



A Study on Changes in the Consciousness of Teachers Who Participated in Taste Education Training

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Abstract

As one of the educational efforts to nurture rich humanity in children, there is a philosophy of "taste education" that emphasizes the sense and expression of one's own. This philosophy strongly reflects the interpretation of the educator who practices it and how they approach food in their learning activities. By Therefore, in this study, we surveyed teachers who participated in the "taste education training". We decided to clarify the presence or absence of awareness and behavior change in the activity. In this way, we will analyze the influence of the understanding of taste education on educational activities. For this reason, we will conduct a questionnaire survey on the awareness and educational activities of the participants before and after participating in the training. Among those who participated in the "Taste Education Training" held in France every August from 2013 to 2019, teachers during the period covered by this research 15 people will be surveyed. Teachers refer to those who teach classes at elementary schools, junior high schools, high schools, universities, and nutrition teachers. The subjects who agreed to cooperate with this research were asked to answer a questionnaire about their own thinking and educational activities before and after participating in the taste education training. As a result of the questionnaire, significant differences were seen in the following items before and after attending the seminar. "I provide a place where learners can feel and express their tastes" "I respect the tastes that learners feel" "I support experiences that use the five senses" "I respect learners' decision-making". By attending the seminar, it became clear that the awareness of these matters in one's own education was particularly heightened. In addition, the corresponding remarks were also extracted from the results of individual interview analysis, suggesting that these items have a large impact on the change of consciousness of the participants of the taste education seminar. The change in consciousness of educators that we were able to confirm this time is an important quality as an educator, and furthermore, it was suggested that taste education itself may lead to an individual's Well-Being.

Keywords: *Five senses, Taste education training, awareness and behaviour change*

1. Introduction

As one of the educational efforts to nurture rich humanity in children, there is a philosophy of "taste education" that emphasizes the sense and expression of one's own [1]. Looking at the research on taste education in Japan so far, there are some that are incorporated into home economics classes, some that are practiced for university students, and others that are related to school lunch guidance. I haven't seen anything that discusses the impact. This is thought to have contributed to the beginning of taste education, which "adults are not good at expressing what they feel, so it would be good if they were accustomed to expressing tastes from childhood". During his lifetime, Mr. PUISAIS energetically gave lectures to trainees from Japan, stating, "I want educators to listen to my education". This philosophy strongly reflects the interpretation of the educator who practices it and how they approach food in their learning activities [2]. It is considered important to deepen the understanding of the "philosophy" rather than the "methods" such as tools and methods in order to enhance the originally aimed activities. Therefore, in this study, we surveyed teachers who participated in the "taste education training" held in France. In this way, we will analyze the influence of the understanding of taste education on educational activities. For this reason, we conducted a questionnaire survey on the awareness and educational activities of the participants before and after participating in the training.

2. Methods

2.1 Attributes of survey subjects



we will analyze the influence of the understanding of taste education on educational activities. For this reason, we will conduct a questionnaire survey on the awareness and educational activities of the participants before and after participating in the training. Among those who participated in the “Taste Education Training” held in France every August from 2013 to 2019 (sponsored by INSTITUT de DEVELOPPEMENT du GOÛT chez l’ENFANT), teachers during the period covered by this research 15 people will be surveyed. Teachers refer to those who teach classes at elementary schools, junior high schools, high schools, universities, and nutrition teachers. The native language of the subjects is Japanese.

2.2 Questionnaire survey

The subjects who agreed to cooperate with this research were asked to answer a questionnaire about their own thinking and educational activities before and after participating in the taste education training. Questionnaire items were “Awareness of the participants after the seminar and how they were doing the class”, “Self-transformation consciously after the seminar”, “Transformation of how to face the learners before and after the seminar”, and so on. The questionnaire was conducted using Google forms.

2.3 interview survey

we interviewed each of them about the contents of the collected questionnaires and asked them to explain the details. The interview was conducted by the researcher and the joint researcher using an online conference system. Interviews were conducted for approximately 30 minutes each.

2.4 Statistical analysis

IBM SPSS ver.27 was used to analyze the results, and non-parametric tests were performed.

3. Results and discussion

3.1 Attributes of survey subjects

The breakdown of the teachers who participated in the survey was 11 university teachers, 1 junior high school teacher, 1 elementary school teacher, and 2 nutrition teachers. Participants from 2013 to 2019 are: 2013: 5, 2014: 2, 2015: 2, 2016: 4, 2018: 3, 2019: 1. Four of them participated twice and two participated three times. When asked about their reasons for participating in the seminar, with multiple answers allowed, 11 answered “I was interested in 'taste education'”, 5 answered “I wanted to learn about the Mr. PUISAIS theory”, and 11 answered “I was invited by an acquaintance.” 6 answered “I had a problem with own education”.

3.2 Transformation due to attending seminars -From a questionnaire survey-

Table.1 shows the survey subjects' perceptions of "taste education" before and after attending the seminar. Of the five question items, (2) Education to learn tastes such as sweetness and acidity significantly decreased after the course, while (3) Education that enriches linguistic expression, such as expressing feelings in words and (4) Education to be aware of and express how one perceives things increased. From this, it was suggested that the taste education implemented in this seminar was understood as a theory that emphasized feeling and expression rather than learning the taste itself.

Table 1. Recognition of taste education

	Before	After	
(1) Education to learn to taste using the five senses	0.87±0.35	0.80±0.41	
(2) Education to learn tastes such as sweetness and acidity	0.47±0.52	0.00±0.00	*
(3) Education that enriches linguistic expression, such as expressing feelings in words	0.13±0.35	0.87±0.35	*
(4) Education to be aware of and express how one perceives things	0.00±0.00	1.00±0.00	*
(5) I didn't really understand what "taste education" was like	0.20±0.41	0.00±0.00	

n=15, Ave.± S.D., *: p<0.05

Table 2 shows the results of a 10-item question about their thoughts as educators and their activities in the classroom before and after attending the seminar. Responses were obtained for each item using a 6-item scale (6: very applicable, 5: applicable, 4: slightly applicable, 3: not very applicable, 2: not applicable, 1: not applicable at all). Of the 10 items, the following 4 showed significant differences before and after the course, (1) Setting a place where learners can feel and express their tastes, (4) Respect the taste that the learner feels, (6) Supporting learners to “using the five senses”, and (7)



Respect the decision-making of individual learners in each lesson, were all changed to “applicable” after the course compared to before the course.

Table 2. Changes in Educational Views and Activities Before and After Attending Seminars

	6 : very appli cable	5: apply	4 : apply a little	3 : not ver y app lica ble	2 : not apply	1 : not appli cable at all	Ave. ± S.D.	
(1) Setting a place where learners can feel and express their tastes	0	3	7	2	2	1	3.60±1.18	*
	6	5	4	0	0	0	5.13±0.83	
(2) The goal is to "taste with all five senses"	2	3	3	2	3	2	3.53±1.69	
	3	5	4	1	2	0	4.40±1.30	
(3) Teach learners to "taste with the five senses"	2	0	5	1	4	3	3.07±1.67	
	1	6	2	3	3	0	3.93±1.34	
(4) Respect the taste that the learner feels	2	3	6	2	1	1	4.00±1.36	*
	8	6	1	0	0	0	5.47±0.64	
(5) Teach tastes such as "sweet" and "acidity"	2	1	5	1	3	3	3.27±1.71	
	1	1	3	1	5	4	2.67±1.59	
(6) Supporting learners to "using the five senses"	1	2	4	2	3	3	3.13±1.60	*
	2	9	3	1	0	0	4.80±0.78	
(7) Respect the decision-making of individual learners in each lesson	0	5	7	2	0	1	4.00±1.07	*
	4	9	2	0	0	0	5.13±0.64	
(8) When dealing with "sweet" in class, emphasis is placed on objective data such as "taste sensors"	0	0	1	4	2	8	1.87±1.60	
	0	0	1	4	4	6	2.00±1.00	
(9) In cooking learning, the teacher enjoys it together with the learner.	2	5	3	4	0	1	4.13±1.36	
	5	5	1	3	1	0	4.67±1.35	
(10) Teach the "right values" so that individual learners can make decisions	0	2	5	3	1	4	3.00±1.47	
	2	1	3	4	1	4	3.13±1.73	

n=15, *: p<0.05, White cells show the number of respondents before the seminar, and gray cells show the number of respondents after the seminar.

3.3 Transformation by attending seminars -From an interview survey-

Regarding the items (1), (4), (6), and (7) (Table 2) where significant differences appeared in the questionnaire survey, we picked up the corresponding remarks from the interviews in order to capture more specific changes and examples. As an example, remarks corresponding to each item are listed below.

(1) "I made sure that small things like smells, sounds, textures, and so on were all taken care of in detail, and I asked them to write down something like an observation record, so I began to look very carefully during the practical training."

(4) "Feelings differ from person to person, and how you feel them changes depending on the timing, season, and various other circumstances, so I guess I took it as the main thing because it's really that



once-in-a-lifetime feeling that you have to respect. That's what I think. am. That's why, even if I do something similar, I think the biggest change is that I want to cherish it because it's what you're feeling right now."

(6) "I don't say what impression I have about it, but I feel like I draw it out for each of them. It is a hint to have each person say. I will say things like how it smells and what it looks like, but I try to draw out as much as possible from the person himself."

(7) "It's about not denying the other person's opinions or thoughts. It can have a big impact. I try that I will not guide you by giving an answer from here.."

From these results, it was found that the participants of the seminar changed their perception of taste education before and after the participation. It became clear that the transformation of In the future, we will further analyze the interviews and grasp the concrete changes in educational views and educational activities.

References

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