

A MODEL PROPOSAL FOR THE IMPROVEMENT OF INTERNSHIP ACTIVITY IN OFFERING GASTRONOMY EDUCATION PROGRAMS AT THE HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Recently, gastronomy education has begun to take its place in international literature within educational sciences and as a major type of education notably has been living a development process. Even in the case that the most important reason for the failure to gain Professional training as gastronomy, absolutely the acquisition of basic gastronomy education attainment is factoran indispensable for an effective and quality of life. But, gastronomy education qualitative and quantitative of qualificationon the increase is designed different researchareas. One of thet his research is gastronomic Professional training internship phenomenon. In this study, the effectiveness of internship phenomen on which is an important part of offering gastronomy education programs at higher education institutions in Turkey, has been measured by a quantitative study. As a result of study, different problem shave been identified during the internship. Also in consequence of literature survey, obtained data showed paralellisim with previous study. The result of the study, a model proposal is improved for solving the problems and gearing up effectiveness of internship.

Keywords: Gastronomy Education, Internship in Gastronomy Education.

INTRODUCTION

We can say clearly ; the countries which are dominant in the world have strong economies from past to present. The reason for this ; it is proceed from integrating the education which is required to train qualified work force, especially undertaken role of vocational technical education with the technology of 21th century. Vocational education to be given individuals so as to be qualified; it needs to be used as a process which helps them improve their talents ambidextrously by the means of considering business as an aim and grooming them to work. The foremost task of Vocational Education Foundations is to train students productively in terms of both theoritical and practical. In this context ; Internships are quite important that enables business spaces to students in order to make their learnings improved and strenghtened which are gained in schools as theoritically (Dionisius et al., 2008; Fersterer et al., 2008; Ryan et al., 2007).

Gained experiences during internship is a significant fact upon moving thoughts to another areas of students after graduation. Likewise Internships is a period which students make contact with their working area for the first time in the future. On the other hand Internship reveals its supportive role by habituating students to sectors fractionally with the aim of reaching specified purposes in education. Besides internship, brings valuable informations such as recognizing the issues about working life and dealing with them, making good contacts with coworkers and superiors, identifing guests, reconing their expectations and how to make healthy communications with them (Parey, 2009; Zwick, 2007; Beckmann, 2002; Mohrenweiser&Backes-Gellner, 2010). Internship education; due to being an adaptation process in the matter of converting theoritical knowledge to practical knowledge, elapsed times during internships can be described as an significant processes that grooms potential personells to future businesses within education terms. The whole conducted researchs relating internships remarks the crucial advantages with regards to improve skills of problem solving, gaining experience, getting to know working life. In the direction of obtained datas, the internship phenomenon can be described as that students who have theoritical vocational knowledge using their academical knowledges in real life, in other words; converting acquired knowledges to behaviour by learning through experience. Internship is a conducted activity in an attempt to gain experience and implement educations related to field of

and art or an occupation. As it is understood from the definition, Internship is a significant phase for the business life of individuals because they are the conducive working area which helps individuals to have preunderstandings for future businesses (Dustmann&Schönberg, 2007; Smits, 2006; Hofer&Lietz, 2004).

Internship; can be expressed as a remarkable entire education process that includes understanding how to apply the acquired knowledge from theoretical lessons in practice and adapting to working life (Hays, Rardin, Jarvis, Taylor, Moormsan & Armstead, 2002; Narayan, Olk & Fukami, 2010). Stated in other words; Internship is a period that interns who receive theoretical education spend time by working temporarily at one or more than one departments of Institutions in an attempt to increase their practical knowledge in business life (Petrillose & Montgomery, 1997; Studer, 2015). Interns can obtain information at first hand during their internship and career opportunities can be provided in the meantime of educational process (Riva & Erickson, 2008). Internship has an essential role for interns to see working conditions and their career developments. By the means of supporting theoretical features with practical training; provides interns bunch of advantages consisting of occupational environment (Korthagen, Loughran & Russell, 2006; Masters, France & Thorn, 2009; Patel, 2015).

Internship education which helps to gain the real life and business experiences where information, skill and experiences that students acquire in academical environment has taken place in the media of production and service delivery by converting to practical training has been taken from different aspects by gastronomical education system (Ko & Chung, 2015; Cullen, 2010; Cullen, 2012). Internship is a fact that constitutes a significant phase of the occupational gastronomy education and because of the vocational features, it has to be evaluated in multidimensional approach. Just because Tourism sector has dynamical pattern; either the education in that field is required to be the same. In other saying, the gastronomical education has to be not only theoretical but also practical to be successful (Hegarty, 2014; Hyun-Ju, Kyoung-Sook, & Yu-Kyeong, 2006).

The main goal of the gastronomy education is to gain experiences about the programmes which interns have been trained on, searching out the daily applications at catering enterprises, gaining experiences for their careers by applying their talents and learnings in different methods (Ruhanen, Breakery & Robinson, 2012; Yu & Pang, 2007; Cullen, 2010). Interns must be equipped with practical skills and learnings during their each stage of gastronomy training, and regardless of how and which part of stage it is used on, internship is a significant educational method in the sense of theory and practice must be carried out obligatorily from part to whole (Bourelle, 2015; Cullen, 2014).

Model Proposal for Increasing the Efficiency of Training Case for Education of Gastronomy in Higher Education Institutions

Strategical action plan has been made up aimed at increasing the effectiveness of internship that is an indispensable key fact of gastronomy programmes which exist within the structure of Higher Education Institutions in Turkey. This action plan consists of three stages and the most important feature is to be an applicable method. It has been predicted that if the method is applied in an effective way, it would maximize the efficiency of the gastronomical education.

Stage-I: Collaboration between Relevant Higher Education Institution and Culture / Tourism Ministry;

Gastronomical education programmes within Higher Education Institutions i.e Universities, in order that enhancing the effectiveness of internship of gastronomy educational programmes within universities, before educational internship activities commence; collaboration protocol with the Culture and Tourism Ministry is required to be realized in all conscience. This protocol supposed to focus on subjects such as referring interns who will receive internship training in near future to enterprises, analysis of the need for the qualified personnel in enterprises, the general scope of internship, rules and requirements of the internship. In case of providing cooperation within the frame of this protocol; positioning the internship training fact in a legal form will be provided. By this way; the effectiveness of the internship training should have been able to grow by means of enterprises and interns realize their responsibilities and competencies.

Stage-II: A Seperate Allocation of Fund for the Internship; Interns who take educational gastronomy programme, receive low wages in exchange for working at enterprises; as a consequence of that it affects adversely both enterprise's financial position and intern's motivations. In order to obviate this situation, The Government should assist them with subsistence wages. In case the Government assistance is provided to them in exchange for the internship training, it would increase both the financial means of enterprises and the intern's motivation. Thus; the activities of internship training will reach to a level of intended conditions.

Stage-III: Analysis Of The Achievements In Internship Completion; There is no control mechanism to measure the achievements of the internship at the end of the programme. Since the control mechanism would be formed effectively, the internship control mechanism would be formed effectively, the internship exams just as ordinary lectures must be regulated to interns immediatly afterwards their internship programme in the very beginning of the academic year. Students who fail to pass the exam have to repeat the internship programme. Thus; students who are conscious of being subjected to an exam with their achievements during internship programme, interns would likely take part in various training activities.

RESULT AND SUGGESTION

Together with an extensive literature search; it has been concluded that internship is the most significant factor in order to improve the efficiency of gastronomical education. As a result; three staged model proposal has been developed concerning how as it should be so that improving and sustaining the efficiency of gastronomical education. Relevant Higher Education and Central Organization Institutions, Cultural/Tourism Ministry should have to make legislative regulations so as to employ this method.

As a result of this study constitute proposal of model has applicable feature. If this studies proposal accept and applicable, it will estimated that internship student increase qualification. From now on studies must be internship for different kitchen department as well as content.

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