Students at Risk Check List

RMIT Study & Learning Centre
Curriculum Services

Belinda Bold

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The problem

Aim:

To manufacture bread independently from the using both bread flour and the biscuit flour and to the final loaf using a variety of quality relating back to the flour used.

Introduction:

Bread have been a human food for feed for thousands of years. One bread in particular, wheat, is the only one capable of forming bread loaves with a leavened, open, crumb structure that is accepted by the consumer. Different wheat varieties made into flour via the milling process will have varying protein contents and thus be more applicable to different baked products Dendy and Dobraszczyk write in 2001 The vast majority, around 85 of proteins found in wheat are insoluble and are collectively referred to as the gluten proteins and are significant as and are the ones responsible for dough formation. Moreover there are two gluten proteins known as Gliadin and Glutenin, this belong to the protein families of the Prolamins and the Glutelins. This contribute different to rheology, these dependent upon their relatives where Gliadin contributes extensibility and Glutenin contributes elasticity producing a dough with desirable viscoelastic rheological properties. When the flour is combined in an aqueous medium, such as that of water, glutenin and gliadin will combine to form the protein gluten as a function of both intermolecular and intramolecular bonding by Coultate write 2009. Milling hard flours are best for bread these endosperm is brittle and ruptures upon milling exposing the starchy interior to diastatic enzymes that hydrolyse amylose and amylopectin into monosaccharides including glucose that facilitates biological, yeast based leavening.

Coultate said "Usually these hard flours are also of a high protein content, which from a baking point of view are described as being strong flours, where elasticity is the dominating viscoelastic property, being more resistant to stretching and improved gas retention for leavened products such as bread".

In conclusion, weak flours are low protein content, 10%, are more for to baked products like biscuits are baked by extensibility is better rheology.

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The ‘at risk’ check list criteria

Quickly analyse the problem

1. What does it mean in terms of student learning?
2. How can I help the student?
3. How can the students help themselves?

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The audience

- Tutors, lecturers
- Language and learning advisors
- Students – self analysis

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Analysing the problems

Early identification of study support needs

- Identify
- Analyse specific needs
- Find strategies and resources for student learning
- Find resources for teaching

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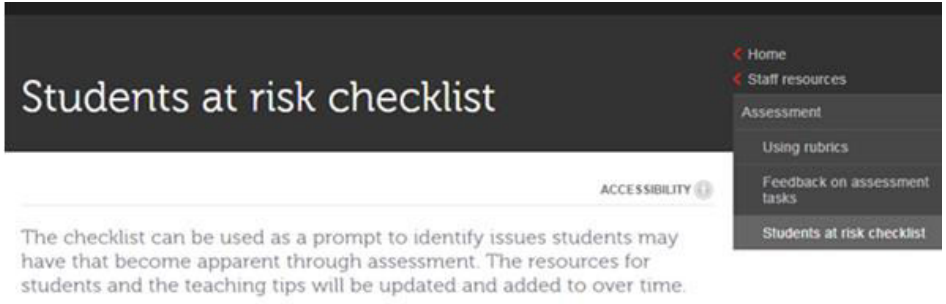
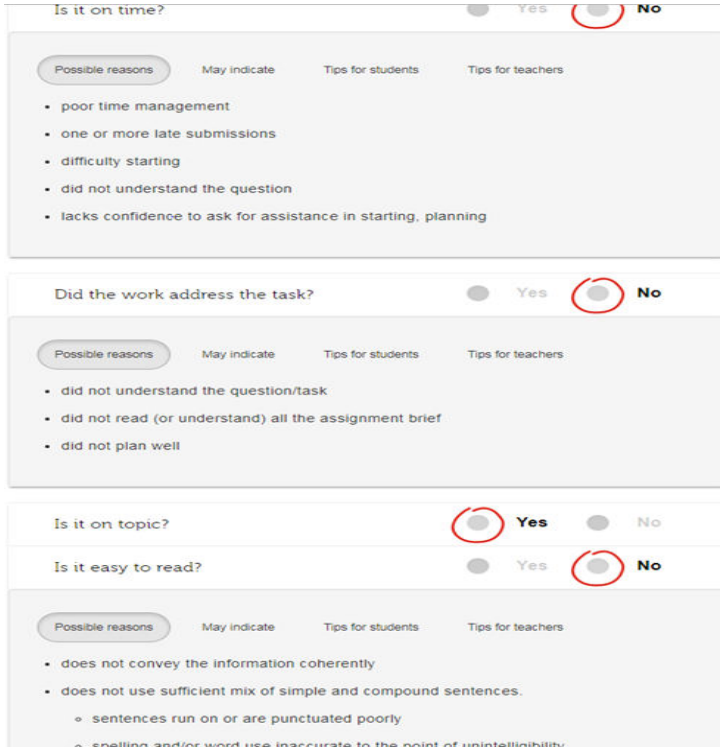
A solution





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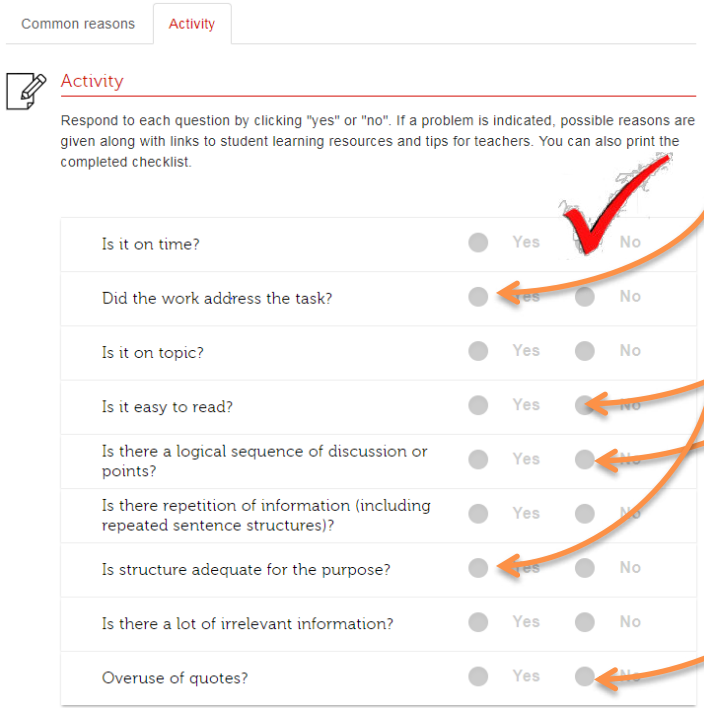
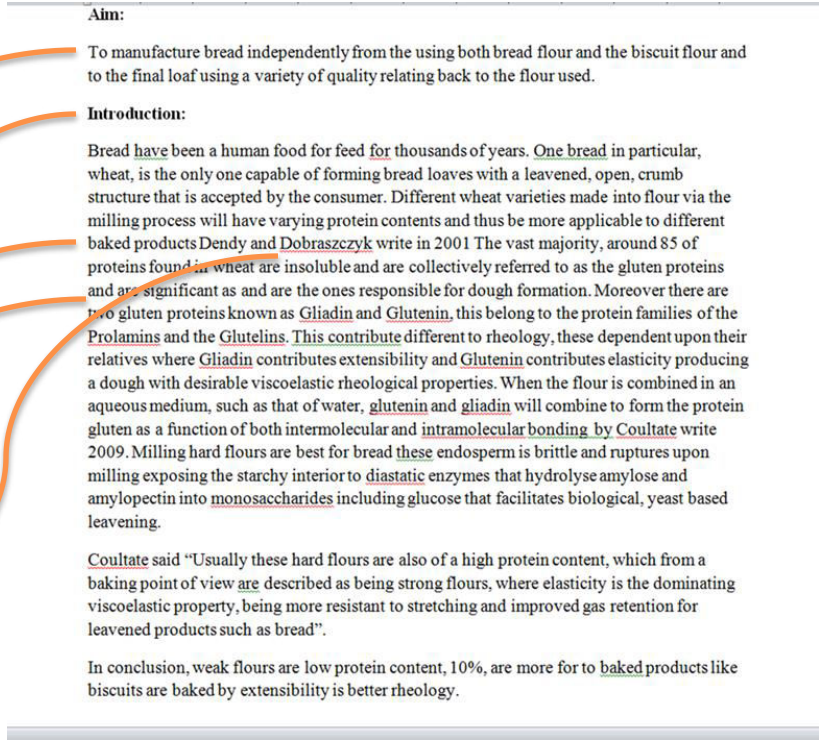
Checklist and essay





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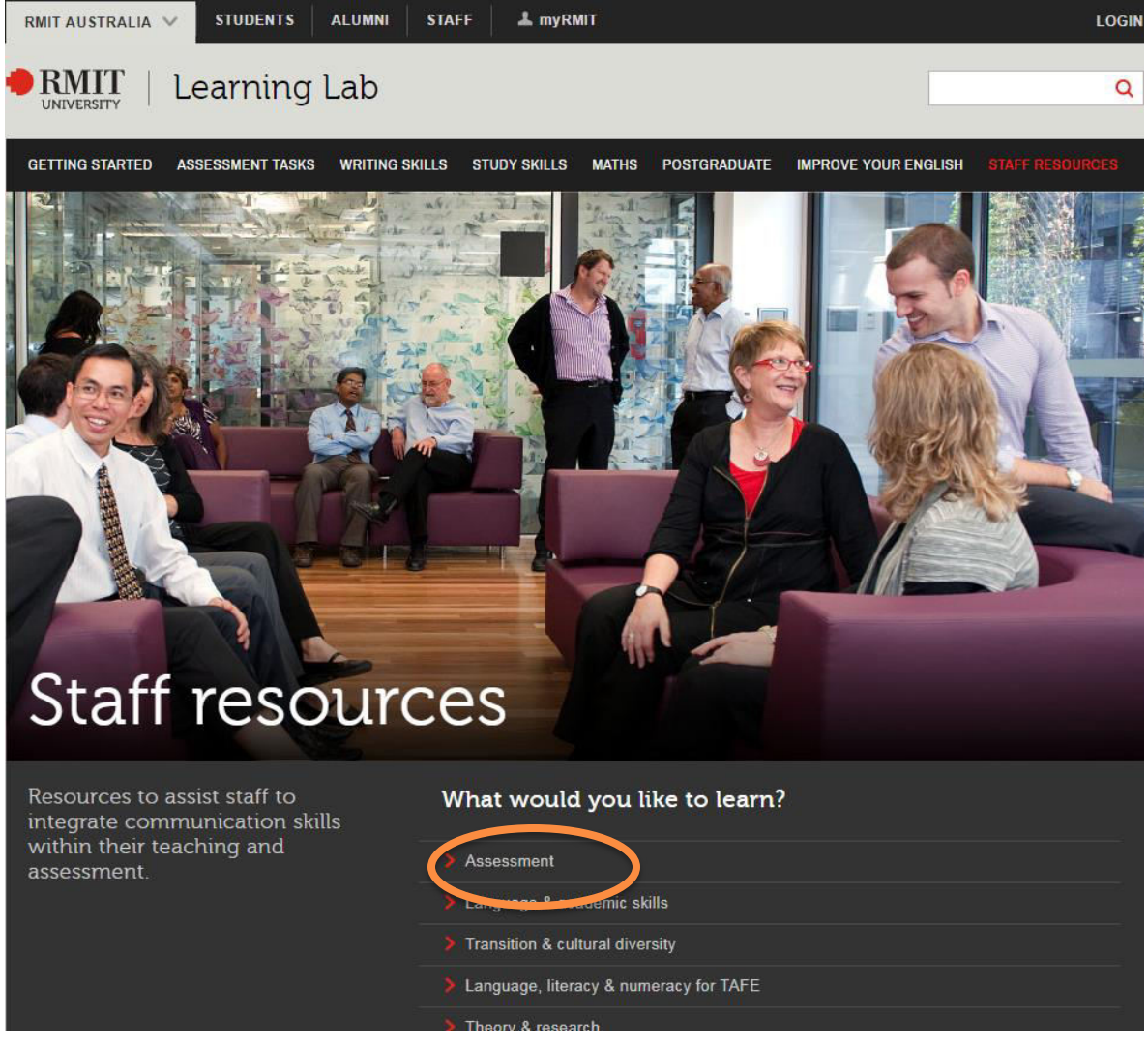

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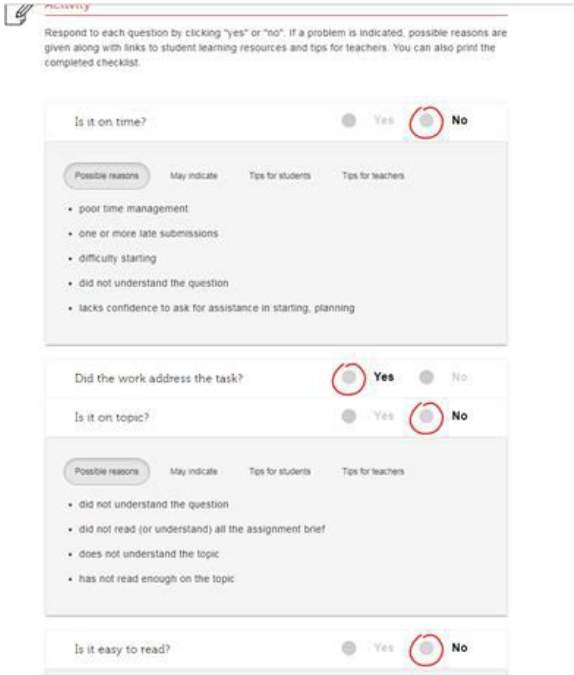
Helpful for analysing assignment issues
(and reporting / feedback, as required)



Tutor comments:

- The report handed in late. Second assessment task, both were late.
- Indicated unsure of how to start and perhaps doesn't know of help available
- It did address the task, broadly in that it was a report based on an experiment conducted.
- It was vaguely on topic, but lost direction and went off topic
- Number of quotes adequate, but not correctly referenced

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Tutor comments:

- Student did not appear to have read the assignment brief and has not read enough on the topic.
- *Student needs to better understand assignment brief and should be encouraged to read more on topic.*
- It was not easy to read, some lucid points, seems to have copied randomly from text.
- *Needs writing support for paragraph structure and embedding quotes into writing.*
- No logical sequence and repetition of information, goes off topic.
- *Support for planning, structure and logical flow.*
- Number of quotes adequate, but not correctly referenced.
- *Working with quotes to better embed them and reference them as per given system.*

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Questions?

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