Examination and Practice of Tasks Observed in Practical Cooking Training during the University Teacher Training Course

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Abstract

To improve practical cooking training in the university teacher training course, tasks related to practical cooking training were organized, and effective implementation strategies were examined.

Previous studies indicated that the cooking technique of students attending the teacher training course was declining over the past years, and that it was difficult to learn the correct cooking technique given the existing timeframe and teaching method.

Additionally, to examine the contents of practical cooking training in the teacher training course, the course’s contents as well as its results were organized. It consequently became evident that individual goal setting, implementation of one-person cooking, setting examples during cooking, sharing responsibilities, and preparing and reviewing lessons were effective strategies.

Finally, previous studies’ implementation strategies for one-person cooking were organized. As a result, it was suggested that repeatedly cooking a given meal and reviewing its cooking method, observation and assessment of pupils’ cooking, mutual teaching among pupils, implementing principles that relate to one’s own life, accumulating success experiences using simple materials, using retracement worksheets, among others, would allow effective implementation of one-person cooking.

Key words; practical cooking training, teacher training course, one-person cooking