



Education WG

Meeting 2018
Dublin

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(SFASenso)

AGENDA:

Reporting on the 2 actions (2017-2018)

1 - up-dating the course list

2 – Providing Guidelines for designing a basic sensory course

Planning actions for 2018-2019

1 - up-dating the course list

Up-dated list on-line at the beginning of 2018 :

221 entries → turn-over ~ 10%

23 added *13 discarded*

→ **31 modifications**

To do:

Up-dating the 2018-19 list → on line in September 2018
+ double-check that the list is completed

2 – Providing Guidelines for designing a introductory sensory course

Survey on « basic » course content

→ identifying what is done as a basis for recommendations

Questionnaire

- **Total number of hours of the courses**
- **For each sub-topics : number of hours for Lectures / Lab + content**

Introduction & method overview

Psychophysiological basis of perception

Discriminative tests

Ranking test

Descriptive Analysis

Fast & Temporal methods

Liking tests

Preference mapping

Consumer methods

Instrumental

- **Software (sensory data acquisition / statistics)**

→ **Disseminated in March – April 2018 through GW's national representatives**

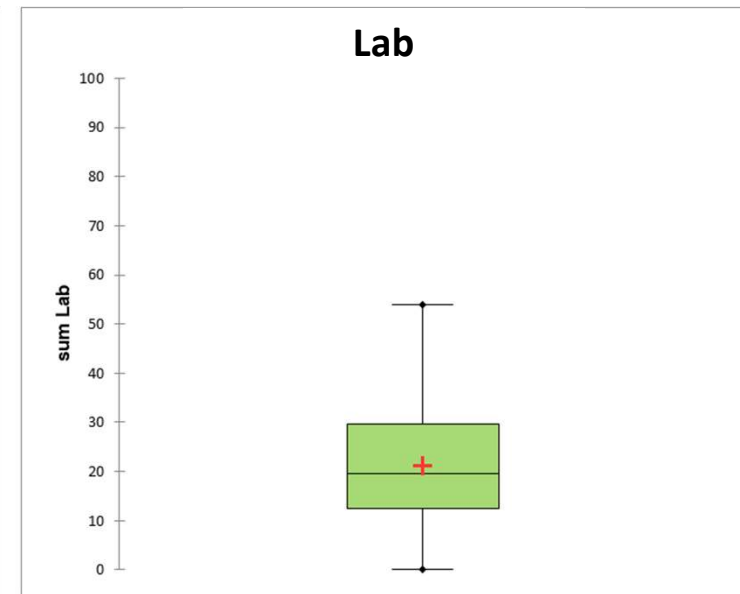
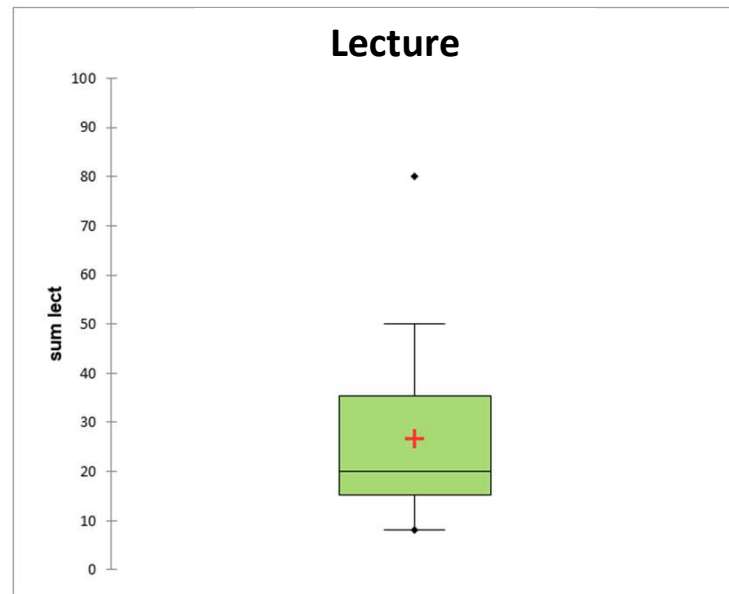
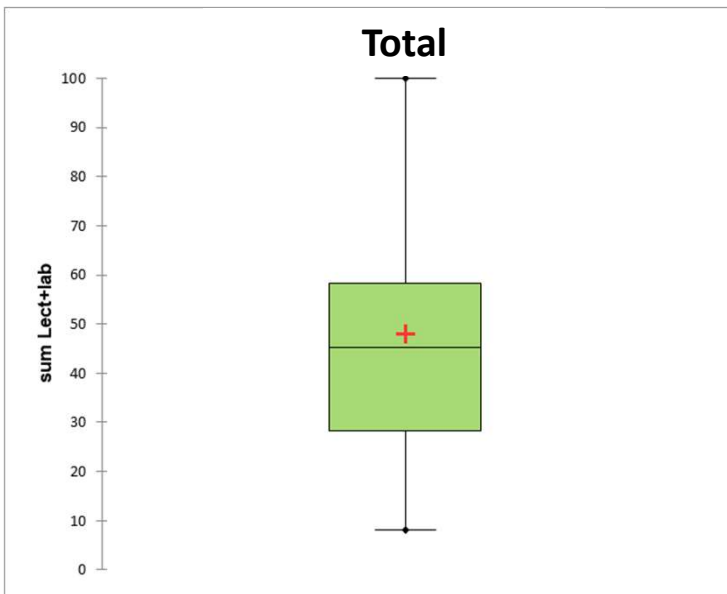
Responses

28 responses

*6 discarded : 4 (over 100 h courses → probably not introductory)
2 no hour numbers*

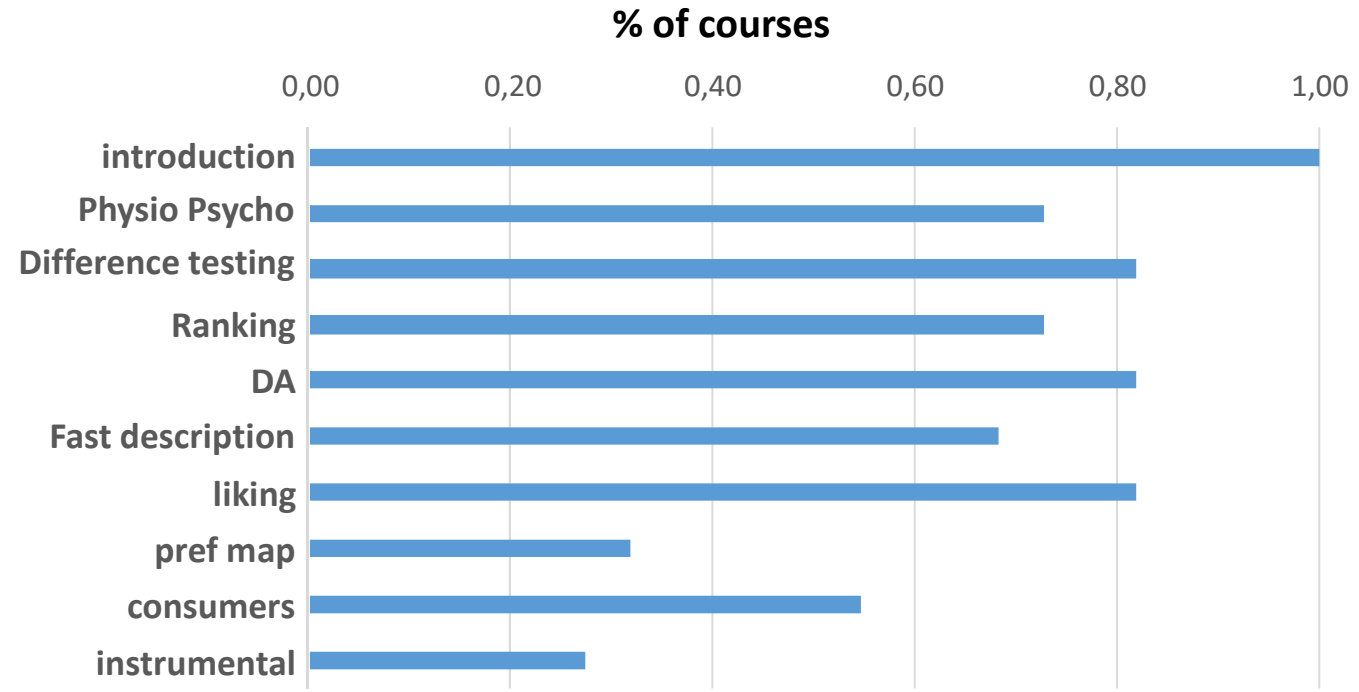
→ 22 responses analyzed

Distribution of total nbr of hours



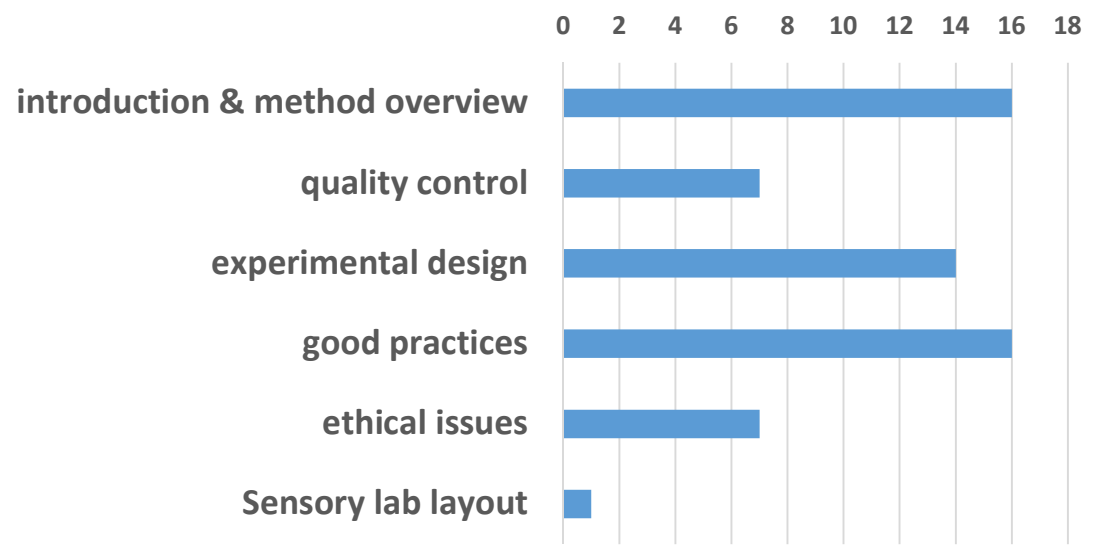
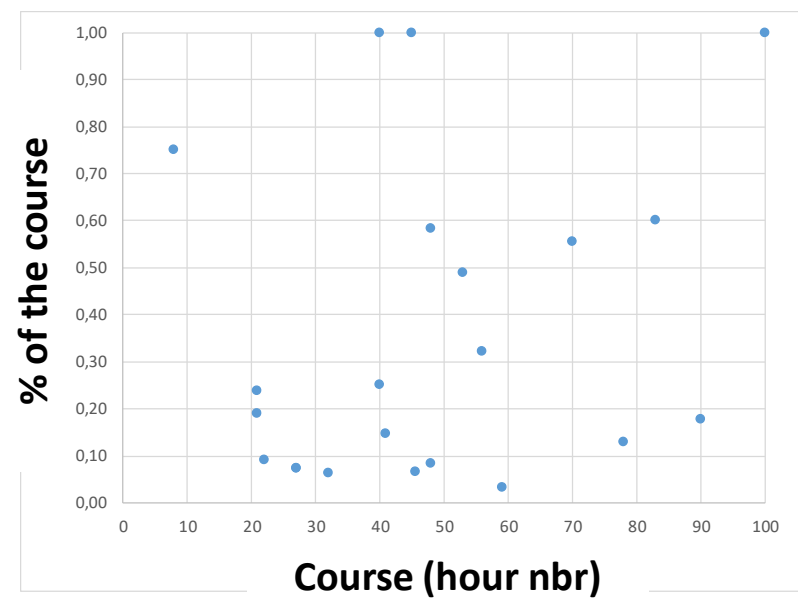
**30 to 60 hours a course
about half Lecture / half Lab**

What is taught?



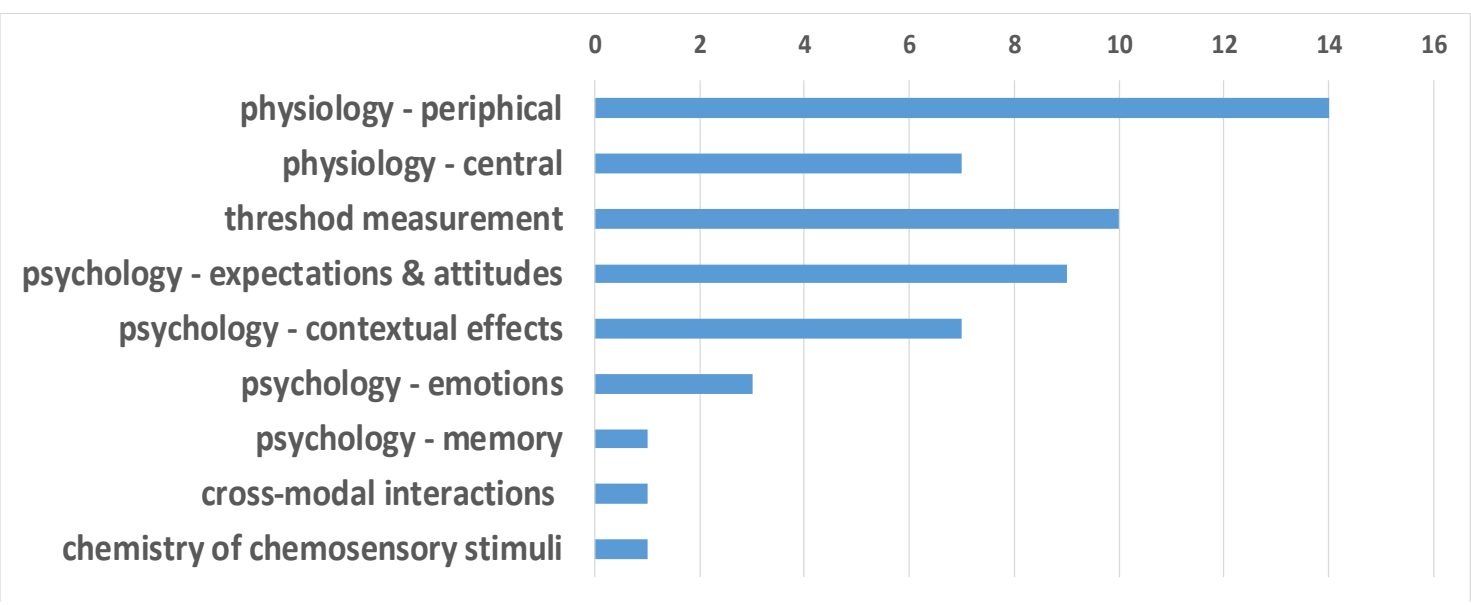
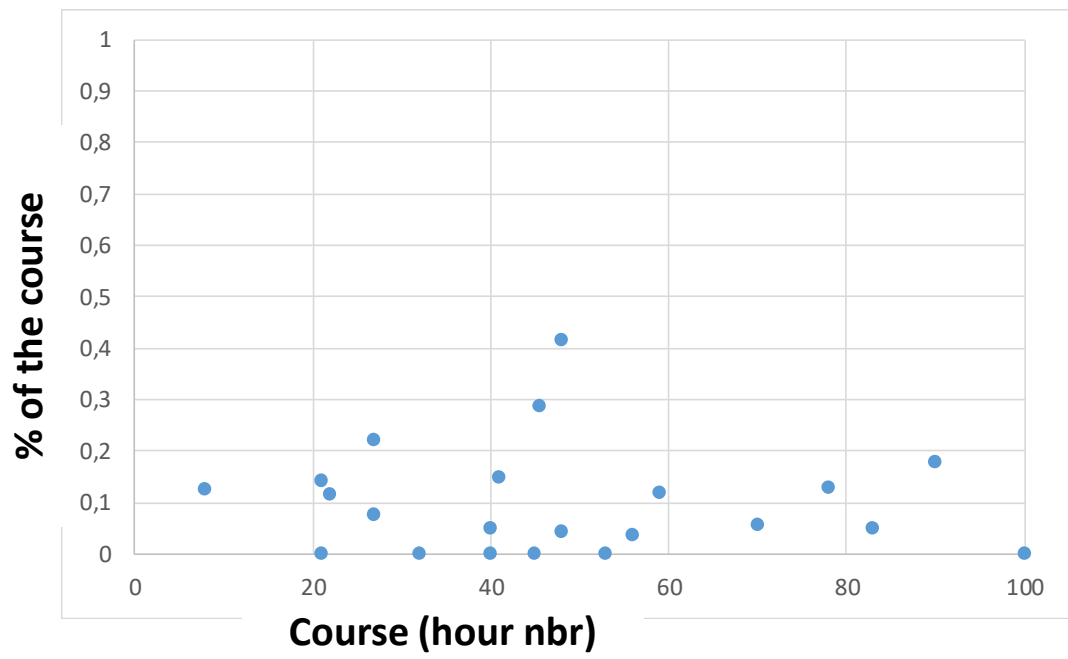
- + Difference testing / DA / Liking ~ 80% of the courses
- Preference mapping / instrumental ~ 30% of the courses

Introduction



Introduction: about 10 to 20 % of the course
typical content: method overview; experimental design; good practices

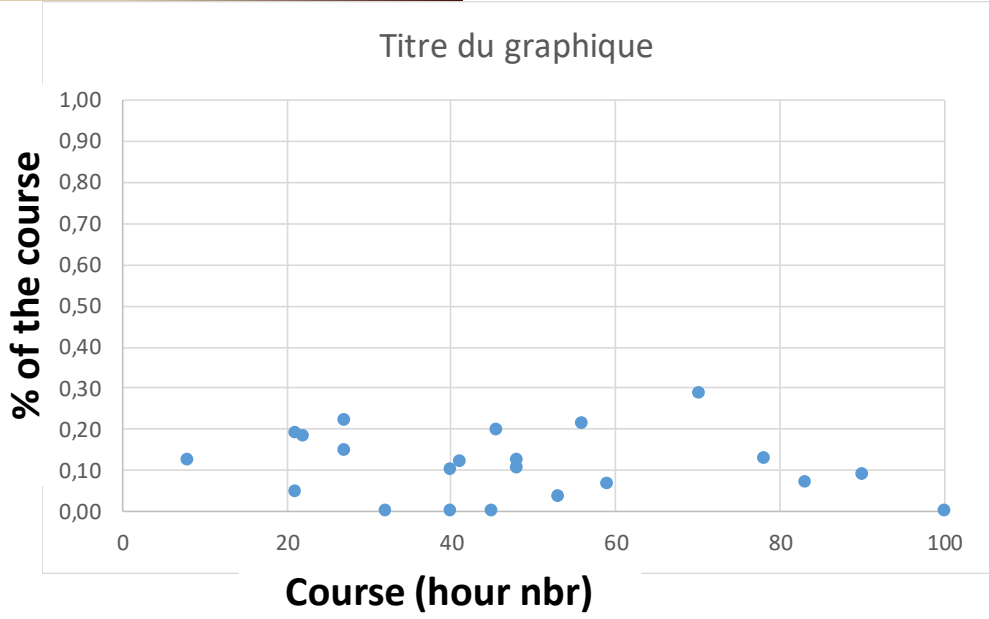
Perceptual Psychological



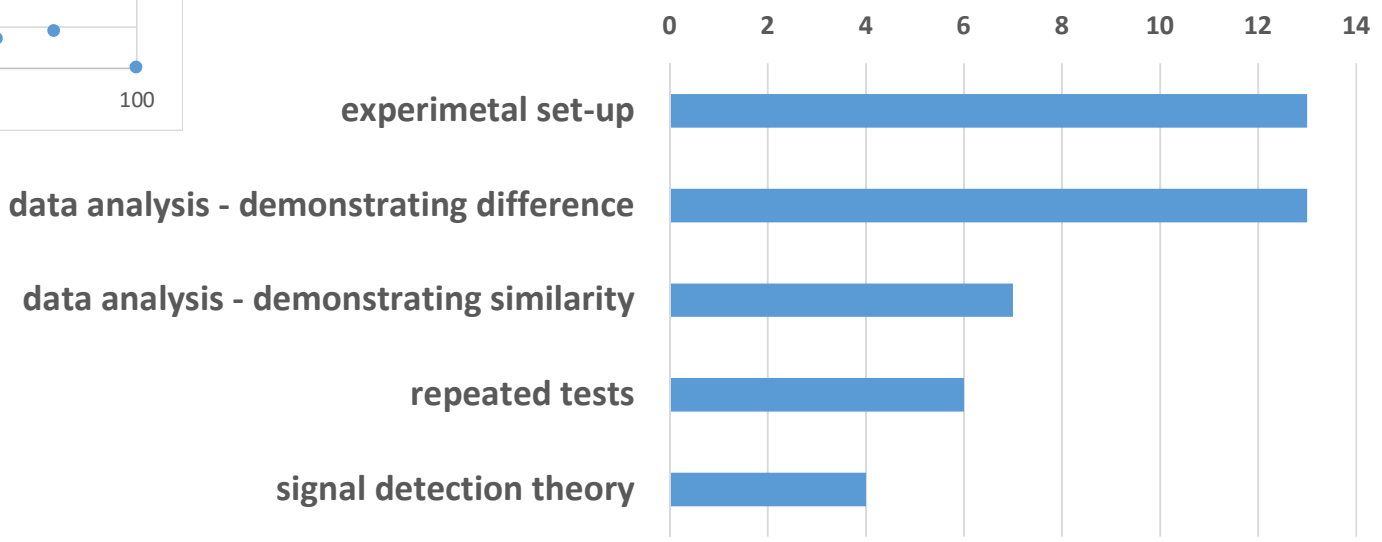
From 5 to 10 % of the course

Typical content:
physiology-periphical
threshold
expeptations

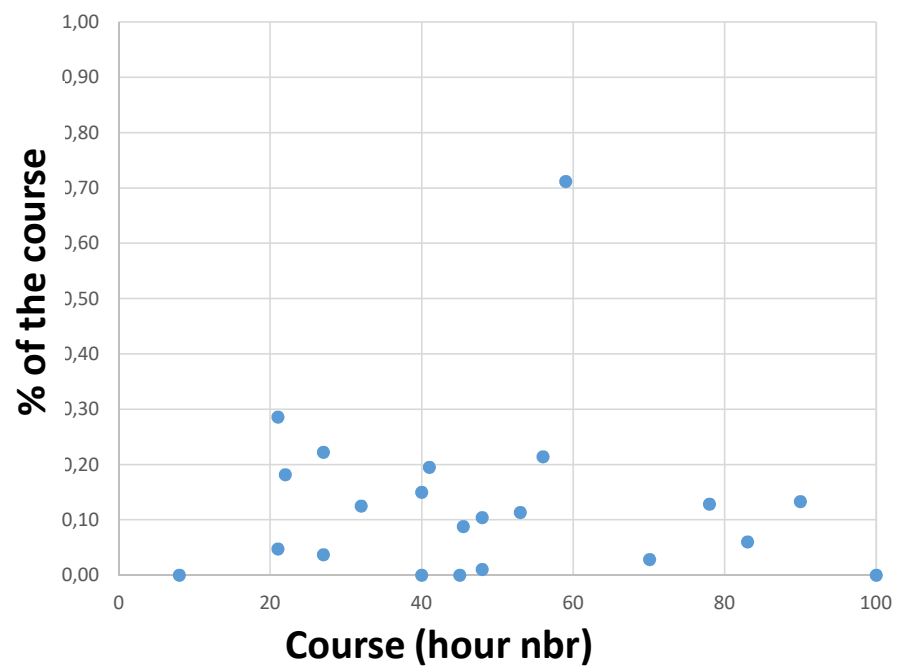
Discriminative tests



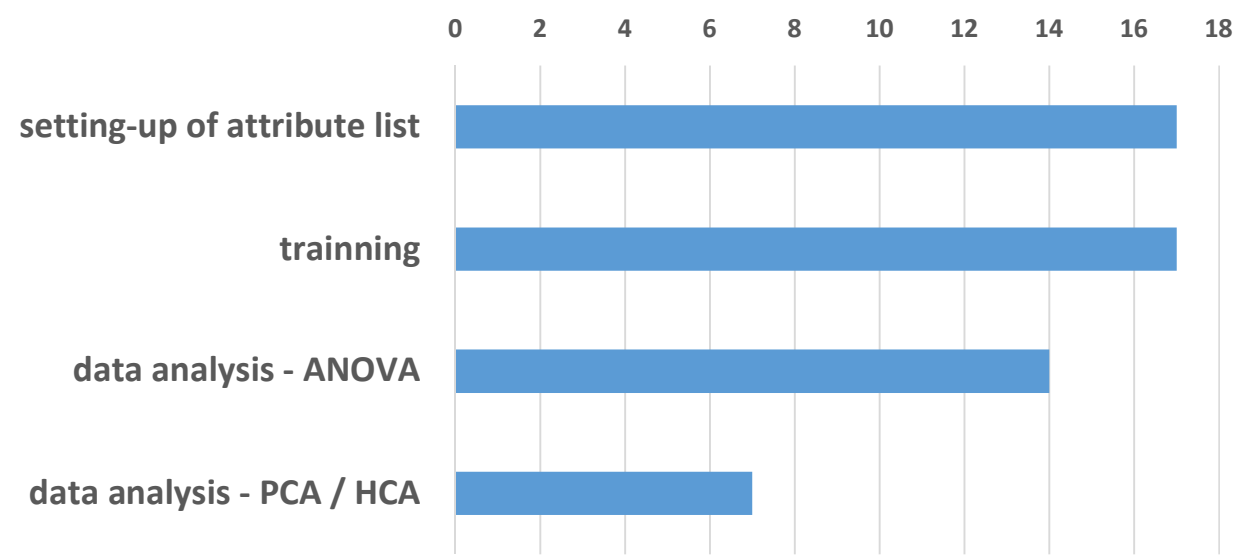
Difference testing: about 10 to 20 % of the course
typical content: experimental set-up; data analysis
demonstrating difference



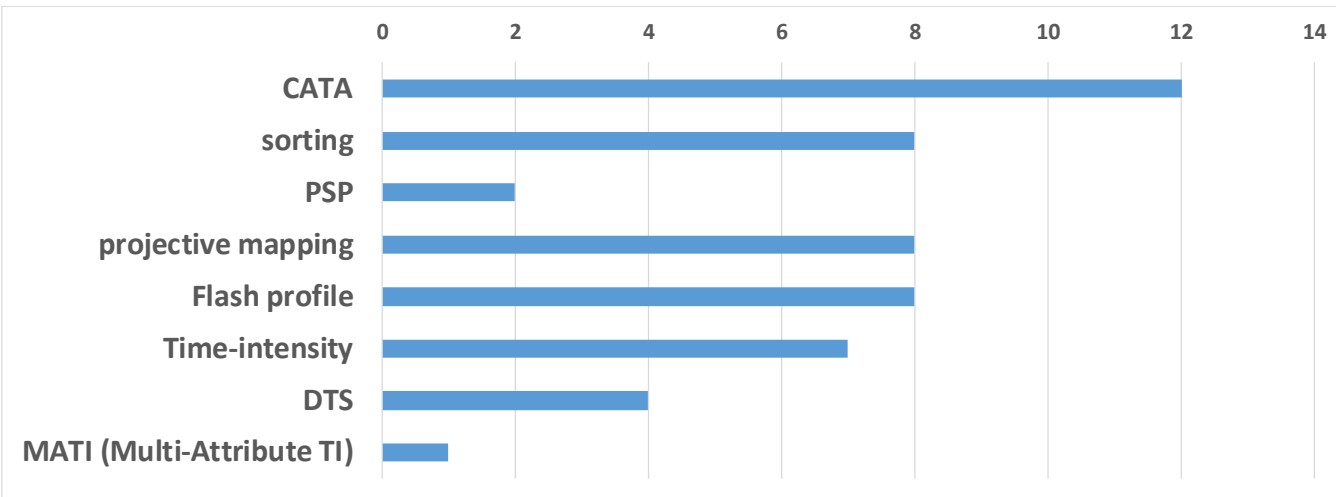
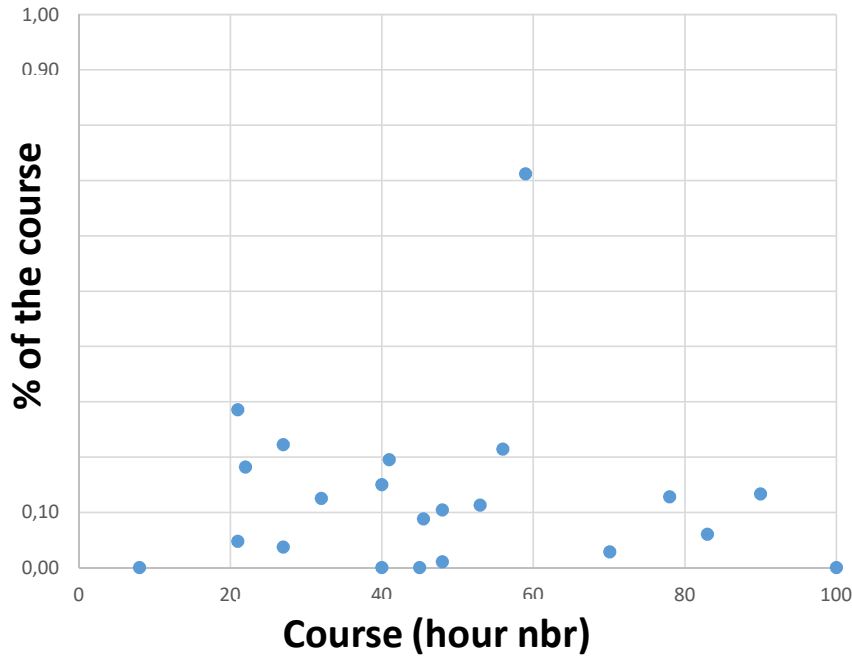
Descriptive Analysis



DA: about 10 to 20 % of the course
Content: multi-dimentionnal analysis (only 1/3)

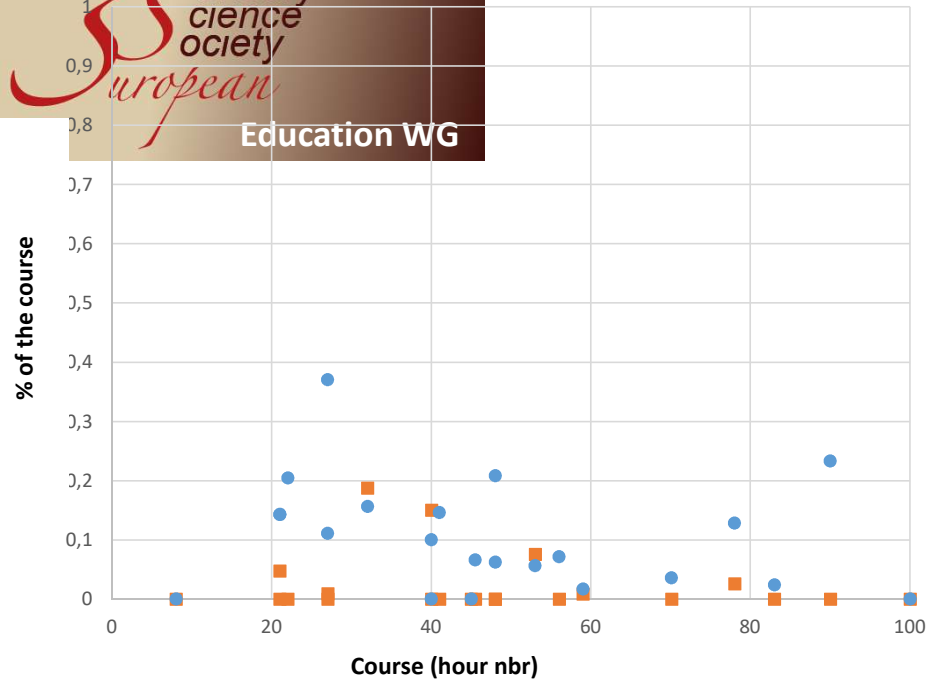
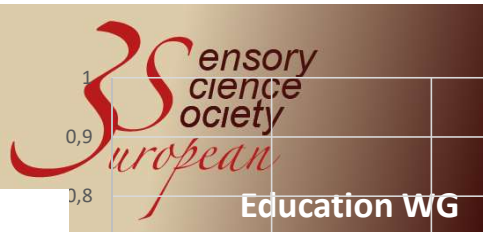


Fast / Temporal descriptive methods



		Fast Methods	
		no	yes
DA	no	4	0
	yes	3	15

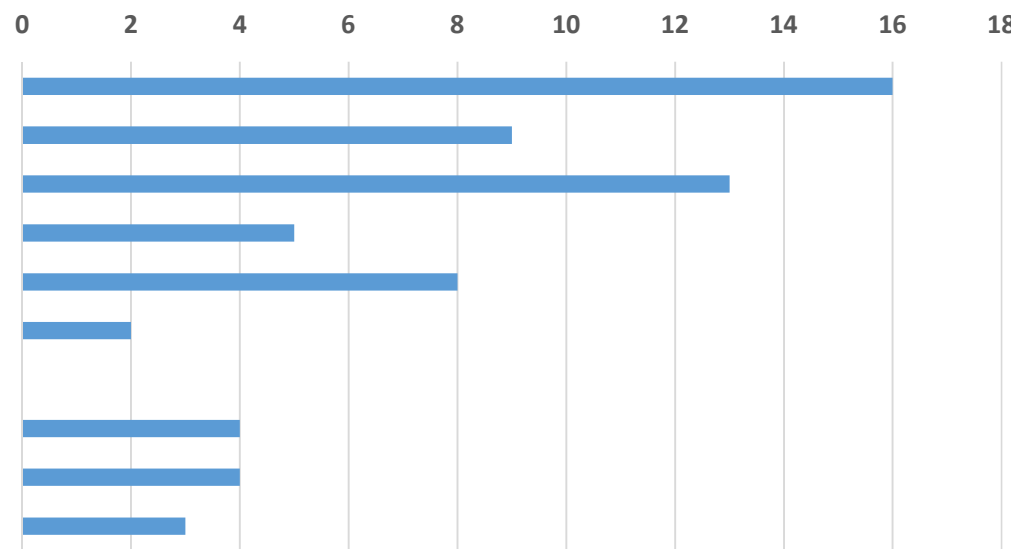
From 10 to 20 % of the course
Usually on top of DA
Content: CATA most of the time



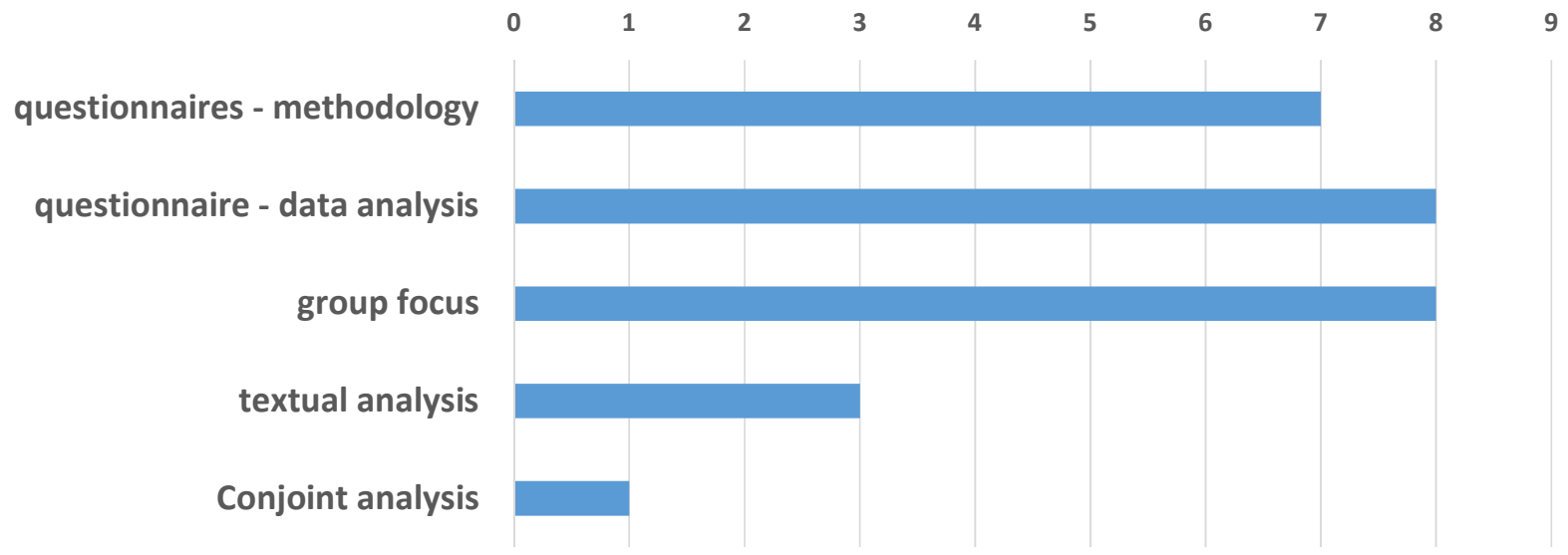
from 5 to 20 % of the course
Content: Liking Exp set-up + ANOVA
Pref map - marginal

Liking & Pref map

- experimental set-up
- data analysis - non parametrique
- data analysis - ANOVA
- data analysis - multivariate
- JAR & penalty analysis
- optimal profile
- internal
- external
- fast



Consumer



from 5 to 20 % of the course
Content: Questionnaire, focus group

Softwares

Data acquisition

	Lab 15/22	Taught 4/22
Fizz	6	1
Compusense	4	0
EyeQuestion	3	2
RedJade	2	1
TimeSense	1	
Qualtrics	1	

Data analysis

	19/22
Excel	7
XL Stat	7
SPSS	7
R	4
Statgraphics	3
Unscrambler	1
EyeOpenR	1
PanelCheck	1
RegJade	1

Prototypical course : 40h

6h introduction: method overview, expe design, good practices

2h physio peripheral, thresholds, expectations

8h difference testing: expe set-up, data analysis for difference

8h DA: list set-up, training, ANOVA

4h Fast methods: CATA

8h Liking: expe set-up, data analysis ANOVA + non parametric

4h Consumer: Questionnaire and/or group focus

Data analysis software: Excel / ExcelStat

This questionnaire should be considered as pre-test

Need to fixe both the questionnaire and the dissemination strategy

What is missing in the questionnaire?

- **student level: BSc, Master, PhD**
 - **Course level: introductory, advanced**
 - **Part of a food science program or continuing education (standing alone)**
 - **Credit number of the course**
 - **Prerequisite (open question)**
 - **Assessment modalities (open question)**
-
- + **Hour numbers: Lecture or Lab attended by student (not home work)**
 - + **presentation of topics and sub-topics at the beginning**

Dissemination strategy

- **Identify country & affiliation of respondents**
- **Feed-back on the number of respondents to national representatives after a while for reminder**

Analysis

- **Prototypical course (content / nbr hours) by :**
 - **student level (BSc & Master)**
 - **course level (introductory & advanced)**
- **Analysis of topics by country (or institution?)**

Result communication

- **Publish on the E3S web-site**
- **?**

New action

Launching a E3S You-tube channel

Featuring short videos made by students for students

Illustrating sensory evaluation key points

Some ideas to start with:

- **Definition of discriminative tests**
- **Shaping data before analysis**
- **How organize presentation order: randomization, latin square, BIE**
- **How to prepare samples for sensory analysis: examples with different kind of challenging products such as cooked meat, icecream, heterogeneous products, etc.**
- **When using univariate / multivariate analysis**