAGE TO BE CREATIVE

In a world where change and uncertainty have become the norm, and where technology is infiltrating many aspects of work, workers must be able to take advantage of what makes them human. Everyone has the power to be creative, but organizations have to be brave to allow creativity to flourish. Doing so will not only lead to more innovation and business growth, but it will also help build a more engaged and satisfied workforce, prepared and confident for the future.

Everyone has the power to be creative, but schools have to be brave to allow creativity to flourish.

innovation

When someone innovates, they apply new ideas, products, concepts, services and practices to a certain issue, activity or business, with the intention of being useful to increase productivity, to attract the market or to improve market conditions.

Innovation is the driving force of development and progress.

We train our students to be able to innovate, to do things that nobody has done before. And we do it by instilling the Design Thinking methodology so that it does not become a waste of time or a coincidence, but rather what it allows you go ahead of others.

We understand innovation as a process based on three steps:

- **Inspiration,**
- **Ideation,**
- **Implementation.**

Design Thinking

Inspiration. Generally, the design innovation process begins with the inspiration phase: understanding the problem or opportunity. This understanding can be documented in a summary that includes constraints that give the project team a framework from which to start, benchmarks against which they can measure progress, and a set of goals to be achieved, such as price, technology, available and the market.

Ideation is the generation of ideas. The process is characterized by alternating divergent and convergent thinking, typical of the design thinking process.

To achieve divergent thinking it can be important to have a diverse group of people involved in the process. Design teams often start with a structured brainstorming process, of "thinking outside the box." Convergent thinking, for its part, aims to zoom and focus on the different proposals to select the best option, which allows to continue with the design thinking process to achieve the final objectives.

After collecting and classifying many ideas, a team goes through a process of searching and synthesizing patterns in which it has to translate the ideas into insights that can lead to solutions or opportunities for change. They can be visions of new product offerings or choices between various ways to create new experiences.

Implementation. The third space in the innovation process of design thinking is implementation. When the best ideas generated during ideation are converted into something concrete.

At the heart of the implementation process, there is prototyping - turning ideas into actual products and services that are then tested, evaluated, iterated and refined. A prototype, or even a rough mockup, helps gather feedback and improve the idea. Prototypes can speed up the innovation process, because they allow a quick identification of the strengths and weaknesses of the proposed solutions and can generate new ideas.

INSPIRATION **IDEATION** **IMPLEMENTATION**

DIVERGE CONVERGE DIVERGE CONVERGE
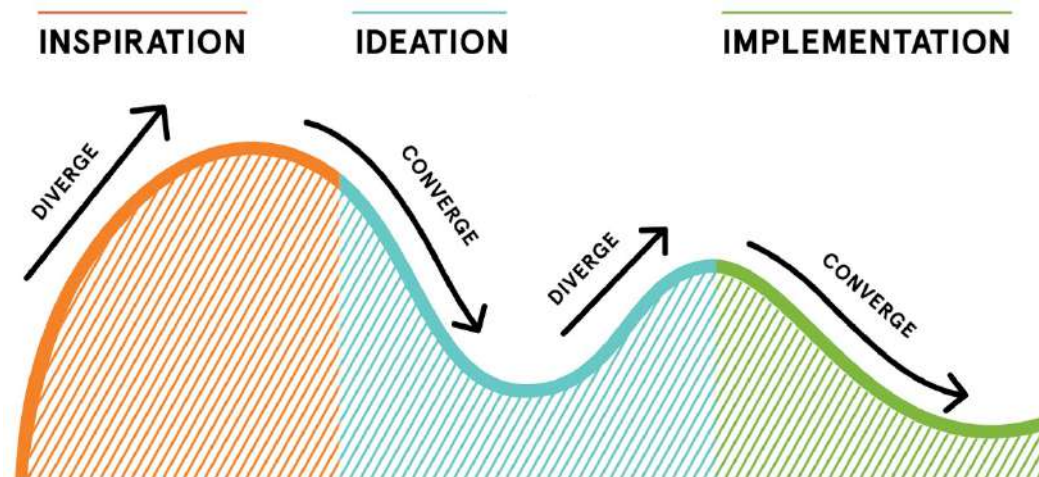
No, we are not going to insert an image of a light bulb, innovation should be something more than that image that it has always been tried to associate with.

Innovation is something that is difficult to define. Let's start with the formal definition. According to the Cambridge Dictionary, the word innovation has two definitions:

1.   (the use of) a new idea or method

2.   a new idea or method, a design or product or a idea

We go from orthodox Cambridge Dictionary to the flexible Wikipedia. For this encyclopedia, innovation is a change that introduces new features:

> "It refers to modifying existing elements in order to improve or renew them. This term comes from the Latin *innovatio*, which means 'to create something new', and is formed by the prefix in-, which means 'to be in', and by *novus*, which means 'new'".

Regarding economics, Joseph Schumpeter was the one who introduced this concept in his "theory of innovations". In there, he defines it as the establishment of a new production function. It suggests that inventions and innovations are the key to economic growth, and what implement that change in a practical way in entrepreneurs.
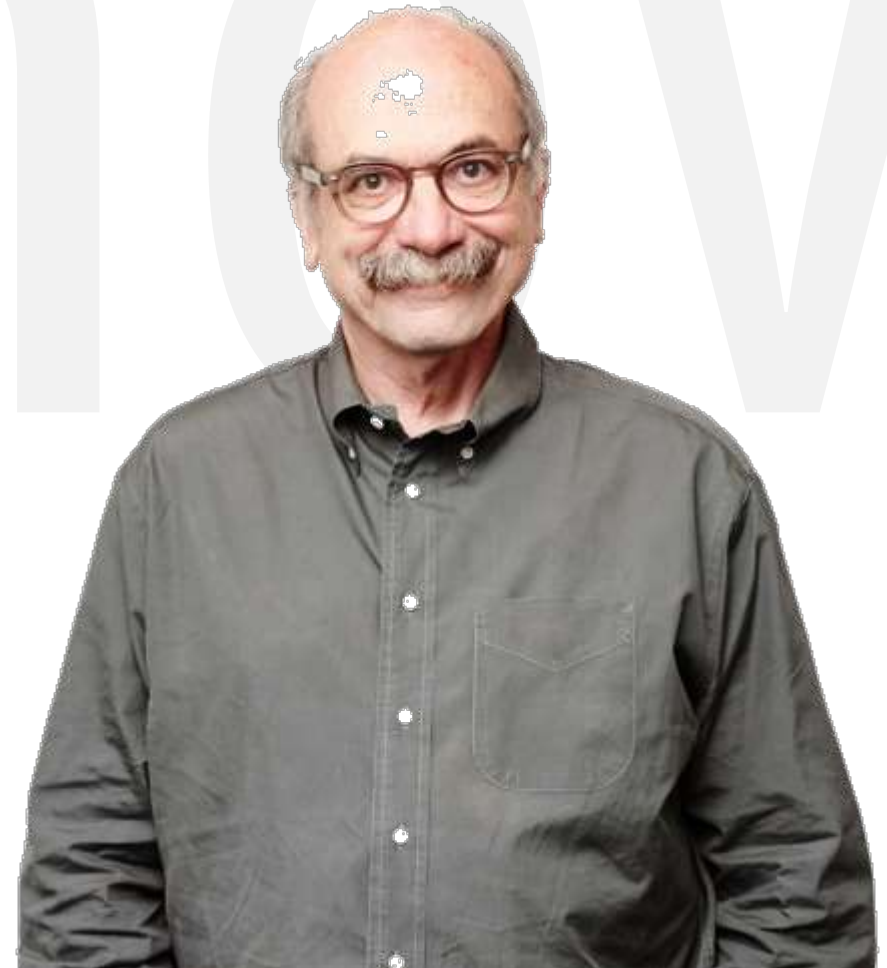
David Kelley
Founder of IDEO
Stanford University

What is and what is not innovation?

Innovation is often confused with creativity, design, investment, product development, ideas, etc. Innovation is not just a field for creative people.

Innovation are not just ideas. An idea is a fundamental part of the innovation process. But an idea by itself has no value if it is not actionable, if it is not part of a process.

When something new is implemented, that adds value and has a concrete measurement of what that novelty brings. We can call that innovation.

The principles of innovation for IDEO

IDEO is one of the most admired companies for its contribution to the development of innovative methodologies. David Kelley, one of the founders of IDEO, sums up what innovation is:

> *«*Ideas. Action. Implementation. Profits. Benefits. All good words, of course, but one piece is still missing: people. This is why I prefer the definition of the Innovation Network: 'People creating value through the implementation of new ideas' *».*

Over the years, IDEO has developed these principles on innovation:

1. **One conversation at a time**. You don't have to interrupt others, you have to listen to your colleagues with respect and as if it were the first time it had been done. There is a lot of learning in listening.

2. **Stay focused on topic.** The innovation process makes it very easy to leave the area where you want to innovate and lose focus, so, you have to keep in mind the objective you have set.

3. **Encourage wild ideas.** Innovation involves thinking in a daring way, beyond the established rules ... You have to dare, this is the place.

4. **Defer judgement**. Don't judge from start. All ideas can be good a priori. Don't judge until the idea grows and develops.

5. **Build on ideas of others.** Building on ideas of others can help turn a wild idea into a successful innovation.

6. **Be visual.** We are visual beings. You have to draw, make sketches, use colors and schemes, drawings ...

7. **Everyone participates.** All opinions are good, everyone has something to say and something to contribute. Avoid people who inhibit you.

8. **Go for quantity.** Ideas by themselves are worth nothing (ideas are not an objective, but a means), you cannot innovate without them.

9. **Speed.** From the idea to the detailed design, then to the prototype ... but we have to quickly test it in the real world.

In short: there is no innovation without selling or adopting ideas. It may take years to refine a good idea, but if it doesn't sell or is not adopted by a reasonable critical mass, it is not innovation. It is something else, but it is not innovating.

looking to the future —

Humanity has never faced so many changes as in this new era that is just beginning. These changes affect all social, economic, cultural, technological, health, political and values spheres.

Preparing our young people for these drastic, frequent and simultaneous changes is a priority for the CIB. Because, we are aware that in this new era those who do not know how to adapt to them will experience it dramatically as victims.

This new order also concerns a new style of leadership. In kitchens and catering companies, based on the generation of confidence to forget, once and for all, those martial stigmas inherited from the French nineteenth century.

We must prepare our students to be true positive catalysts in their work teams, reliable and efficient leaders and bearers of lasting values. And above all, capable of anticipating changes because, they are excellent observers and analysts of their observations.

We are faced with dilemmas that society has never faced, problems that are not easy to visualize or foresee without due observation and with a very open mind to new ideas and new reasoning. Without due preparation, it can obstruct and paralyze in any way the ones who are unprepared.

In the coming years we will witness continuous conflicts derived from the emergence of authentic tsunamis of paradigm changes in all spheres of society. Especially those derived from the advent of technology, which will reach a processing capacity greater than that of the human brain even to the totality of all human brains. This point of singularity is already located, temporarily, in the resumes of our young people, in their vital timeline, and we must prepare them for that impact.

Educating for the unknown and unpredictable includes training our young people not only to look to the future, but also in skills such as creativity and innovation, so that they acquire the habit and methodology according to the challenge of that future.

Most of our young people already have the attitude of change naturalized, but its acceleration is going to question it. Besides, it will generate, predictably, intergenerational confrontations that has never seen before.
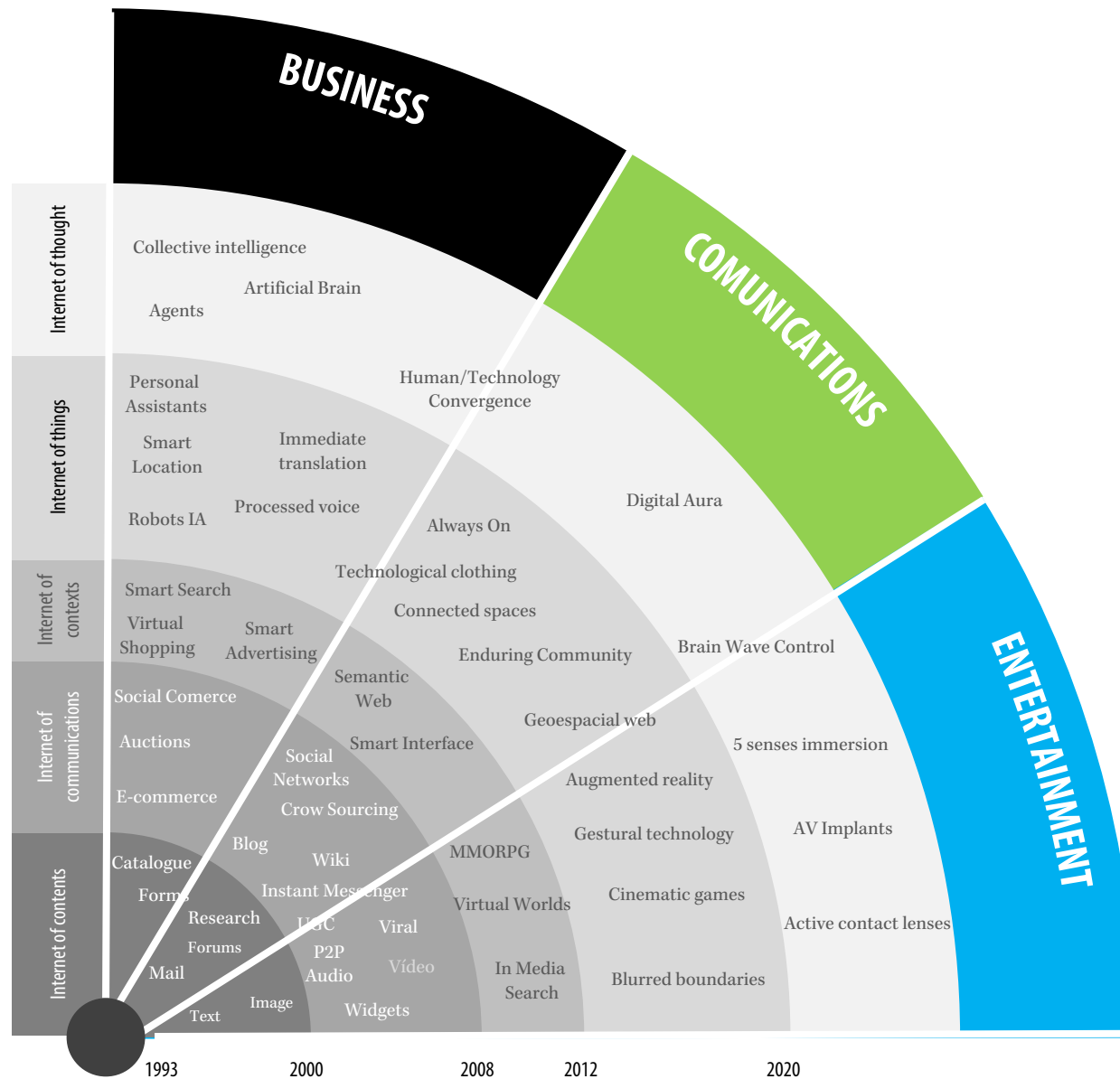
The generational clash is just one of the foreseeable conflicts and it will affect the market rules, with aging populations in the majority versus new minority generations that will lead the traction action of those markets.

Today we can see how new restaurant models such as takeaway, dark kitchen, fifth range, healthy eating, vegan, etc., are installed at breakneck speed, occupying an ever greater space. It is just an example of what happens and the spearhead of what has to happen.

The foods of the future will also change. Especially, the way of obtaining them, giving way to new products made artificially, seeking food efficiency, health, sustainability and the achievement of completing the development of a fairer humanity and healthy.

At the CIB, we look to the future, both transversal and priority in the training of our students. So that they are protagonists of that new world and not its passive witnesses or its victims.

BUSINESS

COMUNICATIONS

ENTERTAINMENT

Internet of thought

Collective intelligence

Artificial Brain

Agents

Internet of things

Personal Assistants

Smart Location

Immediate translation

Human/Technology Convergence

Robots IA

Processed voice

Always On

Digital Aura

Internet of contexts

Smart Search

Technological clothing

Virtual Shopping

Smart Advertising

Connected spaces

Brain Wave Control

Internet of communications

Social Comerce

Semantic Web

Enduring Community

Geoespacial web

Auctions

Smart Interface

5 senses immersion

E-commerce

Social Networks

Augmented reality

Crow Sourcing

Gestural technology

AV Implants

Internet of contents

Catalogue

Blog

Wiki

MMORPG

Cinematic games

Forms

Instant Messenger

Virtual Worlds

Active contact lenses

Research

UGC

Viral

Forums

P2P

Mail

Audio

Vídeo

In Media Search

Blurred boundaries

Text

Image

Widgets

1993   2000   2008   2012   2020

WINDOWS TO
A NEAR FUTURE

CIB students regularly attend sessions called **Future**, where an expert shows them scenes from a near future (no more than 15 years) in a given field.

These areas are not always related to the gastronomic world. But, after the session that vision is always extrapolated, through an exercise, to the environment of the student's focus of study (culinary or restaurant management).

In this and on the next two pages we show two of the topics covered in these "windows to the future."

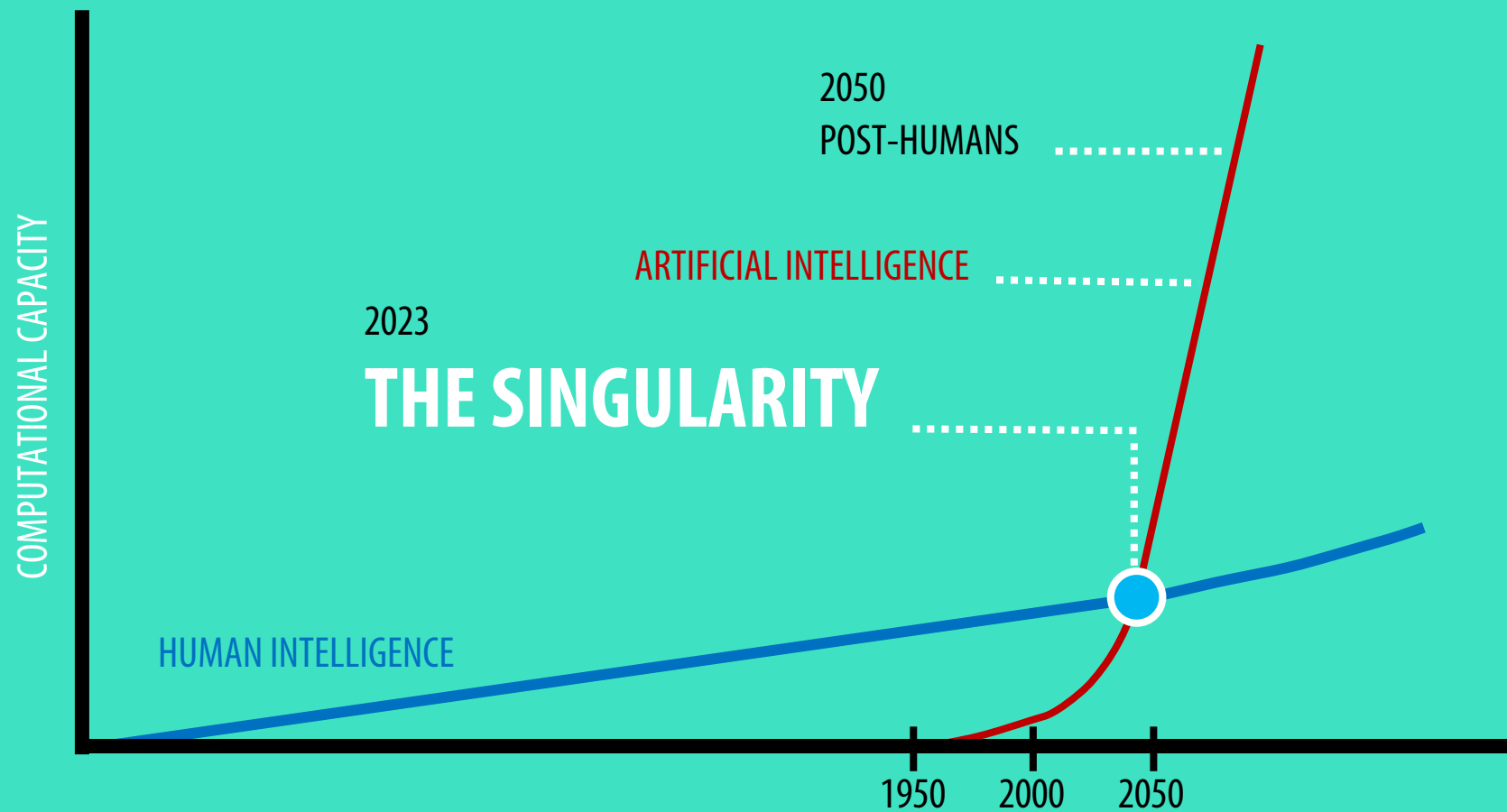# A hyper-connected humanity

Towards the Internet of thought

"We will have nanobots that will connect our neocortex with a synthetic neocortex in the cloud. Our thinking will be a biological and non-biological hybrid."

Kurzweil (TED 2014)

"We are very close to being able to modify the sensory perception of the taste and smell senses at will of the user through brain implants."

"Neural nanorobots are also expected to power many paradigm-shifting non-medical applications. It could include a significant increase in human cognitive ability, by providing a platform for direct access to supercomputer processing and storage capabilities and to interface with systems. of artificial intelligence."

Freitas (1999a)

COMPUTATIONAL CAPACITY

2050
POST-HUMANS

ARTIFICIAL INTELLIGENCE

2023

THE SINGULARITY

HUMAN INTELLIGENCE

1950 2000 2050

The point of singularity

Towards a hybrid world of artificial intelligence

In a few years, probably before 2025, humanity will have built a computerized system as capable as a human brain.

Soon after that, with the help of these new artificial brains, probably before 2050, there will be at least one device more capable than the sum of all human brains put together.

This hypothesis is not only possible, but it is probable and is on the table of almost all the universities and responsible decision centers of the world.

It is hoped that, together with the capabilities of the new devices, we will establish, from that very moment that we call "singularity", some kind of biotechnological alliance based on ethics. This will allow us to face the coming centuries as a new generation of humans, because that point of singularity will mark a before and after as a species.

"The technological singularity will cause unimaginable social changes, impossible for any human to understand or predict. In this phase of evolution, the fusion between technology and human intelligence will take place. Technology will dominate the methods of biology, leading to an era in which the non-biological intelligence of posthumans will prevail, expanding throughout the universe".

Cortina y Serra (2015)

3

CIB Methodology

Learning Experience

Although I teach you reason, you learn from emotion: living learning with all your senses.

Even today, most students perceive their schools as buildings where you have to go to fulfill an obligation. The rituals that are performed in them, with timbres that mark the times, agendas full of appointments in classrooms where a teacher broadcasts and the students receive, periodic examinations that pressure and a monotonous environment where every day is alike, do not facilitate the perception of learning by the student.

We believe that schools must reinvent themselves. Already in the most initial phase of the CIB project, we asked ourselves about this issue and analyzed how a school should be, morphologically, in its contents, methods, etc.

As a result of this research in search of the answer, we deduced that the school should be the lever for the student's personal development and that it should abandon the stigma of the temple of knowledge. We deduced that the problem was in that conception of the temple, which implies the vertical, asynchronous, unidirectional, dogmatic, and change it to the horizontal, synchronous, multidirectional, based on doubt. We could only achieve this by changing our gaze towards the school itself, facilitating the tools and radically changing the traditional scheme of the classrooms and the way of behaving in them for learning scenarios that would make the horizontal and two-way communication that we wanted achieve.

The CIB surprises the visitor, the student and the teacher equally at the same moment in which they perceive this difference, because it is designed to provoke that reaction. Morphologically it is different, but it is much more so in the teaching praxis that this morphology allows: freedom, horizontal communication, synchronous and multidirectional language between students and teachers, dialogue based on doubt. And it is our greatest success, because no one perceives the CIB as something monotonous and full of routines. Here the future begins at every moment, and you can see it. Here, the students perceive that they learn and the days on which they are evaluated are the happiest. We have achieved it.

Schools are not the temple * of knowledge.
Schools are the lever for personal development.
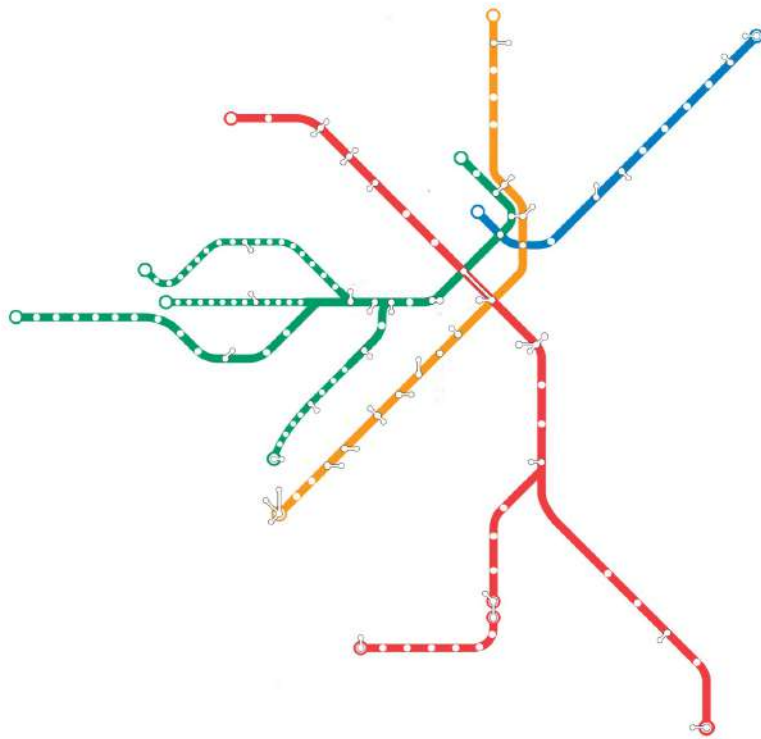
* Vertical, asynchronous, unidirectional, dogmatic.

Change the student's gaze* towards the school.
Turn each session into an emitter of emotions.

* Horizontal, synchronous, multidirectional, based on doubt.

Turning the vertical, asynchronous, unidirectional and dogmatic into horizontal, synchronous, multidirectional and based on doubt.

Design of learning experiences

In such a volatile, changing, complex and uncertain environment (the already popular acronym VUCA), educational systems must reorient themselves towards the new reality and prepare students to face the multiple, constant and great paradigm shifts that will characterize the 21st century.

At the CIB, we design student-centered learning experiences, with the promise of offering the best learning experience. To do so, everything begins with the teacher: the person responsible for providing the context and the necessary resources so that these experiences have the student as their main axis.

Each student has different learning processes. For this reason it is recommended to offer you a variety of options, dynamics and methodologies. The relationship of the contents with the interests of the students is what will create this participation and motivation. The trainer must encourage students to perceive a close relationship between the content, their interests and real experiences.

The fact of talking about the design of learning experiences helps us to look at this part of education from a more structured point of view, following a method and an order, where planning will be essential to achieve the objectives set. We will talk about resources, limitations, tasks, strategy, objectives, results, etc. A series of pieces that, the more concrete and planning, the greater the possibility of achieving the objectives set.

At the CIB, we have practice spaces (kitchens), demonstration (theaters), active (active classroom), participatory (dynamic classrooms), autonomous work (workrooms), socialization (atrium), as well as we are open to outdoor settings through field work.

To realize these learning experiences, we follow the following steps:

- Define the learning objectives, the contents and the expected results.

- Specify an action strategy that is aligned with the profiles and needs of the students and the objectives.

- Develop an evaluative action that allows validating if the objectives have been achieved and that guides the student on how to move forward.

- Define which activities are the most effective to achieve these objectives and results.

- Specify what resources each activity will need.

- Plan the entire process, with the most detailed timing possible.

The future is uncertain and, to face it, skills and the ability to adapt, as well as knowing how to apply knowledge to real situations, are an essential requirement. And, at the CIB, we want to give them the weight they deserve in the development of professionals in the 21st century. Therefore, the learning experience revolves around creating unique sessions, starting from the objective of each session (within the framework of the subject and area to which they correspond), so that learning is as meaningful as possible for the student.

All this is not achieved by chance. We have designed a structure that combines different scenarios, diverse formats, teachers and their different points of view. Besides, including very varied content and sources of inspiration, and the background and culture of students from all over the world.

From the first outlines of the CIB, we knew that the morphology had to be designed to accompany the methodology; offer different scenarios that promote different learning experiences.
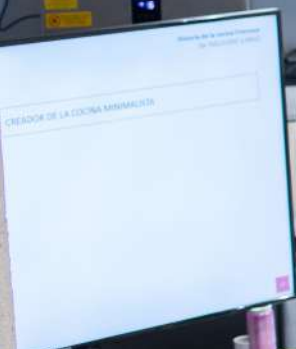
Sessions format

DEMONSTRATIVES

Facts, not just words.

These sessions, generally in theatre classrooms, involve an expert executing a demonstrative master class.

Students can view the session in person through the monitors in the room with close-ups of the performance. Also, they can receive simultaneous translation through an additional monitor and in real time.

The demonstration sessions are intended to bring the student closer to a real practice of any kind, whether to show a product, a technology or a procedure.

Over time, during the session, the students take over the entire space, approaching the space originally occupied by the teacher until they are able to do so spontaneously and naturally.

Students are allowed to come in to take photos, taste ingredients, as well as take written or voice notes through their electronic devices.

These sessions are recorded by robotic cameras (up to 6 in the case of the CIB), generating content for later online consultation, accessing the intranet service for the student.

Sessions format

PARTICIPATORY

A theory class has never been so fun with such a high level of learning.

These are sessions, usually in dynamic classrooms, where students, sitting in a circle with the teacher, attend a class where dialogue is more important than monologue.

When the students sit in a circle next to the teacher, everyone is in the front row. No one is behind.

Starting from this circle, the session changes the register of the language, becoming synchronous and away from the asynchrony typical of the classrooms where the teacher stands in front of his students, organized in rows and columns.

The synchronous language allows the monologue to be replaced by the dialogue, raising questions that, normally, are directed to how to apply the knowledge that is being acquired, to the personal project of each of the students.

The horizontality of this communication mode and the modularity of the Node chairs (Steelcase), with wheels, allow the teacher to morphologically organize the classroom according to their convenience.

Session format

WORKSHOPS

To experiment with the problem is to experiment with the solution of the problem.

The workshops are sessions where, through a practical team exercise, learning is acquired. They are usually done in the active classroom and, sometimes, outside the CIB.

At the CIB, we have an expert team in workshops. Normally, these exercises have the mission of establishing a methodology or a specific learning through practice in a context other than the professional kitchen.

Later, at the end of the workshop, learning to practice the profession is landed. In this way, the student perceives this learning clearly and can apply it much more easily and with confidence.

These workshops are held weekly and cover topics as diverse as creativity, innovation, leadership, teamwork and the development of cognitive skills.

Sessions format

EXPERIENTIAL

To promote attitudes of respect that allow you to face the consumption and transformation of the product in a responsible and sustainable way, you need to love the raw material.

The experiential sessions are held outside the CIB, where students attend didactic sessions through a real experience in farms, orchards, etc.

Its mission is to bring students closer to the reality of the entire value chain of their profession. Doing it in a way that enhances specific attitudes towards sustainability, environmentalism and respect for the environment while learning to love the product.

The farmer, the fisherman, even the producer or processor, is the first person in charge of the raw material and, therefore, the first cook.

Knowing about the product is not enough, you have to love and understand it, and the CIB's experiential sessions are designed so that students emotionally perceive that responsibility and carry out their work accordingly.

Sessions format

PRACTICES

With permission to be wrong.

The practical sessions, where the student performs practical exercises in the kitchen or in the workshop, are undoubtedly some of the favorites of the students who take any of the culinary programs.

The difference compared to other schools is implicit in the methodology that allows them to access the commissary or warehouse which they also manage. They are free when it comes to presenting their culinary proposals based on the three parameters of objectives with which they acquire knowledge: **Product, Technology** and **Context.**

This creative freedom has the consequence that, within a few months, the CIB students are able to innovate naturally and present highly powerful creative solutions tailored to the objectives set in each practical session.

Sessions format

AUTONOMOUS

Investigate, model, test and execute are the steps to follow for the design of your project.

Those are sessions where students carry out their work independently, either at the CIB or at home.

Each program has a significant load of work that requires the student, independently, to research on their own or in the company of their team members on various topics.

Normally, this research is linked to solving the problems shown in the challenges (challenges that the CIB can use to evaluate its students) and having the data found when executing the challenge itself.

At the CIB, we have reserved spaces, which we call workrooms, so that students can develop these autonomous sessions in perfect conditions, even outside school hours, in a comfortable way and with excellent connectivity.

Sessions format

OUT CLASS TV

It's not online, it's from home.

The use of technologies allows us to access the school from anywhere in the world where there is internet connectivity.

At the CIB, we consider that training can be completed through this medium. The user experience is included in the mode in the same way that we do when we attend in person. For this reason, we have classrooms with multiple robotic cameras and a performance control that allows us to generate actions, live or delayed, in a format close to television, but adding the advantages of bidirectionality (the teacher sees and listens to the students) Therefore, we are able to maintain active participation.

It also allows us to connect with distance students, either individually or collectively, with other schools or with teachers located on the other side of the world.

Sessions format

ALWAYS AS A TEAM

Multidisciplinary and multicultural.

Learning to work in a team, making use of **humility**, **generosity** and **intelligence**, is part of the learning that CIB students appreciate most.

We do it with the same tools, demonstrating their effectiveness. In order to do that, we prepare them in various aspects ranging from the essence of collaboration, feedback, effective communication, directed communication, decision-making and, of course, leadership based on trust.

Always in heterogeneous groups, as an essential part of the internationalization of our school. We know that homogeneous groups tend to look for their points of difference, unlike heterogeneous groups, who look for commonalities.

In the CIB, we give special importance to this characteristic, integrating it in a transversal way to the point that 80% of the evaluations are in group.

4

Learning Content

Contents that go beyond knowledge.

About 20 years ago the Wikipedia project began, which has become a benchmark of knowledge and has led to a radical disruption regarding the creation and access to information. With more than 50 million articles and in more than 300 languages, Wikipedia is a repository of knowledge like never before. Unlike what had happened until then, where access to knowledge was limited by the economic privilege of having more or less books at home, or more or less access to libraries, nowadays, the only filter for access to an infinity of information that grows and multiplies every second is the technological device and internet connectivity.

But, in addition, since Wikipedia was created, many other platforms and technologies have allowed any user to create and share content. The so-called web 2.0, with blogs and social networks, portals of photographs, documents, videos, has made it easier for content to be created and shared at speeds unimaginable 20 years ago.

Among these platforms, YouTube stands out, created in 2005, and to which today between 300 and 500 hours of video are uploaded per minute, with 30 million viewers watching 5000 million videos every day. Among them, song covers, videos of cats and skateboard accidents. But there are also audiobooks, masterclasses from the best professionals, language, math and law classes, cooking videos, documentaries of all kinds and tutorials to learn how to do anything. Endless content within the reach of a single click.

In this scenario, the focus of an educational institution should no longer focus exclusively on the content, but on its selection and, above all, on its application. And to be able to apply it and transform the content into knowledge, it must be contextualized and accompanied by the necessary skills, attitudes and possibilities.

In **87%** of cases, the reason for the dismissals* has no relation to knowledge of the individual.

* Dismissals for objective reasons, not economic.

Are we teaching the right thing?

Product
Sensory Analysis | **Product Knowledge**

Scientific Foundations
Technology
Applied Technology
Specialities | **Technology Knowledge**

Framework
Cultural Framework
Future | **Context Knowledge**

KNOWLEDGE ACQUISITION

Manage Yourself | Creativity and innovation
Efficient communication

Manage Others | Team Management

LATERAL SKILLS DEVELOPMENT

Manage Business | Targeted communication
Decision making

SUCCESS

Challenge
Final Project | **Transversal Applications**

POSSIBILITIES RECOGNITION

Leadership Attitudes | Leadership
Experiencies

Social Attitudes | CIB Specials

ATTITUDINAL EMPOWERMENT

Business Attitudes | Field work

We insist on acquiring knowledge from our primary education to postgraduate and post-university master's degrees. But the truth is that, in the real world, in the professional world, the people who obtain the most success and who prosper the most are not those who know the most, but the ones that best apply what they know.

This knowing how to apply what is known includes the individual's own abilities in managing himself, especially cognitively, in managing other people and in managing business

But, it is not enough to have knowledge and skills for everything to run out in correctly. The necessary attitudes are professional, social and leadership, those that allow you to move forward without discouragement and receive due recognition.

To be able to access the opportunities of a world as changing as the current one and the one to come, is also necessary a high degree of self-knowledge and a great capacity to recognize the environment in order to identify and access these opportunities.   And also, to objectively self-assess and thus acquire the necessary new knowledge, develop new skills and promote new or different attitudes is key.

Schools, traditionally, have only been concerned with transmitting the area of Knowledge to their students and have forgotten to train them in the other three areas, which in the CIB we call Skills, Attitudes and Possibilities.

The excessive inflation of knowledge has led our society to create people who know a lot, but do not know how to apply knowledge properly since they have not been fully trained.

In 87% of the cases, the reason for dismissal - for objective reasons, not economic ones - is not related to the knowledge of the individual. The cause is precisely in the realm of skills, attitudes or possibilities.

So we wonder if schools are teaching the right thing.

When building our curricular thoughts, in the CIB we consider what are the knowledge, skills and attitudes of the professional we intend to train.

Once defined, we include the subjects, in the appropriate doses, to form that mindset, which of course includes the four areas of training: Knowledge, Skills, Attitudes and Possibilities.

Outline of the PCAC Program for haute cuisine chefs

KNOWLEDGE field

It refers to all those subjects in which an intellectual learning is acquired (from reason), becoming aware of the aspects related to the why, what and how.
At the CIB, we divide this area into three areas of knowledge acquisition: Product (what we do), Technology (how we do it) and Context (why we do it).

SKILLS field

Certainly, we cannot achieve transcendent goals without having the personal skills to help us move our teams in the same direction. That is why we give importance to the development of lateral skills that we classify as follows: self-management, people management and business management.

ATTITUDES field

The behavior that each person uses to do their tasks determines the result and that of those who accompany them. It is very important that we learn that each attitude is the result of a decision, that one decides what attitude to take when faced with each challenge or situation. We divide the attitudinal domain into three areas: leadership, social and professional attitudes.

POSSIBILITIES field

We call the scope of possibilities the ability to know oneself (self-knowledge) and to recognize the environment. At the CIB, we treat this area in a transversal way and put it into practice through Challenges (transversal evaluation challenges)

Ámbito	Área	Materia	Horas
KNOWLEDGE ACCQUISITION	PRODUCTO	**PRODUCTO** Materias primas y elaborados	80
		ANÁLISIS SENSORIAL Materias primas y elaborados	
	TECNOLOGÍA	**FUNDAMENTOS CIENTÍFICOS** Física y química de los alimentos	304
		TECNOLOGÍA Técnicas culinarias	
		TECNOLOGÍA APLICADA Práctica culinaria	
		ESPECIALIDADES I&HC + CFBT + P&C + CM	
	CONTEXTO	**MARCO CULTURAL** Historia, comunicación, territorios	148
		FRAMEWORK Gestión + Seguridad alimentaria + Higiene laboral	
		FUTURO Ventanas al siglo xxi	
LATERAL SKILLS DEVELOPMENT	MANAGE YOURSELF	**CREATIVIDAD E INNOVACIÓN** Desarrollo del pensamiento lateral	78
		COMUNICACIÓN EFICIENTE Color + Fotografía + Habla + Comunicación	
	MANAGE OTHERS	**TEAM MANAGEMENT** Trabajo en equipo	6
	MANAGE BUSINESS	**COMUNICACIÓN DIRIGIDA** Seducir + Convencer + Vender	12
		TOMA DE DECISIONES	
ATTITUDINAL EMPOWERMENT	LEADERSHIP ATTITUDES	**LIDERAZGO**	22
		VIVENCIAS	
	SOCIAL ATTITUDES	**CIB SPECIALS**	27
	PROFESSIONAL ATTITUDES	**TRABAJOP DE CAMPO**	42
POSSIBILIES	TRANSVERSAL APLICATIONS	**CHALLENGE**	132
		PROYECTO FINAL	

In the kitchen you cannot elaborate or transform without knowledge of each of the products involved. Its properties, origin, treatment and scope of its transformation are some of the learnings that you acquire in this subject.

Detecting, appreciating and realizing the organoleptic properties of each product is essential for you to be able to fully exercise your profession. In this subject, you will be surprised at what each of your senses are capable of doing.

Cooking is transformation through physics and chemistry, and you must know why things happen when you work with biological products such as food. It will help you understand and improve any culinary process.

It is about knowing the processes, the different techniques of cutting, preparation, cooking, etc., until you master them so that you can choose which of them is the most appropriate according to the product and the context.

Putting everything you have learned into practice will become your favorite subject. And having all the tools to execute your proposals will make you wait for these moments every week. Fortunately, this is the subject with the most scheduled hours.

These are sessions in which you will see and practice the four faces of the CIB's specialization: sweet cooking, fire cooking and low temperature cooking, molecular cooking and integrative and healthy cooking.

In a global world, there is no longer any national cuisine. Pizza is no longer Italian or sushi is no longer Japanese, they are already universal. In this subject, you will become aware of the culinary diversity of the planet in another way.

Framework subject includes all the chapters that have to do with the framework of your work, especially food safety, kitchen management and occupational hygiene.

Sessions that are windows of visualization of possible futures from the hand of experts, either from a technological or contextual point of view. They will give you a great competitive advantage over others.

Those sessions where skills related directly to creativity are taught and exercised. At the PCAC, special attention is paid to the acquisition of creative methodologies (Design Thinking) and the development of lateral thinking.

These are sessions in which you will develop skills that will help you improve your communication and prepare you for an open world where knowing how to express yourself with words, gestures and images is extremely important to achieve what you want.

Today's professional kitchens require people who know how to coordinate and respect each other because never before teamwork has been so important. In these sessions, you will understand how high performance teams work and how to manage them efficiently.

Selling is seducing and we all like to be seduced. In this subject, you will learn techniques to convince, to sell not only your products but your ideas and your instructions.

Knowing how to make a decision while minimizing mistakes and risks is essential to avoid the vicissitudes that the future holds for you. In this subject, you will learn and practice decision-making techniques.

Leaders are the ones who are followed because they are trusted. Thus, in this subject, you learn to generate confidence in yourself so that you can lead high-performance teams effectively.

Sessions where examples of leadership are shown towards oneself or towards others through the first-person account of exemplary and extraordinary life journeys.

Sessions that have been designed to empower the student in the loss of stage fright, the relationship with others, awareness and a favorable disposition to future paradigm changes. They are surprise sessions when you least expect it.

These are the experiential sessions, generated outside the CIB, where students experience first-hand what others have been able to build and do, or design the aspects dealt with during the postgraduate course.

Our exceptional way of evaluating. Students must overcome challenges that force them to know their limits and those of their team, to investigate their environment and seek, and present solutions using all the knowledge acquired, their skills and their best attitudes.
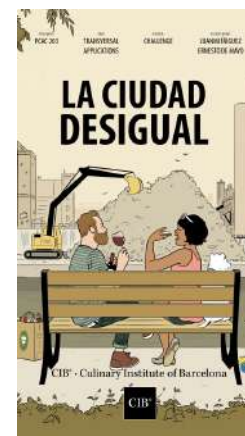
Turning each training session into a memorable event through emotion, this is the goal.
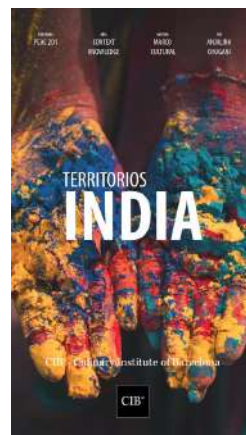
We treat each session, and more than 1800 are held a year, as a unique event and we give it enough identity for each student to perceive it as an event.

The teachers are prepared and trained to make correct use of the advantages that each scenario provides and we deliver quality illustrated documentation, in English and Spanish, well in advance so that each student can prepare in advance and the session is even more enriching.

As if it were a movie, a book, a play or a record, each session has its own graphics and is announced on school monitors and on social media with its own identity and personality.

COMER POR LOS OJOS

seamos realistas, hagamos lo imposible

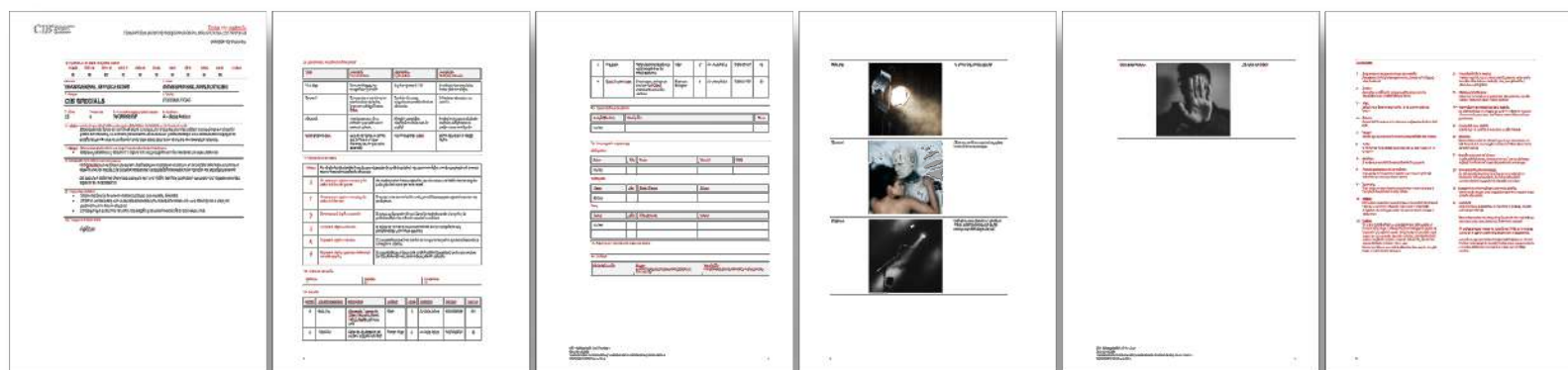CIB® · Culinary Institute of Barcelona

Subject's sheet

The construction of a program starts from the definition of its objectives, using the scheme of the four circles. Once the subjects are identified, they are classified into the areas of Knowledge, Skills, Attitudes and Possibilities that must be included to achieve the objectives set for the program.

Once defined, the objectives are classified through subject sheets where the insights (the student's motivations), the delights, the evaluable objectives of the subject, the sessions, their formats, the scenarios and the auxiliary material that are required are reflected, and the list of teachers, etc.

The subject sheet allows rigorizing the system and serves as a guide for both the Operations (Academic) and Production (teachers) teams.

Once the list of sessions is available, they are classified by subjects in taxonomic order and arranged in the calendar, thus forming the agenda and the academic curriculum of the program.
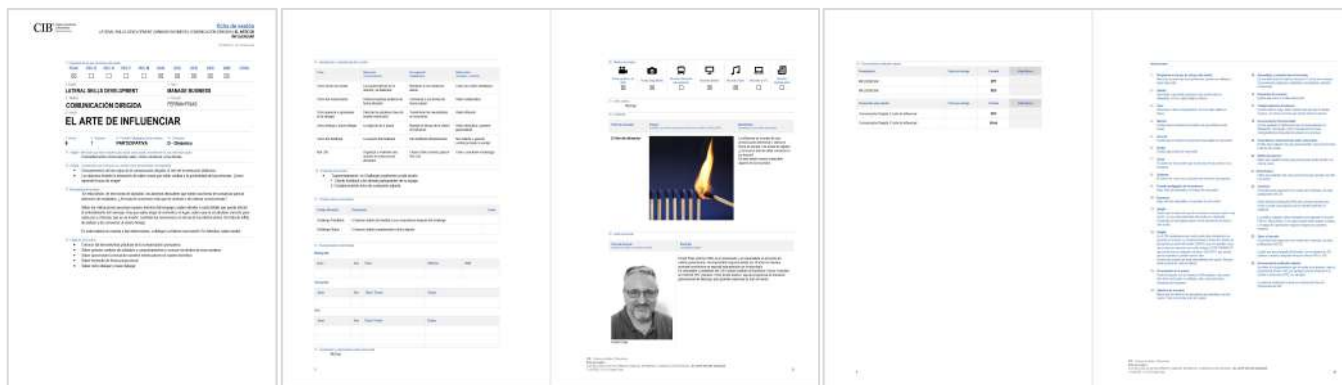
Ficha de sesión

Once we have the calendar, taxonomically ordered, the sessions are identified.

The preparation of the documentation, both the presentation and the auxiliary for its study by the students, is prepared jointly by the teachers, the person in charge of the program and the academic team, following rules of literary and visual style, giving the whole a uniformity logical and consistent.

At the same time, teachers are trained in CIB methodologies through periodical publications (Klaustre) and specific training held at the same center.

Poster of a specific session

Product
(What)

Technology
(How)

Context
(Why)
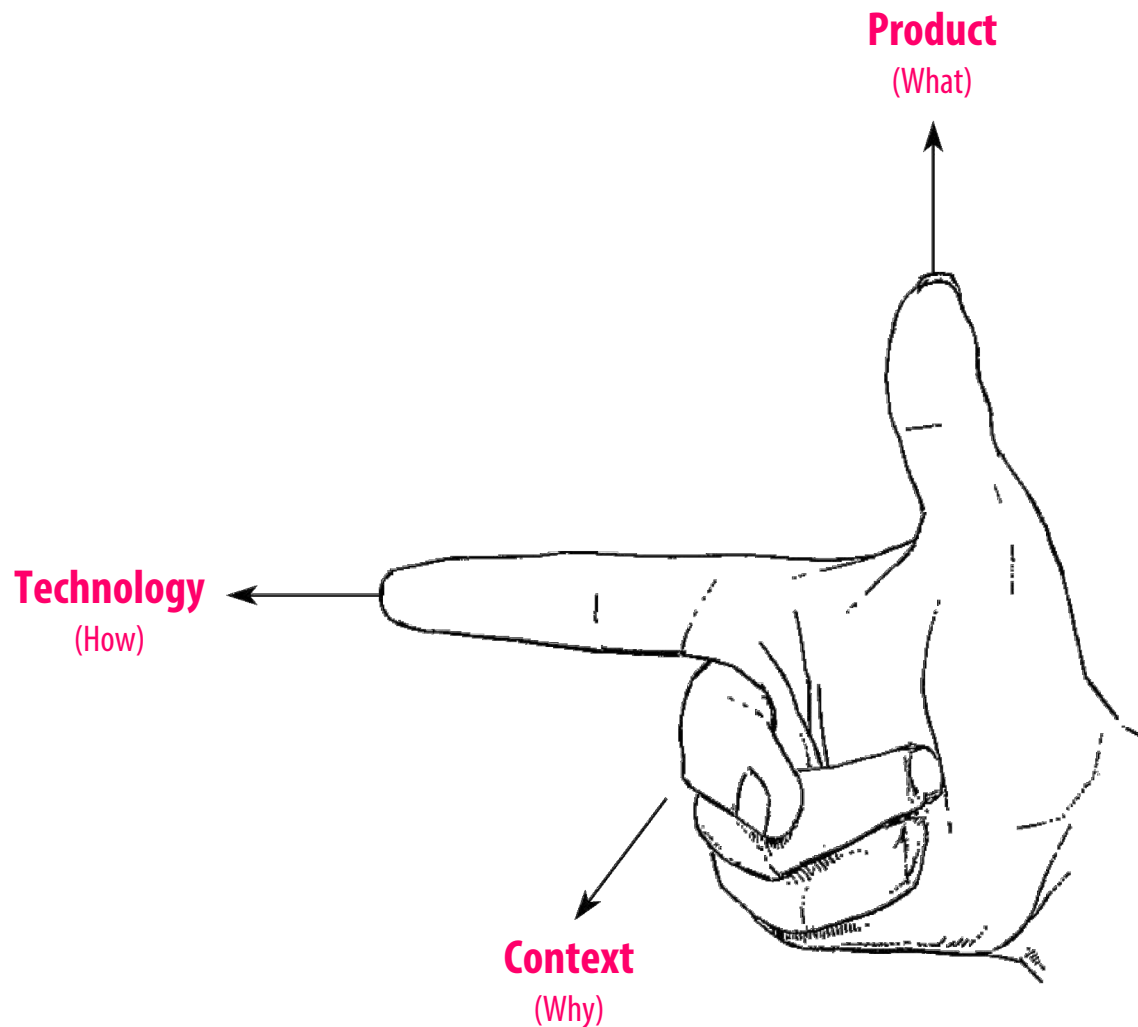
We do not teach to copy.
We do not teach to replicate.
We do not teach recipes.

We teach to create.
We teach to solve.

Training in the field of Knowledge

It refers to all those subjects in which intellectual learning is acquired (from reason), becoming aware of the aspects related to the why, how and what of the field under study.

At the CIB, we divide this area into three areas of knowledge acquisition:

•   Product (what we do)
•   Technology (how we do it)
•   Context (why we do it)

The students of the CIB use these three axes of knowledge to apply it freely according to the frameworks defined in the objectives of each session that refer to these three vectors.

This freedom is the key to the development of learning, the development of creativity and innovation.

The medium-term objectives of the CIB are aimed at eliminating the decision of the area by subjects. This will happen when, teachers and academics, acquire a total mastery in our methodology.

Field	Area	Subject	Hours
KNOWLEDGE ACCQUISITION	PRODUCT	**PRODUCT** Raw materials and products	80
		SENSORY ANALYSIS Raw materials and products	
	TECHNOLOGY	**SCIENTIFIC FOUNDATIONS** Physics and chemistry of food	304
		TECHNOLOGY Culinary techniques	
		APPLIED TECHNOLOGY Culinary practice	
		SPECIALITIES I&HC + CFBT + P&C + CM	
	CONTEXT	**CULTURAL FRAMEWORK** History, communication, territories	148
		FRAMEWORK Management + Food safety + Occupational hygiene	
		FUTURE Windows of the 21st Century	

Training in the filed of Skills

Certainly, we cannot achieve transcendent goals without having the personal skills to help us move our teams in the same direction. That is why we give importance to the development of lateral skills that we classify as follows:

- Self management
- Handling other people
- Business management

CIB students are constantly instructed in these areas with emphasis on different aspects depending on the program in which they are enrolled.

Field	Area	Subject	Hours
LATERAL SKILLS DEVELOPMENT	MANAGE YOURSELF	**CREATIVITY AND INNOVATION** Development of lateral thinking	78
		EFFICIENT COMMUNICATION Color + Photography + Speech + Communication	
	MANAGE OTHERS	**TEAM MANAGEMENT** Team work	6
	MANAGE BUSINESS	**MANAGED COMMUNICATION** Seduce + Convince + Sell	12
		DECISION MAKING	

Actúa, decide, seguimiento
continuo:

Líder la organización

Training in the field of Attitudes

The behavior that each person uses to do their tasks determines the result and that of those who accompany them.

It is very important that we learn that each attitude is the result of a decision. Each one decides what attitude to take when faced with each challenge or situation.

We divide this field into three areas:

- Leadership attitudes
- Social attitudes
- Professional attitudes

At the CIB, transversally, we promote attitudes aimed at transforming the world of gastronomy towards a new ethic in business, respect for the environment and social justice.

Field	Area	Subject	Hours
ATTITUDINAL EMPOWERMENT	LEADERSHIP ATTITUDES	LEADERSHIP	22
		EXPERIENCIES	
	SOCIAL ATTITUDES	CIB SPECIALS	27
	PROFESSIONAL ATTITUDES	FIELD WORK	42

Training in the field of Possibilities

In the field of Possibilities we found the following capacities:

- Self-awareness (knowing yourself, especially your limits)
- Recognition of the environment

At the CIB, we treat this area in a transversal way and we put it into practice through the challenges (transversal evaluation challenges), in those programs that require it, such as, the final project. Recognition of the environment.

Field	Area	Subject	Hours
POSSIBILITIES	TRANSVERSAL APPLICATIONS	CHALLENGE	132
		FINAL PROJECT	

TAXONOMY

The depth of each learning must be defined and adjusted to the timeline of each program. As well as, it has to be realistic with the objective of its professional application in the 21st century.

Most taxonomic models no longer fit that goal because they were conceived in a reality that is now obsolete.

Taxonomic Map CIB®

DIMENSION OF THE COGNITIVE PROCESS	KNOWLEDGE DIMENSION			
	FACTUAL The basic elements that a student must know to be familiar with a discipline or to solve problems with it.	**CONCEPTUAL** The interrelationships between the basic elements, within a larger structure that allow a joint operation	**PROCEDIMENTAL** How to do something, research methods, criteria for using one's skills, algorithms, techniques and methods.	**METACOGNITIVE** Knowledge of cognition in general, as well as awareness and knowledge about one's own cognition.
CREATE Put together a number of elements to form a coherent whole, rearrange the element of a new pattern.	GENERATE	ESTABLISH	DESIGN	CREATE
EVALUATE Make judgments based on criteria or standards.	CHECK	DECIDE	JUDGE	THINK
ANALYZE Decompose the parts and determine their relationship to each other. .	SELECT	DIFFERENTIATE	INTEGRATE	DECONSTRUCT
APPLY Carry out a procedure in a given situation.	ANSWER	OFFER	PERFORM	USE
UNDERSTAND Construct the meaning of a verbal, written or graphic message or instruction	SUMMARIZE	CLASSIFY	CLEAR OUT	PRECEDE
REMEMBER Retrieve relevant knowledge from long-term memory.	LIST	RECOGNIZE	REMEMBER	IDENTIFY

All CIB learning sessions are designed within the framework of the program and with specific objectives for that session. In order to define these objectives, it is necessary to take into account the depth of the activity and the type of work / task that is required from student. A learning taxonomy provides an incredibly useful tool for defining the types of work we want our students to do.

In the 1950s, Benjamin Bloom introduced Bloom's taxonomy, a framework for levels of understanding. This taxonomy describes six levels of cognitive gain. The lower levels of Bloom's taxonomy focus on the knowledge that we want our students to acquire, what we want our students to remember and understand. The middle levels focus on the application and analysis of information. At the top of Bloom's taxonomy, there are the tasks that involve creating and evaluating.
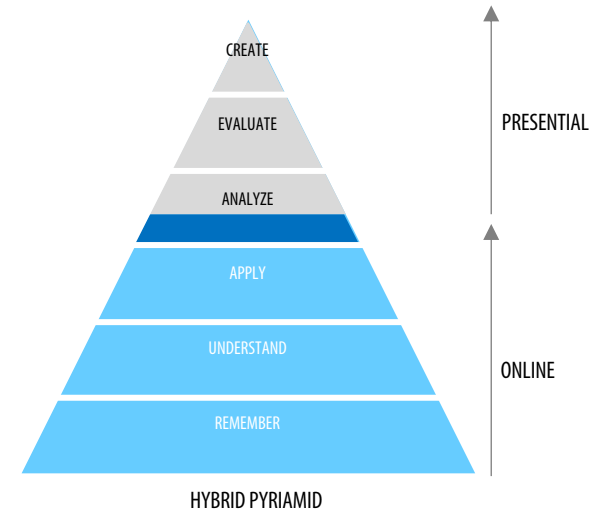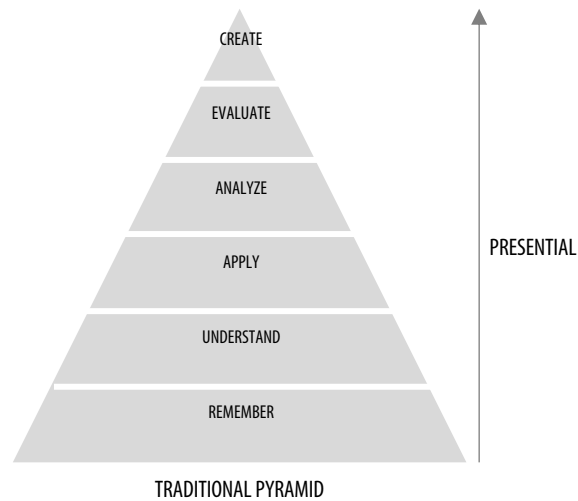
Over the years, Bloom's taxonomy has been revised and alternative taxonomies have been created. In 1981, Collis and Biggs presented the SOLO (Structure of the Observed Learning Outcome) taxonomy as a way to organize learning outcomes in terms of complexity. It went from an initial prestructural (incompetence), unistructural, multi-structural, relational level to, finally, the more advanced level of abstract extension (the ability to generalize to other domains).

Anderson and Krathwohl rethinked Bloom's taxonomy in 2001, changing the last level of evaluation for creation. Also, one of his major contributions was the addition of an actionable verb framework for each level. These verbs help evaluate the types of tasks, activities, and questions that are designed for students.

Another recent modification has been to abandon the idea of a pyramid, with a wide base and a smaller top, as if the base were eminently composed of facts and creativity a small point. The new visualization expands the top vertex to highlight the importance of creating, evaluating and analyzing.

Marzano and Kendall, in 2007, presented another interpretation of Bloom's taxonomy, which follows the following 6 steps: starting with the lowest level of recovery, followed by understanding, analysis, use of knowledge, the metacognitive system and reaching the top level of the internal system (self).

Regardless of the shape or the labels, taxonomies allow us to analyze our learning objectives. This does not imply that the top items are more important than the bottom items, or that the bottom items need more space than the top items. What is evident is that the higher levels require an intervention or a certain mastery of the lower ones. And, in addition, they guide us in the necessary alignment between all the learning activities of the program to reach the defined levels. Here is our interpretation of this structure.

CREATE

EVALUATE

ANALYZE

APPLY

UNDERSTAND

REMEMBER

PRESENTIAL

TRADITIONAL PYRAMID

CREATE

EVALUATE

ANALYZE

APPLY

UNDERSTAND

REMEMBER

PRESENTIAL

ONLINE

HYBRID PYRIAMID

Switch to a higher order thinking

Nowadays, successful students seek to acquire and display the knowledge, skills, and personal development that are necessary for the achievement of personal and educational goals.

This requires an expanded approach to learning, emphasizing being successful in school and enjoying life after school successfully.

Hybrid learning helps educators make a greater contribution to the success of their students.

Unlike traditional instructional models, in which class time is dedicated to helping students learn content, in blended learning many aspects of the lower levels of the taxonomy (especially those related to remembering and understand) can be delivered through online options. This helps teachers to focus on developing higher-value skills - applying, analyzing, evaluating, and ultimately creating new knowledge.
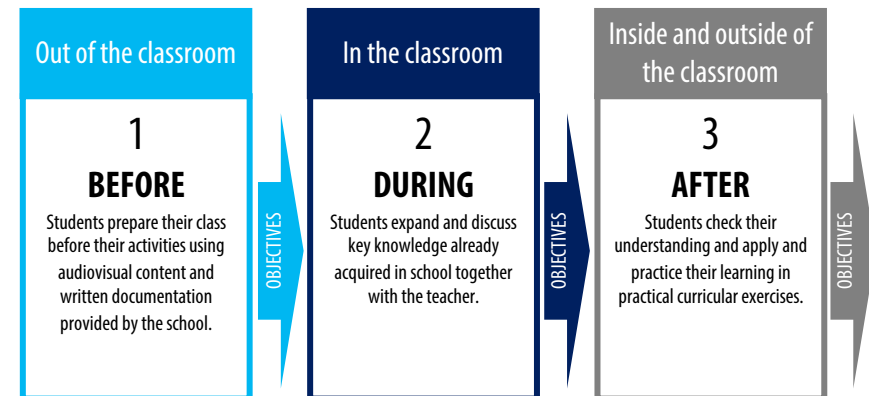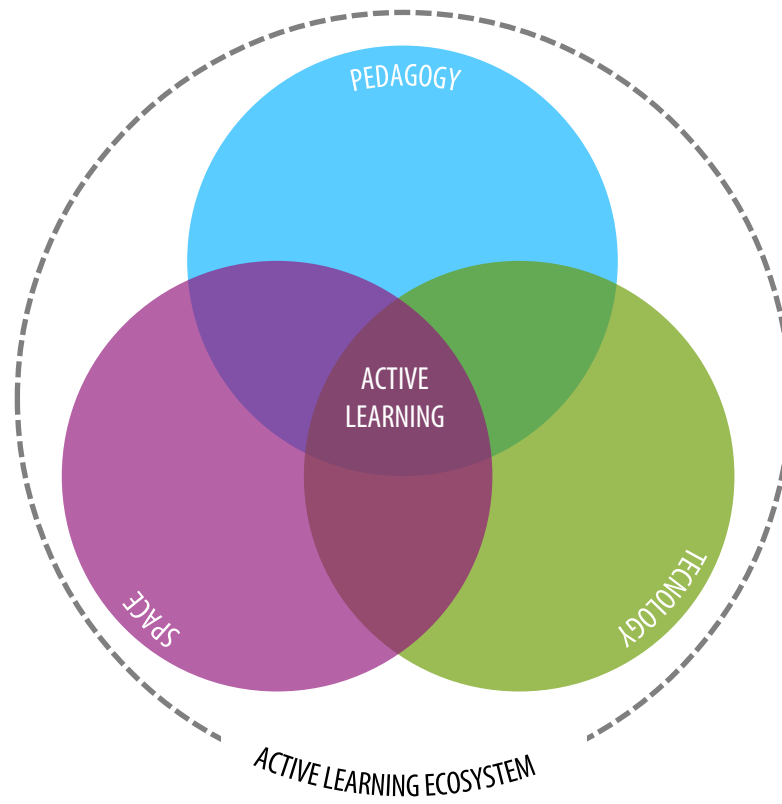
The idea of a hybrid model expands the CIB's value proposition and adds equally transformative training sessions. It exploits the functionalities of online learning, both synchronous and asynchronous. With the technological support of a mobile app and a powerful content management platform, which offer learning analytics, it will be possible to increase the value and perception of the student's learning and their achievements throughout the program, as well as the monitoring by the professor. Within this framework, we have two formats with different possibilities (asynchronous and synchronous online learning), the combination of both being a multiplier.

- **Asynchronous learning** provides greater flexibility for participants, allowing them to access course materials whenever they want, within a designated period of time. Examples of asynchronous learning include participants watching videos, completing readings, and working through quizzes and comprehension checks. This type of learning is best suited for tasks that require low levels of support. Such tasks generally focus on low-end cognitive skills (remembering, understanding, and applying).

- **Synchronous learning** occurs when instructors and participants meet in real time. In an online format, synchronous learning usually occurs through video conferencing (Zoom, Google Hangouts, Teams, etc). Synchronous learning is often best for those tasks that participants find difficult to perform on their own and where the support of the instructor or the support of others is required. These tasks generally focus on higher-order thinking (analyze, evaluate, and create).

The **flipped classroom** is a pedagogical model that transfers the work of certain learning processes outside the classroom and uses class time, together with the teacher's experience. It facilitates and enhances other processes of acquisition and practice of knowledge within from the classroom.

It is a comprehensive approach that, when applied successfully, supports all phases of a learning cycle (Bloom's taxonomy). When teachers design an online session, class time is freed up so that student engagement in active learning can be facilitated through questions, discussions, and applied activities that encourage exploration, articulation, and application of ideas.

Out of the classroom	In the classroom	Inside and outside of the classroom
1 **BEFORE** Students prepare their class before their activities using audiovisual content and written documentation provided by the school.	**2** **DURING** Students expand and discuss key knowledge already acquired in school together with the teacher.	**3** **AFTER** Students check their understanding and apply and practice their learning in practical curricular exercises.

PEDAGOGY

ACTIVE
LEARNING

SPACE

TECNOLOGY

ACTIVE LEARNING ECOSYSTEM

ACTIVE LEARNING ECOSYSTEM

Blended learning increases active learning opportunities and extends it beyond the classroom. In these learning models, it is important to consider their application in a holistic way. Change is driven by pedagogy. Technology must be carefully integrated, as a means and not a whole, and make the most of the impact of learning spaces. Because these three dimensions are interrelated, they must be addressed consistently. At the CIB, we try to fully explore the interdependencies of active learning to implement active learning successfully. The teacher is the key piece to put all these pieces together.

Face-to-face connections remain essential for successful learning.

Despite the abundant online training and discussion forums in multiple formats, many students still try to interact personally and face to face with their teachers.

It is exactly the same with communication between them and between teachers, considering it as the most important component of learning.

Technology is facilitating face-to-face interactions by bringing higher-level cognitive learning closer.

Much of the information that only teachers had in the past is now available to students through the internet. This challenges the old model of educators who based their work on the simple transaction of content, where teachers displayed it and students displayed it, they absorbed.

As a result, educators can now leverage technology to create a more impactful professional role in their classrooms, delegating much of that transaction to the student, to focus on higher levels of learning.

Integrating technology into classrooms requires flexibility and activity-based spatial planning.

Classrooms, which were initially designed for a teacher to give a lecture in front of his students, have been redefined to be the scene of dialogue. In this walls, students have access to the internet through their electronic devices, and to work freely with them individually or collaboratively.

It also allows sessions to be more dynamic by incorporating games and surveys through applications readily available on the internet, as well as real-time translation support, eliminating language barriers.

In addition, students have multiple individual and small group spaces instead of a single space for all. This allows them to have a greater creative capacity and more support in study activities.

The limits of space are blurring.

At the CIB, flexible spaces are an integral part of learning. Classrooms with movable chairs and tables, wider hallways to support more activities, cafes with blackboards, classrooms with informal seating, highly accessible internet and electrical connections. Multipurpose spaces are among the fast-emerging design imperatives for effective educational environments.

At the CIB, there are no classrooms, but settings for active teaching that fulfill the mission of facilitating student learning.

The spaces must be designed to capture and transmit information.

It is important that schools invest in video conferencing systems and spaces that meet audiovisual needs, including the correct lighting for the creation of video content. With the right technology, the digital and physical presence can complement and participate in almost equal terms.

At the CIB, we have spaces equipped with professional audiovisual technologies for this purpose and even available for students to practice with them in their work. Part of their training goes into training them to use them naturally.

Pencils and pixels will coexist.

Although technological advances will continue to revolutionize education, students and teachers will not abandon analog materials.

Writing and whiteboards are as useful as ever, because they are quick and easy ways to capture information and activate cognition.

The use of the blackboard is very efficient, especially when it is the student who uses it spontaneously to explain a concept or an idea. And at the CIB, all the walls of the room are boards, even the glass walls are used for this purpose.

5

CIB Methodology
Learning Challenge

Evaluation as a motivating element and measurement feedback.

"Contrary to what many people think, academic ability is not synonymous with intelligence. We have become used to believing that a child who does not do well in school is not intelligent, when in fact he may be very talented and bright and creative. The problem is that in schools intelligence is not valued, but the ability to excel in certain subjects". Ken Robinson

In cooking schools, the student's ability to replicate and accurately know parameters and values is assessed through subjective indicators. At the CIB, we know that professional success does not work in this way because kitchens are, fundamentally, teamwork. We judge the global results in the same way as in the company, and we reserve personal assessment for those cognitive and attitudinal skills that make the individual different. It is a cross-sectional and motivating evaluation that uses the challenge (the challenges) as an action framework for students to make their proposals for resolution.

CHALLENGE

"Life is about challenges, not forms".

Ferran Fisas

Evaluation through *Challenge*

Traditionally, educational institutions evaluate because it is necessary to systematically determine the value and meaning of learning, and they do so based on predetermined parameters, criteria or indicators. In this way, the evaluation result indicates how advanced or how close the evaluated subject is to that given objective indicator. Therefore, since the beginning of time, the evaluation has been a value judgment on the information that is collected in the evaluation process.

When we designed the CIB, we already determined that independent subject assessment systems were neither useful nor close to the reality of the professional world. People, in their jobs, are not judged by their degree as experts in a given function, but by their global capacity, by the whole, by their global intelligence rather than the specific one. So we decided that the evaluation should consider that, as in life itself, someone who is perhaps not particularly good at a particular area, can be excellent in the end result (the macro is better than the micro.) And Challenge allows us to visualize the result regardless of micro detail.

Likewise, we consider that the evaluation experience should be positive, away from the nerves and crises that are usually associated with those seasons of abusive concentration. This abusive concentration, in the end, lead to the absurdity of approving what is not known or what is easily forgotten after that date. The evaluation must be **useful** and must contain a component to **motivate** the challenge (am I able to overcome myself?) and to visualize my own future (how close I am to my own future?), providing an extraordinary level of **self-knowledge**. Therefore, we have the Challenge in the circle of Possibilities (includes self-knowledge and recognition of the environment).

We know that we have achieved both the motivational component and the visualization component.

We hope that these tics and vices of the traditional school that are the maximum source of conflict and disagreement between evaluators and evaluated are not produced in the CIB. So, we believe that any evaluation system should comply with four precepts:

1. **The data collected must be true, demonstrable and easy to trace.**
   The evaluated must know that they are evaluated, in what they are evaluated and how they are evaluated. And, it is their responsibility to leave a trace of it.

2. **The analysis of these data must be scrupulous and not be subject to subjective opinions, but to observations that are as binary as possible.**
   The evaluator must conform exclusively to the evaluable criteria and in the terms established in the evaluation process, without any interference from other aspects that are not part of the process or the analysis.

3. **The result must be adjusted to a scale of indicators (rubric) that is useful for the evaluated.**
   The evaluation function of the CIB must incorporate, in its result, a map or analysis of the strengths and weaknesses of the evaluated person.

4. **The rubric or gradation of each evaluated item must be proportional and congruent to the taxonomy of what is being evaluated.**
   In this way, proportionality acquires two dimensions: an axis marked by the depth of achievement (taxonomy) and another by the scope of that achievement (rubric).

To comply with these four precepts, it is necessary to provide and include:

- **Provide the student with the appropriate documentation** indicating what and how they are evaluated, and that information should be clear both the objective (in taxonomic terms) and the rubric (in terms of achievements or achievement indicators) of each of the subjects to evaluation.

- An evaluation design that **allows observation of the process,** if it is the process that is being evaluated and that must be traceable, tracked and tested.

- A control and scoring mechanism that does **not allow one to get away from the objective** and that forces the evaluator to dispense with opinions and assessments based on subjective criteria.

- An **evaluation report** that expresses to the evaluated one what their strengths and what their weaknesses are so that they can exercise them in their favor and improve.

- A **feedback** mechanism or space that allows the evaluated person to transform the error into learning naturally and without penalty.

With that said and done, at the CIB, subjects are evaluated in a transversal way. In other words, different subjects are evaluated simultaneously in the same exercise. For this to be possible, the following precepts must be accomplished:

- That the subject to be evaluated has been given previously at the time of the evaluation. There must be a synchronized timeline between assessment and subject calendar.

- That the taxonomy or depth of the objective of that subject is proportional to what the student has learned up to that moment.

- That whoever evaluates this subject has, at least, the same criteria as the one who served as trainer of the subject evaluated. Teachers cannot evaluate if they do not know the objective, the criterion or the indicator.

Almost all evaluations are group evaluations, with several components on each team. When this occurs, the evaluation should be done to the group and not to the individual. It is necessary to argue to the student that the work of a kitchen is a team effort and that the restaurant will be judged by its clients not by the individuality of the chef, but by the result of the team including the chef. Excellent individuality does not credit a team with the same adjective. As with a soccer team, the match indicator is for the team, win, draw or lose, regardless of the indicator for each individual player.

In team evaluations, we must ensure that:

- The assignment of the components of each group is rotating and without repetitions.

- All members of the same group get the same score.

- Individual knowledge is not evaluated, but collective knowledge.

- Feedback should be given to each group and not individually.

- It should be emphasized, throughout the process, that the evaluation is in group and students should have the possibility of self-organization to achieve the best possible achievement.

- The exercise should allow students to interpret, whatever the result of the underlying evaluation, that they are undergoing a process of continuous improvement and that the evaluation is a tool for measuring his self-knowledge regarding his own goals.

- Group evaluations should not have the same weight as individual ones, reserved exclusively for evaluating individual cognitive abilities.

Likewise, at the CIB, we ensure that our main axes are creativity and innovation, and we write the following descriptions in this regard:

- **Creativity** is the tool, the way of doing it and the attitude that allows you to find better solutions.

- **Innovation** is the formula that allows you to stay ahead of others. If you are in it, you must follow the innovator.

- **Looking to the future** as a starting point with suitable proposals for a new business and human ethics and respect for the environment.

When we evaluate someone who creates or innovates, it is certainly complex to adjust to predetermined parameters, since creativity stems from the need to get out of the predetermined and innovation from the known. We believe and affirm that, in the context of the development of creativity and innovation, **everything a student says or does is a proposal** and these can never be considered incorrect, good or bad, but adjusted or not to the objective of the creative exercise.

Therefore, it is necessary that there is **always** a defined objective in each evaluation session (just as there should be in each learning session) so that the evaluation is addressed to it.

These objectives, as we have already said, must be defined in each subject of the evaluation. Besides, there has to take care and ensure that they contain the appropriate taxonomic consistency (know, understand, apply, analyze, evaluate, create) and, after that, they have the gradation of the rubric adjusted to it.

Mapa Taxonómico CIB®

Once the objectives have been defined:

- The process must be forced to obtain evidence (measurement) that allows us to judge (judgment) the degree of achievement (congruence) of the learning objectives.
- The evaluation should be oriented to the description for the improvement, renewal and change of the usual practices of the evaluation system itself.
- An upward path must be followed in the evaluation processes. The Challenge is a permanent and flexible activity, which must be increasingly scientific and adjusted to the final objective.

Focus of a
CHALLENGE

- Cyclic
- Integrator
- Inherent in learning
- Systematic
- Dynamic
- Analytical
- Feedback
- Qualitative
- Developer
- Motivator

- It is **cyclical**. It begins with the formulation of the objectives, culminates with the confirmation of these.

- It is **inclusive**. It is not only concerned with performance, but with the factors that influence the conditioning of learning.

- It is **inherent** to learning. It is inherently linked to it, it is not parallel.

- It is **systematic**. It is planned, conducted and evaluated.

- Give a **diagnosis**. You are interested in detecting learning deficiencies.

- It is **dynamic**. It is adapted to the circumstances of each curricular moment.

- It is **analytical**. By studying the results, one tends to discover efficiency in processes and methodologies.

- It is **feedback**. According to the successes and failures, it provides very relevant information that enhances self-knowledge.

- It is **qualitative**. It allows to analyze contributions or learning results in terms of efficiency, quality.

- It is **revealing**. Through the exercise and its contextual approach, the student visualizes his own future.

- It is **motivating**. Through the results, the student achieves stimuli for new learning.
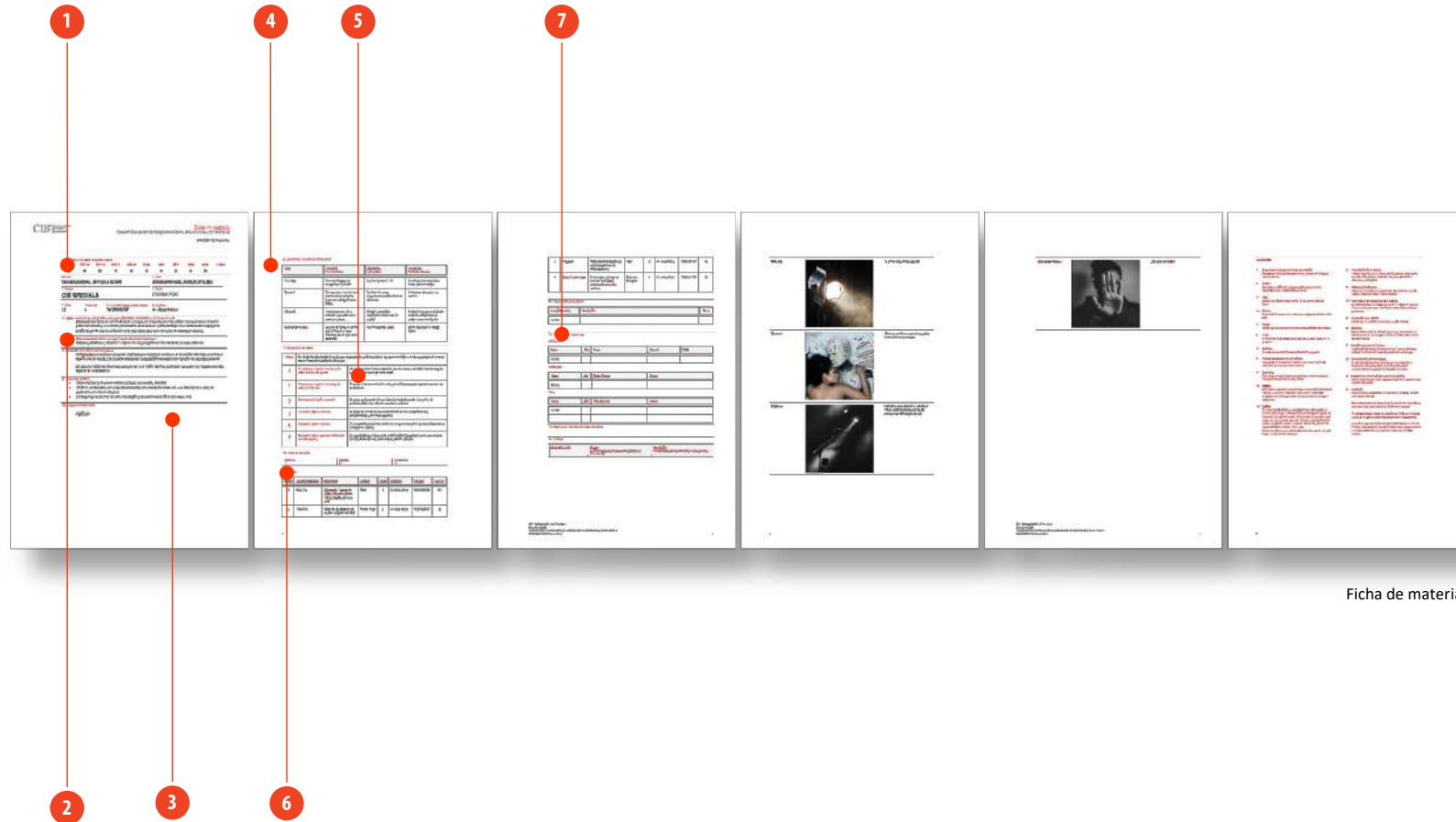
Ficha de materia

The transfer of the subject to the Challenge

1. Base data of the subject (name, scope, format, hours, etc.).
2. Insight and delight data (data collected by the marketing area for promotion and communication).
3. Taxonomy of the subject (maximum scope).
4. Specific taxonomic approach.
5. Assessment of the subject (scheduled objectives for each challenge).
6. Taxonomic position in the calendar.
7. Bibliography, documentation, images, support, etc.

The subject sheet is the base element for the elaboration of a Challenge. There, the global and partial objectives are reflected, as well as what helps us to define what is going to be evaluated during the different challenges that will be carried out during the course of the program.

This relationship is, already in the program file, linked to a timeline, marking the taxonomic scope and the evaluable aspects for each point.

PCAC

Hoja de Prototipado de Evaluaciones

Ámbito	Área	Materia	Individual	Grupal	Taxonomía	1	2	3	4	5	6	7	8	9	Hojas	Evaluadores
KA	PR	PRODUCTO		X	5	3	4	3	4	4	5		5	5	Siempre presente en las Challenge culinaria	
		ANÁLISIS SENSORIAL Y CATA		X	5					1	3		4	5	Mediante las valoraciones sensoriales de los jueces y las anotaciones de los alumnos.	
	TK	FUNDAMENTOS CIENTÍFICOS		X	3		2	2	2	3	3		3	3		
		TECNOLOGÍA		X	6	3	3	4	4	6	4		5	6		
		TECNOLOGÍA APLICADA		X	6	3	4	4	4	5	4-5		5-6	6		
		ESPECIALIDADES (Dolce)		X	3											
		ESPECIALIDADES (Fuego)		X	3											
		ESPECIALIDADES (Health)		X	3											
		ESPECIALIDADES (Molecular)		X	3					3						
	CK	MARCO CULTURAL (Territorios)		X	4	·	·	·	·	·	·		·	·	Se tiene en cuenta en la memoria escrita, en un apartado dedicado a las influencias y el proceso creativo de la propuesta presentada en el Challenge.	
		MARCO CULTURAL (Tendencias)				·	·	·	·	·	·		·	·	Se tiene en cuenta en la memoria escrita, en un apartado dedicado a las influencias y el proceso creativo de la propuesta presentada en el Challenge.	
		MARCO CULTURAL (Historia)		X	2					2	2		2	2		
		MARCO CULTURAL (Komunicación)		X	6						4		4	6		
		FRAMEWORK (SALUD)		X	5	3	3	3	4	5	4		4	4	Normas de seguridad e higiene.	
		FRAMEWORK (Gestión de costos)		X	6			6	6	6	6		6	6	Escandallos y gestión de costos.	
		FUTURO	X	X	2	·	·	·	·	·	·	2	·	·	Se tiene en cuenta en la memoria escrita, en un apartado dedicado a las influencias y el proceso creativo de la propuesta presentada en el Challenge.	
LS	AM	CREATIVIDAD E INNOVACIÓN	X	X	6	·	·	·	·	·	·	6	·	·	Siempre presente.	
		COMUNICACIÓN EFICIENTE	X		3								3		A través de grabación de video.	
	MO	TEAM MANAGEMENT		X	3	·	·	·	·	·	·		·	·	Mediante la observación de la conducta del grupo.	
	MB	COMUNICACIÓN DIRIGIDA	X		3							3			A través de grabación de video.	
		TOMA DE DECISIONES		X	3	·	·	·	·	·	·		·	·	Mediante la resolución de los problemas que se generan.	
AE	LA	LIDERAZGO		X	3	·	·	·	·	·	·		·	·	Mediante la observación del conducta del grupo y sus dinámicas grupales, seguridad, respeto, dirección, instrucciones...	
		VIVENCIAS	X	X	2	·	·	·	·	·	·	2	·	·	Se tiene en cuenta en la memoria escrita, en un apartado dedicado a las influencias y el proceso creativo de la propuesta presentada en el Challenge.	
	SA	CIB SPECIALS			-											
	PA	TRABAJO DE CAMPO			3	·	·	·	·	·	·		·	·	Se tiene en cuenta en la memoria escrita, en un apartado dedicado a las influencias y el proceso creativo de la propuesta presentada en el Challenge.	
AP	TA	CHALLENGE			-											
		PROYECTO FINAL			-										No se hace a partir de 2B	

1 - Conocer, 2 - Comprender, 3 - Aplicar, 4 - Analizar, 5 - Evaluar, 6 - Crear

Instrucciones

Primer paso: Marcar las materias que pueden evaluarse en grupo e individualmente
Segundo paso: Marcar el máximo taxonómico de cada materia.
Tercer paso: Marcar el orden de los Challenge para cada materia indicando el nivel taxonómico para cada uno de ellos.
Cuarto paso: Anotar las iniciales de los evaluadores de cada materia.

CIB - Culinary Institute of Barcelona

21/09/2020 | 16:31

The prototyping of the Challenge

1. Scope of learning.
2. Area to which the content belongs.
3. Content.
4. Group or individual evaluation.
5. Maximum taxonomic range (1 to 6).
6. Taxonomic position in the calendar.
7. Taxonomic scope in each challenge.
8. Observations and notes in the margin.
9. List of evaluators.

Before starting the development of a challenge, we prepare the prototyping sheet for each program.

In there, we list all the subjects that make up the program. And then, following the instructions of each program sheet, we locate the taxonomic scope in each of the challenges that will be held during the course (approximately one per month, per program).

This allows us, during the design of each challenge, to assign a different depth for each subject. And it is always adjusted to the level of learning that students have reached at each moment of the program.

The prototyping sheet acts as a guide throughout the course.
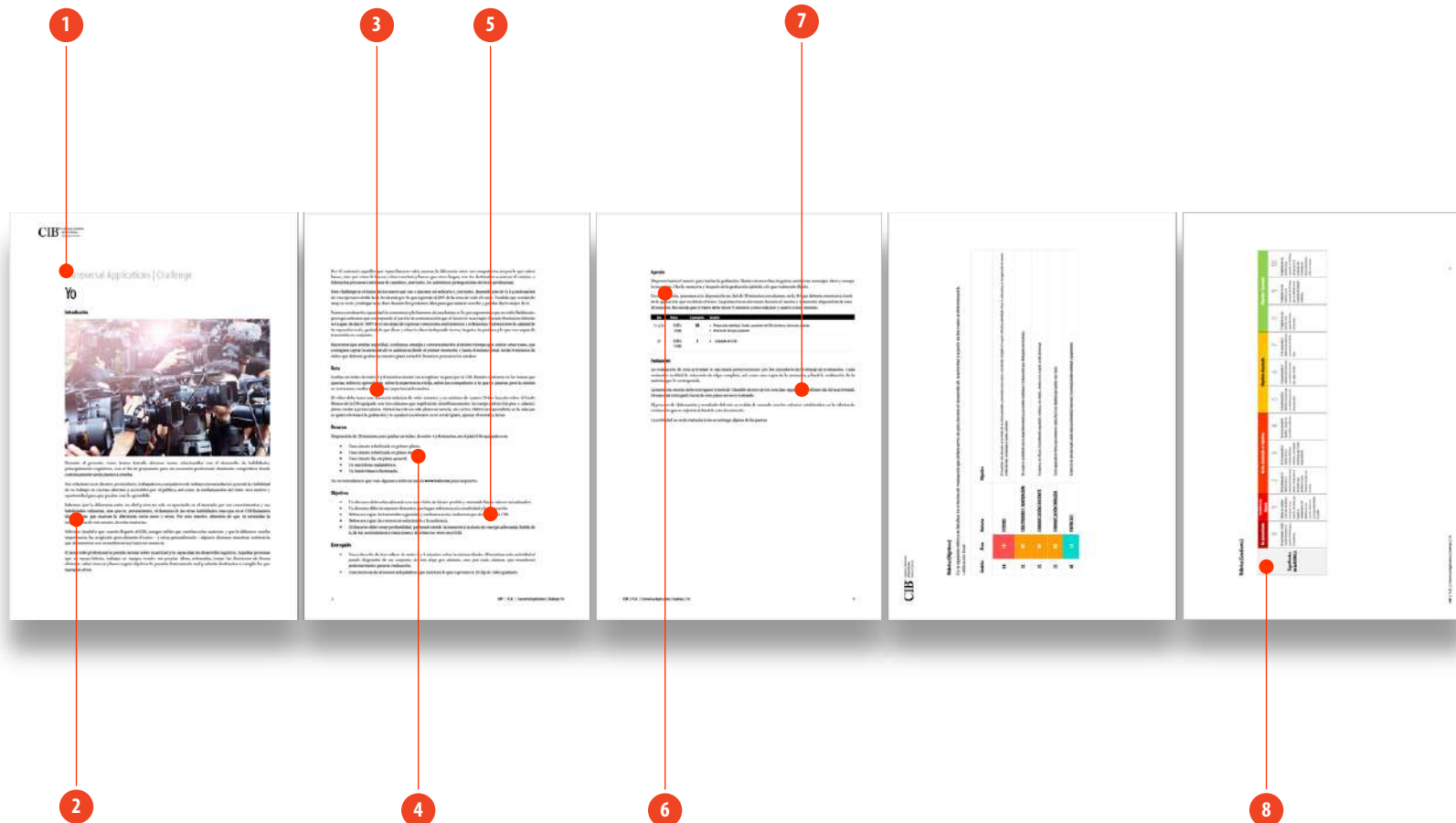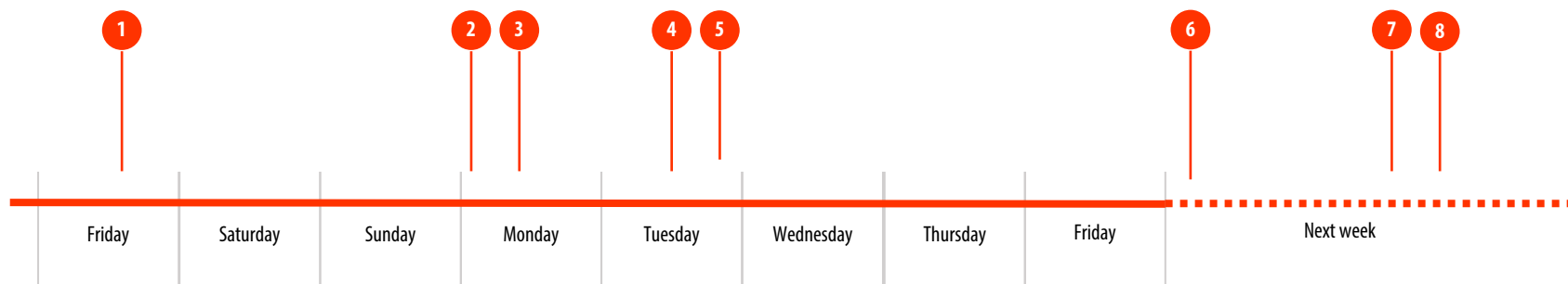
Documentation given to the student

The document presented to the student always contains:

1. Title.
2. Introduction.
3. The challenge.
4. Resource list.
5. Objective.
6. Schedule and scenarios.
7. Assessment framework.
8. Evaluation rubric.

From the student's point of view, the Challenge is not only the evaluation, but the challenge to which they are subjected to exercise what they like the most. It is the stage where you test yourself and have the opportunity to show how much you have evolved.

During the challenges, problems may arise in the team and the students know that they must solve them themselves.

Days before exercising the first Challenge, they are trained in skills for high performance teams, decision making and leadership. They are also illustrated, witnessing other Challenges of students from previous promotions, creating an aspirational climate before each Challenge.

1			**2** **3**	**4** **5**			**6**	**7** **8**
Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Next week

1.   Announcement of the Challenge, delivery of documentation and team building.
2.   Each unit has a previous memory (One page).
3.   Execution of the Challenge.
4.   Presentation of the performance by each of the groups.
5.   Direct feedback in the presentation with students of the next class as witnesses.
6.   Each group submits the written memory of the Challenge.
7.   Evaluation (teachers and academic committee).
8.   Teachers give personal feedback to each student individually.

The execution of the challenge

A few days before each challenge, normally on Friday, the students are challenged to solve a case. There, it is established who makes up each team.

We try to make it a real case or close to reality, and it is written in a way that the student can empathize with the problem to be solved.

From the moment they receive the case until they start the resolution process at school, the students have time to study the case and start the creation process. The following Monday, the students have to present a basic proposal of what they are going to do, which we call One Page, which does not commit them to the resolution, but does help them establish a certain order in the team.

Some challenges, which we call Stress Challenges, have the peculiarity that students are subjected to changes that condition the result.

These changes can be content, such as changing the deliverable, the speech, the conditions or changing the team, interfering with the agenda, or with changes in the nuances of the objectives.

Students are given total freedom of resolution and elaboration, always taking into account the framework that has been set for them, for example, of certain products or certain techniques.

This freedom causes creativity, always at stake in evaluation, to flourish spontaneously, naturally, and sometimes dramatically.

Challenge	Fecha (Inicio)	Programa	Convocatoria
7	12/03/2021 16/03/2021	PCAC	203

Challenge
Habilidades Cognitivas

Ámbito	Área	Materia	Criterio Objetivo	TAX
KA	CX	FUTURO	El resultado está alineado con la visión de un futuro posible y orientado hacia valores actualizados dirigidos al respeto colectivo, individual y hacia la naturaleza, la incorporación de nuevos estilos de vida, tecnologías y nuevos contextos.	2
LS	MY	CREATIVIDAD E INNOVACIÓN	Ha usado la creatividad como la mejor herramienta para resolver problemas y la innovación para distinguirse de los demás.	6
LS	MY	COMUNICACIÓN EFICIENTE	Se expresa con eficacia transmitiendo seguridad y confianza, sin miedo, nervioso, con el gesto acorde al mensaje.	3
LS	MB	COMUNICACIÓN DIRIGIDA	Se ha expresado de forma que comunica y seduce hacia sus objetivos que quedan claros.	3
LS	MB	TOMA DE DECISIONES	Ha seguido el proceso de toma de decisiones correcto y lo ha documentado en un gráfico.	4
AE	LA	VIVENCIAS	El ejercicio ha sido ejecutado dando toda la profundidad emocional y la energía posible individualmente y grupalmente.	2

NIVELES DE LA TAXONOMÍA
1 Conocer, 2 Comprender, 3 Aplicar, 4 Analizar, 5 Evaluar, 6 Crear

Iniciales y firmas de los jueces

	No presentado	Incidencia Grave	No ha alcanzado el objetivo			Objetivo alcanzado			Objetivo Superado		
Significados de la RÚBRICA	0	1	2	3	4	5	6	7	8	9	10

The evaluation of the challenge

1. Scope of learning.
2. Area to which the content belongs.
3. Content.
4. Objective of the subject to be evaluated.
5. Maximum taxonomic range (1 to 6).
6. Student's names.
7. Score obtained (according to the rubric).
8. Rubric.

The day of the presentation of each challenge is a milestone for the students. Curiously, and contrary to any conventional school, it becomes the favorite of all of them.

The highlight is the presentation of the work done. The teachers are attentive to the proposals of each group and some of them have been present during their preparation.

In these presentations, the students of subsequent promotions attend as witnesses, attentive, turning this feedback into something very positive for them, since four months later they will occupy the position of the evaluated. This cadence allows all students to grow in their development in each class.

FEEDBACK

"It takes two to tango when it comes to feedback".

ideou.com

David Boud has been researching feedback in learning processes for many years. In 2018, he published a study where he analyzes the elements that contribute to effective feedback (Dawson, et al. 2018).

Their proposal is to see feedback as a process that students do, where they make sense of the information about the work they have done, and then they use it to improve the quality of their next work. When asked to students, most said that the comments they received of high quality made that feedback more effective, especially comments that were usable, detailed, affectionate and personalized to the student's own work.

Boud and other authors also propose to understand feedback as a process that leads to greater learning. The 2010s marked a change in the way of understanding feedback. It went from understanding it as something given to students to understanding it as a process in which students play an active role.

In this sense, feedback goes beyond justifying a grade to become an improvement tool, where the role of the student comes into play. In Boud's studies, 90% of students and 89% of teachers identify the purpose of feedback as a mechanism for improvement.

The idea of identifying strengths and weaknesses corresponds to an old conception of feedback, very focused on information, related to telling students what is good and what is bad, but not explaining how to improve or how to use that information to improve .

Surely, to improve it is necessary to show weaknesses and strengths, indicate errors and elements already established. But to be really effective, it is also necessary to guide how it can be improved from this information.

Furthermore, although it may be a secondary reason, affection is also important in feedback; motivates students to do better work, recognizes effort, encourages students, or makes them feel good about their performance.

Another element highlighted by Boud and Molloy (2013) is that the feedback needs to be connected. The tasks must have been designed and structured so that the student can apply what they have learned from the first to the next one to improve .

Students mentioned that their feedback experience had been effective when it had been personalized or individualized. And when asked what they meant by it, they meant that they had the perception that the teacher had read their work and made specific comments about it, as opposed to generic feedback on the whole group.

And, finally, even if they did not verbalize it directly, the researchers perceived that the references, criteria and standards were valued, and that they valued it as part of effective feedback. In other words, contextualizing the comments in relation to the learning objectives, the evaluation criteria and the established standard levels helps the students to make this feedback effective. For that, it is important from the beginning to be clear about all these elements and share them with the students from the beginning. When giving feedback, it will be easier to objectify and specify, framing it with the criteria, for example.

According to Hattie (2007), effective feedback tries to answer three questions:

- **Where am I going?** What are the objectives, what do I want to achieve.
- **How do I get there?** What progress is being made towards the goal.
- **How do I keep going?** What activities do I need to carry out to progress.

And each question can be related to the 4 levels:

- Task level: how the task was understood and developed.
- Process level: the main process to understand and develop the task.
- Self-management level: self-control, direction and regulation of actions.
- Personal level: personal and affective evaluations (usually positive) about the learner.

Many times, assessments are used to provide a snapshot of one more moment that provides students with information that may be helpful in answering these questions. Therefore, the feedback should aim for the teachers to learn from the feedback as well as the student, and help to improve both parts.

According to Ende (1983), Nicol and Mcfarlane (2006) and Stobart (2010), to be satisfactory, the feedback must result:

a) Timely and expected.
b) Based on the observations made personally by the teaching person.
c) Referred to behaviors susceptible to change.
d) Descriptive of the activity and not evaluative of personal aspects.
e) Referred to specific situations and not to generalizations.
f) Referring to decisions and acts, and not to intentions or interpretations.
g) Negotiated with the students.

John McCarthy (2016) also highlights that too often the focus is only on what is right or wrong. These concerns must be addressed, but delivering the message is just as important as how it is delivered.

He recommends starting with what is being done well, to make it easier for students to feel that their personal efforts are productive and their time has been well spent. They become more receptive to discussing those skills and concepts that are missing. And in this part, the choice of words is important for the feedback. For example, you can start a sentence with:
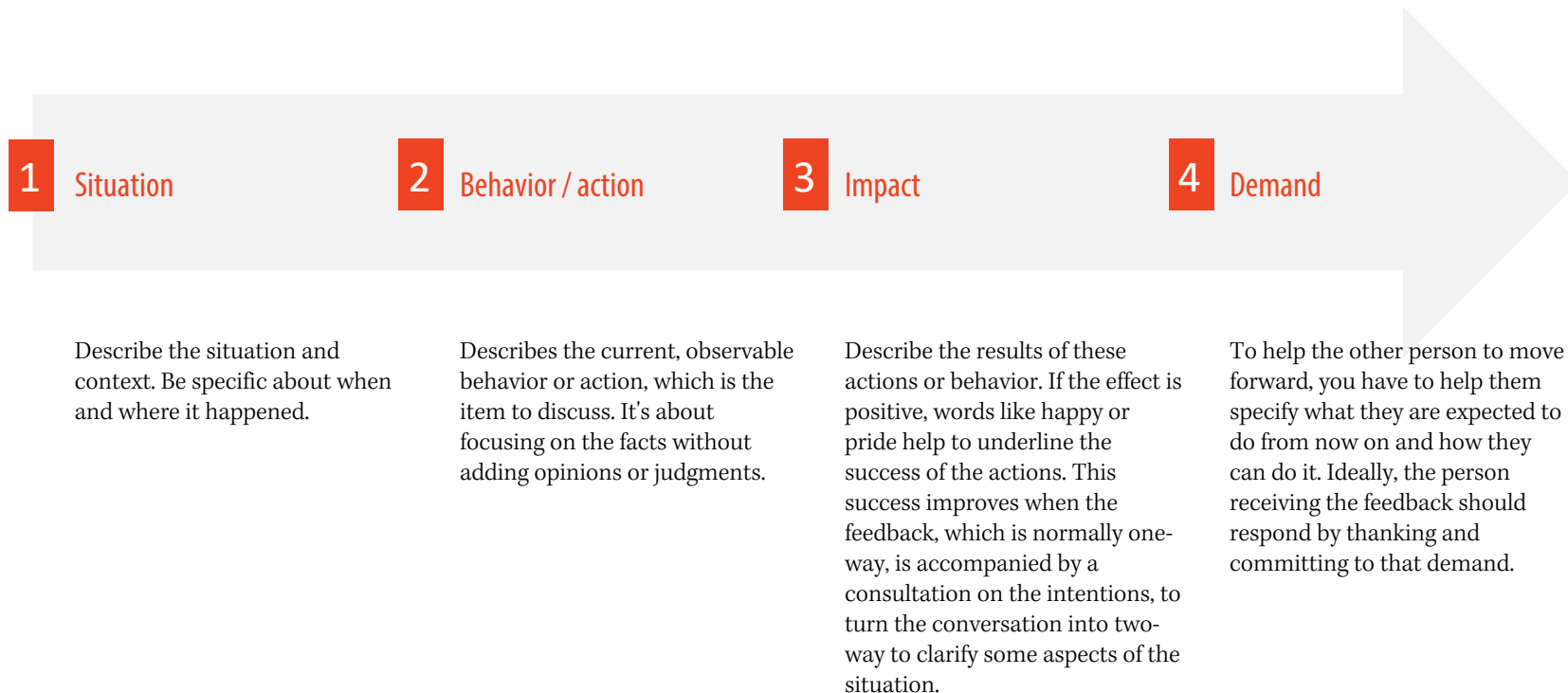
- "I like that…";
- " I see that…";
- " I wonder…";
- " What if…? ».

An example (adapted from Martínez Franklin 2017):

Option A: "Why are you always so shy?"

Option B: «In the lateral skills class, I noticed that you participated very little and that made me think that you are ashamed to speak or that you think you are not going to contribute with what you say. I want to tell you that your point of view as a student and professional is extremely valuable to me, because you, better than anyone, can tell us if the exercises we are working on have practical application in working life ».

Option A is a judgment and an exaggeration. It is not useful and actionable feedback. Option B has a clear situation (the lateral skills class), a behavior that was evident ("you participated very little") and an impact explained as fact, not a judgment ("it made me think you are ashamed to speak") . In addition, there is a reason ("your point of view as a student and professional is super valuable"), which gives more clarity to the feedback so that the person is encouraged to change their behavior.

1 Situation

2 Behavior / action

3 Impact

4 Demand

Describe the situation and context. Be specific about when and where it happened.

Describes the current, observable behavior or action, which is the item to discuss. It's about focusing on the facts without adding opinions or judgments.

Describe the results of these actions or behavior. If the effect is positive, words like happy or pride help to underline the success of the actions. This success improves when the feedback, which is normally one-way, is accompanied by a consultation on the intentions, to turn the conversation into two-way to clarify some aspects of the situation.

To help the other person to move forward, you have to help them specify what they are expected to do from now on and how they can do it. Ideally, the person receiving the feedback should respond by thanking and committing to that demand.

SBI+D

Feedback in the CIB

The Center for Creative Leadership developed the SBI (Situation, Behavior, Impact) feedback technique, based on the situation, behavior and impact that we have adapted, and also adding the demand. It is a simple and clear tool that requires capturing and clarifying the situation, describing the specific behaviors, explaining the impact of these behaviors / actions and, finally, specifying the demand to guide the next steps.

HOW TO
BE A
GREAT BOSS

RADICAL
CANDOR

WITHOUT
LOSING YOUR
HUMANITY

'WILL HELP YOU
INSPIRE TEAMS TO
DO THE BEST WORK
OF THEIR LIVES'
SHERYL
SANDBERG
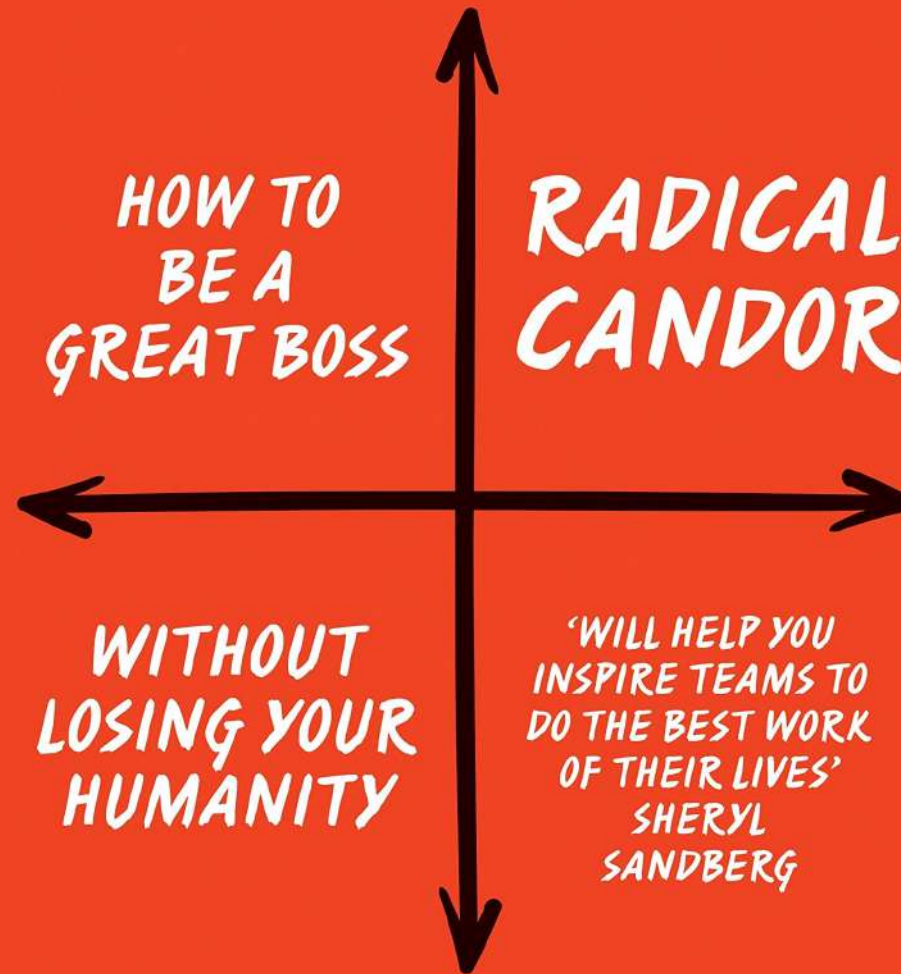
KIM SCOTT

RADICAL CANDOR

"They have told us since we have 18 months old not to criticize and now, suddenly, that is your job".

Kim Scott

Radical Candor

Kim Scott (2017), author of the theory of Radical Candor, describes that radical candor applies to both praise and criticism, and consists of caring for yourself and challenging directly at the same time. When you challenge directly but you don't show that you care personally, that's offensive aggression. When you care personally but don't challenge directly, that's ruinous empathy. And when you fail in both dimensions, something we all do from time to time is what she calls manipulative falsehood.
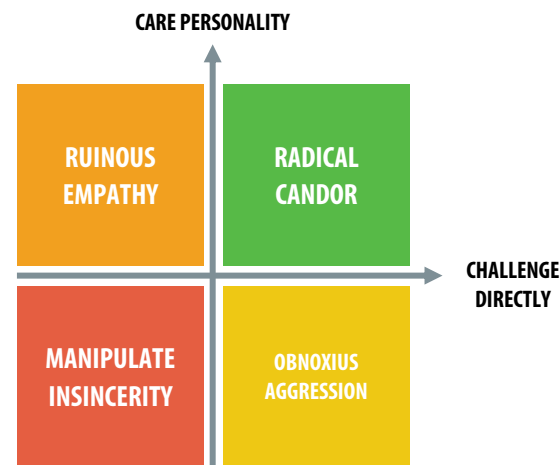
At the CIB, we practice the Radical Candor model both in the organization and with the students. We applied in a way that we flee from the classic orders expressed in an authoritarian way so typical of kitchens, the "yes, chef" and other military stigmas typical of the 19th century.

This same chart allows us to use the same quadrants to exercise leadership and we use it as a pattern of behavior when we teach our students to be leaders.
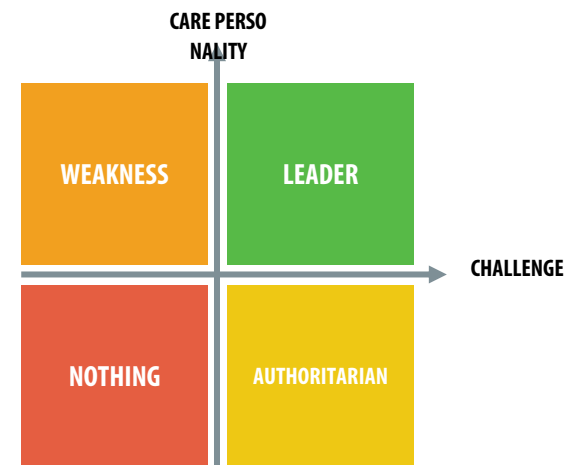

FIGURE 1. *Radical Candor* Model

FIGURE 2. Adaptation of the Radical Candor model from a leadership perspective.

RUBRIC

"We bet on the objectives as a priority".

| Rubric meanings	No presented	High incidence	It has not reached the goal			Reached the goal			Goal exceeded		
	0	1	2	3	4	5	6	7	8	9	10
	No presented. It occurs when the student does not execute the challenge or abandons it.	It scores like this when a very serious incidence occurs in that subject, a fault that prevents the fulfillment of its objective or has a cost that makes impossible the action.	It has not reached the objective of this subject in a very obvious and convenient way or it has had a serious incidence. Always subscribed to the subject.	It has not reached the objective of this subject in a very evident way or there have been incidents that have made it impossible.	It has not reached the objective, although it has had no incidents.	The objective set for this subject has been reached, but without significantly highlighting it.	The objective set for this subject has been reached and stands out for some aspect.	The objective set for this subject has been clearly reached.	The objective of this subject has been exceeded in a very clear way.	The objective of this subject has been passed in a way that has influenced the final result of the challenge.	The objective of this subject has been surpassed in such a way that, thanks to the result of the challenge, it has stood out from the rest.

Rubrics are tools that allow you to offer a more objective and clear vision of the evaluation process. They usually contain assessment criteria, definitions of quality for those criteria at particular levels of achievement, and a scoring strategy.

A rubric is commonly defined as an instrument that articulates the expectations of an assignment by listing criteria and, for each criterion, describing quality levels. The criteria are used to determine the level at which the student's work meets the expectations and these must be in accordance with the learning objectives set for each activity. Quality markers give students a clear idea of what needs to be done to demonstrate a certain level of mastery, understanding, and competence.

Rubrics are not just for cumulative assessment. They can help students understand the holistic nature and/or specific analysis of expected learning, and then make decisions about their current level of learning. This makes it easier for them to know their situation at all times based on clear indicators shared by all (teachers and students).

John Hattie highlights the importance of making learning visible, which requires an evaluator and activator teacher, and rubrics are tools that help teachers and students to visualize and make this process tangible.

In the CIB, the rubric is always the same for any subject. It is subject to the level of achievement of the objective set for each moment of evaluation, being dynamic and adjusted to the taxonomy of each subject.
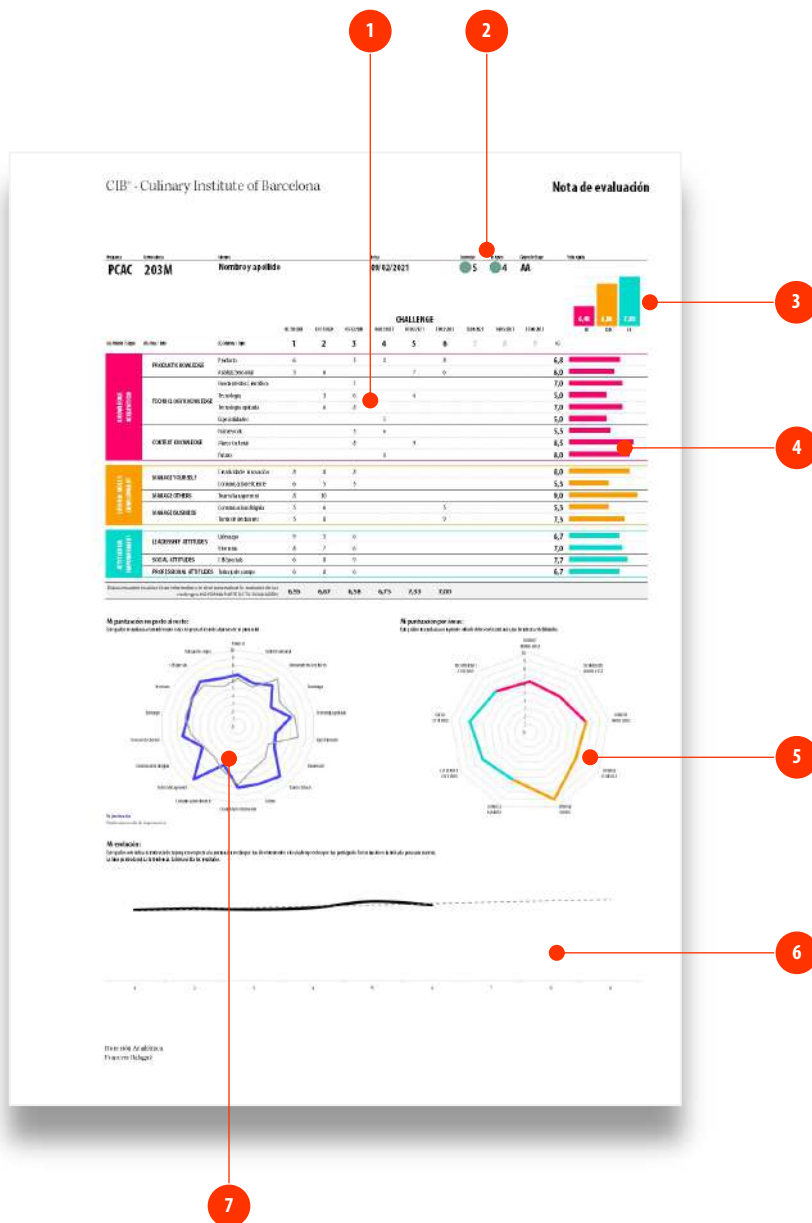
1. Score for each subject.
2. Alarms.
3. Graph for each area of training.
4. Chart by subject.
5. Graph by learning area.
6. Evolution timeline.
7. Comparison, by subject, with the rest of the students.

"When teaching and learning are made visible, the likelihood of students reaching higher levels of achievement increases".

John Hattie

Offering quality feedback and a personalized report of results makes it easier for students to visualize their performance, their evolution and identify elements for improvement.

The evaluation report contains all the information that the student needs: their score for each subject and their situation with respect to the group, as well as a graph that helps them understand their strengths, weaknesses and their trend in their evolution of the course.

6

Teachers

Turning teachers into agents of change.

Train trainers

One of the most difficult tasks in the implementation of our methodology is the task of training our trainers.

We have more than one hundred teaching collaborators who, all of them, have obligations in other areas and have little time to train in our methods.

If we add to this our own work system and the fact that we constantly innovate, in the end it makes it difficult for teachers to apply what they have learned concurrently.

Far from giving up our internal discussions, we try to keep them informed and up-to-date with any new developments in the CIB's own procedures and ways of working, especially those pertaining to teaching work.

For this reason, we have created a training unit for trainers, where the learning units dedicated to them are being updated. We publish the Klaustre newsletter that collects all the news that is generated.

Undoubtedly, those teachers who most adopt the message and methodology of the CIB are those who obtain the most success and approval from the student community and from the staff themselves.
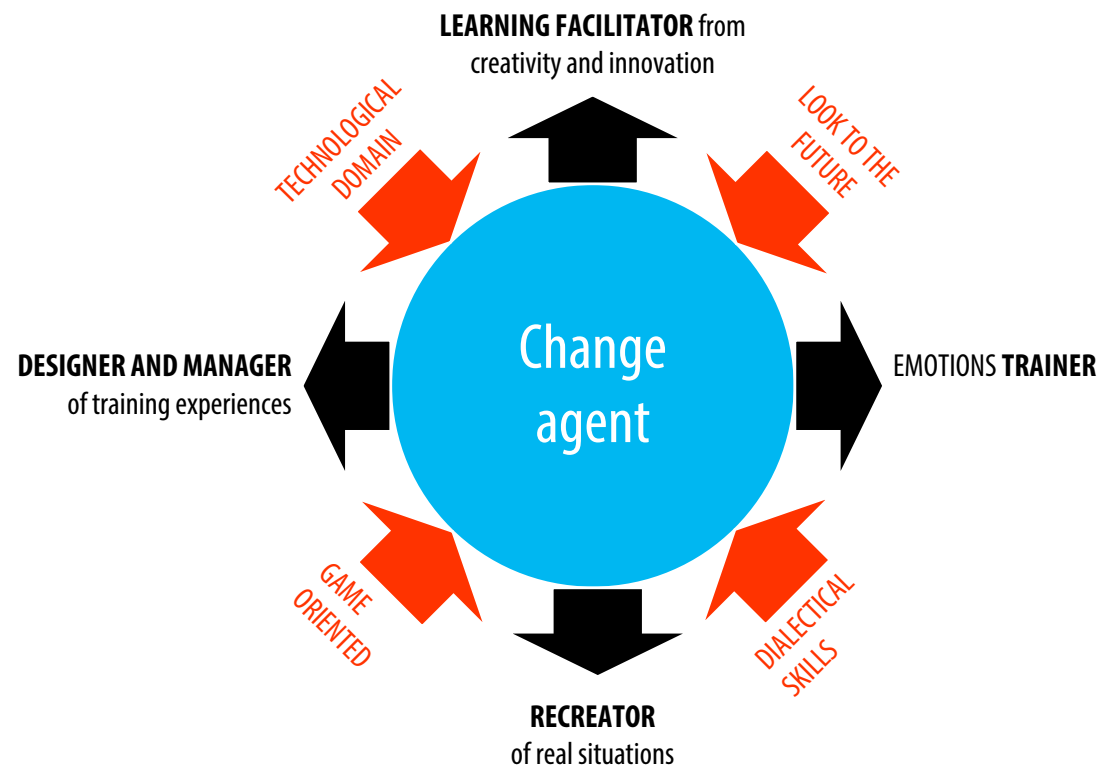
The new skills of the 21st century teacher require a permanent **look to the future**. We must stop insisting on replicating what happened in order to focus on showing the possibilities of the imminent and more distant future. Students must learn to look ahead so that when they exercise their professions they know how to face the future in the right direction.

If we say that language has to be synchronous, horizontal and based on dialogue, teachers must enhance **dialectical skills** so that these conversations are, in addition to fluid, provoking other questions.

The way it is taught allows the active participation of the student and one of the best tools are the short exercises, either with live surveys, games or participatory canvases on paper or the blackboard, with markers or posters. Here the teacher must be prepared and willing to improvise this type of exercise permanently, **guiding the participatory game**.

The new tools, mainly those offered by the Internet, must be the **technological domain** of the teacher in the same way that books, chalk or the eraser of yesteryear were. Today pencils and pixels coexist in classrooms and, therefore, the teacher must be an expert in the use of both.

Today, pencils and pixels coexist in classrooms and the teacher has to be an expert in the use of both.

LEARNING FACILITATOR from
creativity and innovation

TECHNOLOGICAL
DOMAIN

LOOK TO THE
FUTURE

DESIGNER AND MANAGER
of training experiences

Change
agent

EMOTIONS **TRAINER**

GAME
ORIENTED

DIALECTICAL
SKILLS

RECREATOR
of real situations

This new way of interpreting teaching requires that CIB teachers go from being possessors to facilitators of knowledge.

We demand professionals with new skills and soft skills such as the ability to reinvent themselves to become facilitators and builders of knowledge.

We must abandon that competence-based model, typical of the 20th century, where the teachers who know everything sit in front of silent students while they listen and obey them.

You have to educate from other principles and with other ways, and there are agile, free and easily accessible tools to do it, so there is no excuse. Today students can learn more and more efficiently without having the teacher in front of them, because the Internet provides them with information from any device connected to the network.

The teacher is now a knowledge facilitator who validates what has been learned and teaches how to put it into practice. It is about building knowledge in the classroom, not memorizing or receiving it.

And, for this, we define four new functions for the teacher:

Why?

THE TEACHER IS THE FACILITATOR OF LEARNING, CREATIVITY AND INNOVATION.

Go from being a transmitter of knowledge to being the generator of initiative and motivation towards knowledge, regardless of the educational and curricular level of the student.

Today, on many occasions, the student gets theoretical information on any subject through the internet. The role of the teacher is to translate this knowledge into practice and make it useful.

The facilitator is committed to teaching the student to seek and discern so that they can make use of this information in a meaningful way.

THE TEACHER IS AN EDUCATOR OF EMOTIONS.

Although reason is what teaches, you learn from emotion. Therefore, those teachers capable of transmitting from emotion will reach their students much more.

Teachers capable of expressing themselves and emitting emotions because they live that experience with passion are always the most remembered, the most influential and those who have the most impact on the student. In many occasions, it is through this type of trainers that many acquire his professional vocation.

New elements must be incorporated into the classroom. The gesture, positive energy and love for what one does to set a vital example to the students . It affects them in such a way that they interpret that this is the correct attitude in the exercise of their professional tasks.

THE TEACHER SHOULD POSSESS THE SKILLS AND DIDACTICS TO RECREATE REAL SITUATIONS AND SHOW HOW TO ACT POSITIVELY IN FRONT OF THEM.

The best way to solve a problem is to experiment with the problem. New trainers have to use the real world to solve the real world.

Making use of one's own or other people's experiences, always giving the student the point of view and perspective of the client, employee or company are the most useful tools for training.

Theoretical formations tend to move away from this vision and do not allow the student to approach real problems or, of course, solve them. The new teacher must be able to transfer these personal experiences to the classroom and present them as training tools so that, in the future, the students know how to better face the problems that arise.

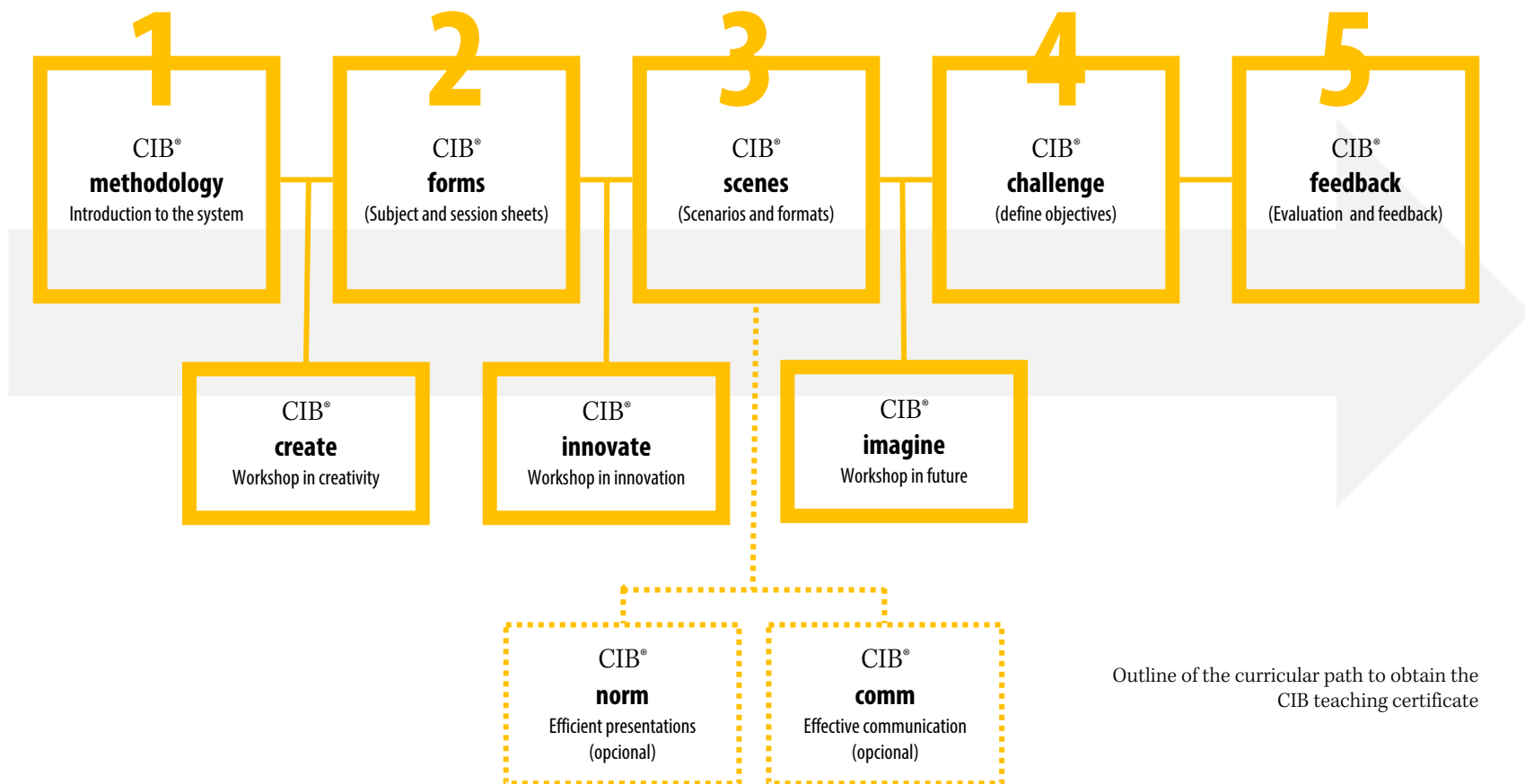## THE TEACHER IS A DESIGNER AND MANAGER OF COMPREHENSIVE TRAINING EXPERIENCES.

New teachers must interpret each session as a work in itself, as a product, where there are insights (needs to be covered by the student), objectives to be met and, of course, delights (which due to its extraordinary nature will be valued by the student in the form of wow!).

It is about turning the session into an event, with its own identity and character. It is about creating comprehensive training experiences.

The new teacher must be able to create, build and manage them.

Teacher training cycle

1

CIB®
methodology
Introduction to the system

2

CIB®
forms
(Subject and session sheets)

3

CIB®
scenes
(Scenarios and formats)

4

CIB®
challenge
(define objectives)

5

CIB®
feedback
(Evaluation and feedback)

CIB®
create
Workshop in creativity

CIB®
innovate
Workshop in innovation

CIB®
imagine
Workshop in future

CIB®
norm
Efficient presentations
(opcional)

CIB®
comm
Effective communication
(opcional)

Outline of the curricular path to obtain the
CIB teaching certificate

In the previous chapters, we have presented our vision through the manifest, of the importance of creativity, innovation and vision to the future. Below, we have defined our focus, how we understand learning experiences and content, and how we assess macro and crosscutting through Challenge. And finally, the common thread and cornerstone that unites all these pieces are the teachers.

To fit all these pieces together, the active role of the teacher is essential. John Hattie says that the teacher "is the person who knows a series of learning strategies to provide the student when he needs them, who can provide direction and reorientation in terms of content to facilitate their understanding and thus maximize the power of feedback. And also, the one who has the ability to step aside and let progress when learning progresses successfully towards objectives."

At the CIB, we have a network of more than 100 professionals who share their experience and knowledge with the students, and who have understood that this methodology requires doing things differently. Although for many of them their educational references are from the traditional school, based on the transmission of knowledge and a unidirectional vision of the teaching process, all of them have a great commitment to train and incorporate the methodology into their teaching practice.

To do so, the CIB organizes a training process for teachers, mandatory for full professors, which, through 5 modules, participatory workshops and a hybrid format, offers them a methodological, academic and skills immersion that facilitates this active teaching practice. A first block introduces them to the methodology and the CIB system; a second module focuses on academic planning and design of learning experiences; a third module is focused on the different educational settings and resources; finally, a fourth and fifth module serve to introduce them to the Challenge as an evaluation process (which include the rubric, the feedback process, etc.).

Thank you!

Thank you for having come this far. Now it is your time. We have written this document to share with you everything we do, from what for, how and even what. And we share it to learn and improve.

Now you know us, we have presented our way of being and working. Maybe you would like to work with us, do a program or teach at the CIB. We would love to receive you at the school and talk more slowly about this document, but you can also write to us and share your impressions:

- What do you think?
- What makes you doubt?
- What would you like to apply in your context?
- What can we improve?

We have embarked on this adventure in order to transform the teaching and learning processes. This is our proposal to contribute to the global and transversal development of our students.

Would you like to join us?

academic@cib.education