EXPLORING YOUTUBE IN TEACHING COOKERY TO SECONDARY STUDENTS: A REVIEW

MERCY A. ABOC

Graduate School Student, Baguio Central University, Baguio City, Philippines

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ABSTRACT: This review explores the role of online video tutorials in developing cooking skills, particularly in the context of senior high school culinary arts education shift to online learning necessitated the use of technology in education, with the Department of Education (DepEd) promoting platforms like YouTube for instructional content. While research directly on online video tutorials for cooking skills is limited, related fields highlight the benefits of video technology for skill development. These benefits include visual repetition, flexible access, and enhanced engagement. This review further examines student preferences for online video tutorials, focusing on YouTube as a primary platform. Students value the increased comprehension and cost-effectiveness compared to traditional methods. The review concludes by advocating for responsible use of online video tutorials to improve culinary education. Recommendations include promoting student engagement with online resources, ensuring tutorial quality, and providing ethical use guidance. Parental support is also identified as a critical factor in student success. Overall, this review emphasizes the potential of online video tutorials to transform culinary education while underscoring the need for responsible utilization and support mechanisms for optimal learning outcomes in the digital age.

Keywords: cookery, demonstration, Youtube, online engagement, strategy
INTRODUCTION

In the current landscape of education, technology plays an indispensable role, especially in light of the disruptions caused by the COVID-19 pandemic to traditional classroom settings. As the Department of Education (DepEd) implements various modalities to provide learning opportunities for students, professionals, particularly teachers, have stepped up to offer online video tutorials across various platforms. These tutorials, readily accessible on platforms like Facebook, Pinterest, TikTok, and most notably YouTube, serve as invaluable resources for students seeking guidance and instruction.

Online video tutorials, characterized by step-by-step instructions on a range of topics, have become ubiquitous on digital platforms. Specifically, in the context of senior high school students, particularly those pursuing the Technical Vocational Livelihood track, such resources have proven instrumental in fulfilling performance tasks and enhancing cooking skills.

Glass (2005) references Pea and Cuban (1998) in highlighting the complementary role of educational technology in culinary education, emphasizing its support for kinesthetic experiences, collaborative learning, and face-to-face interactions. Moreover, Walden (2005) defines educational technology as a systematic, interactive process aimed at designing instruction to enhance performance and foster learning and competence.

With uncertainty lingering regarding the end of the pandemic, students are likely to continue facing challenges in traditional learning environments. Therefore, it becomes imperative to explore alternative avenues for learning, with online video tutorials emerging as a prominent option. Thus, this study seeks to investigate the effects of these learning materials on Cookery students, providing insights into how such resources can aid in improving their culinary skills.

Convenience has emerged as a pivotal factor influencing consumer food choices, alongside various social and environmental elements, all contributing to a reduction in time spent in the kitchen (Jackson and Viehoff, 2016; Pula et al., 2014; Caraher and Lang, 1999). Global phenomena such as industrialization, urbanization, commercialization, and social shifts have shaped the social and economic landscape, including in the United Kingdom (UK), where changes in finances and lifestyles have led to shifts in eating habits (Utter et al., 2016). Traditional eating patterns have been altered, with an increase in readily available high-energy convenience foods and a rise in eating
out, resulting in overconsumption (Lavelle et al., 2016a; Jackson and Viehoff, 2016). Consequently, there has been a surge in consumer spending on convenience foods, particularly lower-cost, pre-packaged meals that are typically high in energy, fat, and salt but low in essential nutrients and fiber, exacerbating dietary disparities and health issues (McGowan et al., 2015; Gately et al., 2014; Pettinger et al., 2006).

Preparing convenience meals requires minimal cooking skills, often limited to following instructions for reheating using a microwave or oven (Reiks et al., 2014; Rees et al., 2012). Consequently, individuals are increasingly prone to losing their cooking skills proficiency, as they can prepare meals quickly without needing more advanced culinary skills (Caraher and Lang, 1999).

In recent years, policymakers and health advocates have focused on preserving domestic cooking skills through health campaigns and community cooking programs, aiming to enhance knowledge and abilities, albeit lacking robust evidence to support these initiatives (Reiks et al., 2014; Rees et al., 2012). Cooking skills interventions have become popular strategies to improve overall diet quality, endorsed by UK health policies as part of broader public health solutions (Garcia et al., 2014; Condrasky and Helger, 2010). Consequently, educators and policymakers are keen to identify effective methods of delivering cooking skills training to individuals and groups (Butt, 2016), with video technology gaining traction as a powerful tool for reaching and engaging broader audiences (King, 2017).

Despite the lack of literature beyond this study on the impact of video technology on cooking skills development, existing research highlights the benefits of video in enhancing skills development in various fields, such as architecture (Comiskey, 2011). This study illustrates that individuals with limited practical experience can better grasp skills through video demonstrations compared to verbal or textual explanations. The positive outcomes underscore the value of visual repetition and the flexibility of accessing information as needed.

However, Laurillard (2014) argues that learning technologies remain underexplored, advocating for the exploration of participatory and active learning experiences to achieve genuine improvements in learning outcomes. Prensky (2010) supports this notion, emphasizing the preference of digital natives for quick access to information, suggesting that portable video
technology offers an efficient learning method (Lim, 2005). Consequently, there’s been a growing emphasis on leveraging digital technology, including video, to promote skills development across various platforms (Comiskey, 2010; Whatley and Ahmed, 2007). Cooking demonstrations via video, whether online or on television, typically provide step-by-step visual guidance along with relevant information on ingredients or nutrition. However, it’s crucial for educators to tailor content to meet the diverse needs and learning styles of their audience, rather than merely replicating processes (Dede, 2008). Thus, adapting the learning environment to suit the intended audience’s needs is essential to motivate them to enhance their skills (Watson, 2006).

Moreover, understanding how video technology promotes learning is crucial. Wishart (2016) suggests that visualization plays a significant role in understanding complex concepts, and video’s combination of visual and auditory elements serves as a potent learning tool. According to Mayer’s (2001) cognitive theory, learners process information better when presented visually and audibly, albeit in moderation, to avoid cognitive overload. Video technology’s capacity for repeated access and control over pacing may mitigate cognitive overload, enhancing learning outcomes. This paper proposes that leveraging video technology for cooking skills instruction could improve learning, foster engagement in the cooking process, and positively impact dietary quality. Additionally, the ability to replay information repeatedly may reinforce learning by increasing motivation and engagement (McKinney et al., 2009).

**REVIEW OF RELATED LITERATURES**

Technology has become an integral part of society, offering learners access to a plethora of online resources that serve as invaluable educational tools. Ebied, Kahouf, and Abdel Rahman (2016) investigated the utility of YouTube as a teaching tool for computer education skills, emphasizing its effectiveness in facilitating skill acquisition through multimedia applications. Their findings underscored the role of YouTube video tutorials in fostering deeper understanding and practical application of skills.

Insorio and Macandog (2022) explored the impact of video lessons on student comprehension, particularly when integrated with module-based instruction. Their study revealed that students benefited from watching YouTube videos, as it allowed them to observe demonstrations and explanations from teachers, enhancing their understanding of the subject matter. Students expressed a preference for videos that provided clear
explanations and examples, highlighting the value of multimedia content in supporting learning outcomes.

The integration of YouTube videos into the learning environment has been shown to enhance students’ creative autonomy and engagement. Educators utilize YouTube as a tool to foster student engagement and support their educational development, shaping the way students learn and interact in modern educational settings.

In the context of Computer Systems Servicing, a foundational topic in the Senior High School Technical-Vocational-Livelihood Track, the use of online resources such as YouTube videos holds significant potential for enhancing learning outcomes. The COVID-19 pandemic has necessitated the adoption of blended learning strategies by educational institutions, as outlined in DepED Order No. 12s, 2020. These measures aim to ensure continued access to quality education despite limitations on face-to-face interactions.

YouTube, renowned as a powerful source of internet information, can be leveraged to supplement Computer Systems Servicing classes with practical demonstrations of troubleshooting and repair techniques. By providing students with real-world scenarios and everyday examples, YouTube videos contribute to a deeper understanding of complex concepts and skills.

Drawing from Moreno and Mayer’s Cognitive Theory of Multimedia, which posits that students learn best when they actively engage with and organize new information, multimedia instruction aims to facilitate the construction of coherent mental representations of the material. In this context, YouTube videos serve as interactive learning tools, empowering students to construct meaning and acquire new knowledge actively. Tiernan (2015) explored the utilization of digital video in university teaching and highlighted students' appreciation for the flexibility offered by video materials, allowing them to access content at their convenience and as frequently as desired. Video presentations were noted for their ability to stimulate discussion, recap concepts, and provide practical demonstrations, offering a more engaging learning experience compared to traditional study methods (Tiernan, 2015, p. 83). The emotional and cognitive engagement facilitated by video content was cited as a significant factor contributing to enhanced motivation and effective learning outcomes.
In Surgenor et al.’s (2017) investigation on the impact of video technology on learning, a cooking skills experiment revealed several benefits perceived by participants, including improved comprehension of cooking processes, real-time guidance, acquisition of new skills, and increased enjoyment of cooking activities. Similarly, Kaesberg’s (2020) study emphasized the efficacy of video technology, particularly in promoting self-efficacy and skill acquisition. Video modeling emerged as a valuable tool for demonstrating tasks and skills, fostering learner-centered environments conducive to skill development.

Silao (2020) highlighted the utility of YouTube for educators in disseminating reference materials and lectures, enabling students to engage with content independently and offering diverse learning options to accommodate varied learning styles. The accessibility and flexibility of YouTube as a platform were underscored, facilitating repeated viewing and personalized learning experiences. Hence, Tan’s (2021) weblog post emphasized the role of Filipino YouTube content creators in enhancing cooking skills, offering a wealth of instructional content ranging from basic techniques to advanced recipes. The diverse array of international content creators further enriches the learning experience, providing students with a broad spectrum of culinary resources.

Moreover, an article from 2018 revealed YouTube’s prominence as the Philippines’ leading online video platform, with "how-to" videos ranking among the most popular content types. Given Filipinos’ substantial online presence and YouTube’s popularity, online video tutorials serve as valuable resources for improving cooking skills among students, aligning with the objectives of this study.

**DISCUSSIONS**

The literature reveals a multitude of advantages associated with the use of online video tutorials in enhancing the skills of Cookery students, as evidenced by students’ responses. Six participants emphasized the capacity of online platforms to provide a wealth of knowledge and information, underscoring the richness of content available. Additionally, two students praised the ease of comprehension offered by video tutorials, while another two highlighted the flexibility and self-paced nature of learning through this medium. Moreover, two respondents noted the financial benefits of online tutorials, citing their accessibility and cost-effectiveness. Furthermore, one student recognized the versatility of online video tutorials in facilitating the completion of tasks, suggesting their efficiency in supporting learning objectives.
Comparatively, online video tutorials offer distinct advantages over traditional written instructions, particularly for Cookery students. While written materials may provide textual descriptions and static images, video tutorials offer a comprehensive demonstration of cooking processes and techniques through visual and auditory means. This multi-sensory approach enables students to follow instructions more explicitly and effectively, resulting in deeper understanding and enhanced skill acquisition.

The preference for online video tutorials among Cookery students is evident, with YouTube emerging as the predominant platform for accessing instructional content. Nine participants identified YouTube as their primary source for online video tutorials, highlighting its popularity and extensive library of cooking-related content. Additionally, two students utilized TikTok, showcasing the diverse range of platforms available for accessing instructional videos. Furthermore, one student each reported using both YouTube and Facebook, as well as both YouTube and TikTok, indicating a willingness to explore multiple platforms for learning.

**Significance and Implications**

The significance of using online video tutorials to help Cookery students improve their skills is evident from the students' responses. Beyond mere skill enhancement, online tutorials contribute to improved comprehension and understanding through alternative learning methods. By embracing video tutorials, students are encouraged to adopt a more creative and modern approach to learning, fostering a dynamic and engaging educational experience accessible to a broader audience. Thus, online video tutorials not only facilitate skill development but also promote innovative learning practices conducive to student success in Cookery education.

It's an undeniable truth that the majority, if not all of us, are enthralled by the wonders of technology. Nowadays, many students, particularly those in junior and senior high school, prefer to turn to their gadgets like cellphones, tablets, or laptops to access software apps such as Encarta, Merriam Webster’s, or Oxford instead of resorting to a traditional dictionary to find word meanings. The internet is now the go-to source for exploring a wide range of topics, replacing trips to the library and searches through reference books. Today, the most frequented websites are platforms like YouTube and Facebook, where people seek updates on various activities, events, celebrities, breakthroughs, and institutional developments.
They say that change is constant, and breaking away from conventional teaching methods is quickly becoming the norm. Utilizing the internet, particularly learning from YouTube, represents a technologically advanced approach to education. Students learn to make the most of their devices, navigate the web, and access a plethora of related resources. In addition to academic pursuits, students can also develop graphical skills and learn animation through visual presentations and other mediums.

YouTube offers free learning opportunities, accessible to the vast majority whenever they desire. Teachers aren't confined to a specific location to upload educational content for their students; as long as there's an internet connection, educational videos can be accessed nationwide. This makes YouTube an invaluable tool, especially for distance learning initiatives.

Through YouTube, teachers can upload reference videos and lectures, providing students with ample information to complete assignments independently. Students can watch videos repeatedly, facilitating thorough understanding and retention of information. Educational videos on YouTube offer various learning options for the same topic. Some students learn better through visual aids, while others prefer reading directly. YouTube allows teachers to cater to diverse learning styles, presenting multiple approaches to problem-solving.

However, it's essential to remember that technology isn't flawless. Not all YouTube videos are reliable, so discretion is necessary when selecting content to avoid misinformation from unreliable sources. Additionally, some video content may not be suitable for certain age groups, emphasizing the importance of choosing age-appropriate material to keep learners engaged. Learning from YouTube could represent a timely and innovative approach, particularly in elementary, intermediate, and secondary education levels, especially amid the COVID-19 pandemic, which has made face-to-face learning nearly impossible. With adequate training and ongoing updates in technology, teachers can effectively harness YouTube's potential for the benefit of learners while prioritizing the safety of both students and educators.
CONCLUSIONS AND RECOMMENDATIONS

Technology's ubiquity has revolutionized education, offering unprecedented opportunities for students to engage with learning materials in novel ways. Platforms like YouTube, with their vast repositories of instructional content, democratize access to knowledge, enabling students to learn at their own pace and convenience. However, this technological advancement necessitates critical discernment. Educators must carefully curate content to ensure its reliability and suitability for the intended audience, while ongoing training in technology integration is essential to effectively leverage these platforms for educational purposes.

In conclusion, learning from YouTube represents a paradigm shift in education, providing flexibility and accessibility previously unseen. With proper guidance and discernment, educators can harness the potential of online video tutorials to enhance learning outcomes, fostering a dynamic and engaging educational experience conducive to student success.

Based on the analysis of gathered data, several conclusions emerge. Firstly, cookery students identify various positive effects of online video tutorials, including gaining knowledge and learning techniques in cooking, saving money, and appreciating the ease of understanding and self-paced learning offered by such resources. Secondly, the visual and auditory demonstrations in online video tutorials are deemed more effective in improving cooking skills compared to written instructions. Thirdly, YouTube emerges as the primary platform for accessing online video tutorials among cookery students. Finally, there is a significant perceived benefit in using online video tutorials to help cookery students improve their skills.

In light of these findings, several recommendations are proposed. Firstly, students should take initiative in utilizing online video tutorials responsibly, striving for self-improvement especially in the current pandemic context. Secondly, teachers should provide high-quality online video tutorials to guide students effectively in their learning journey. Thirdly, students must ensure that they use online video tutorials ethically and responsibly, refraining from any form of misuse. Fourthly, online video tutorials should be informative and creative to maintain learners' motivation and foster skill improvement in cooking. Lastly, parents should offer guidance and moral support to their children, recognizing the importance of parental involvement in their educational endeavors.
REFERENCES


