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Gastronomy Video an Induction Tool for Teaching and Learning Ts. Juniza binti Zamri¹, Zulaikha Ab Rahman²

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Abstract

According to Oberlo.com YouTube has 2 billion users worldwide (Statista, 2019) that give this platform as the second most popular social media platform with learn new things, 7 in 10 audiences stated they use the platform for studies, work or hobbies. There is more learning –related videos on YouTube compared to the books in the Library of Congress. During the pandemic outbreak, most of the educational institutions were closed down, the medium of learning had transformed from offline to an online medium. This new normal had affected student learning style especially for the practical class for culinary and hospitality students. Some lecturers put their initiative to create a live streaming video, however, this medium is not the best solution as a mistake might be occurred during the session. The possibility for students to get confused and misinterpret are very high compared to a recorded version where the mistake can be amended through reshoot and editing techniques. This study has been developed to achieve those objectives; to create an induction video for Eastern Cuisine class for Diploma in Halal Practice Department of Tourism and Hospitality in Politeknik Malaysia and to promote instructional strategy that attracts students' attention before proceeding with the whole class lesson effectively with a better learning experience especially for students with disabilities. This project was developed based on ADDIE Model that involve Analysis, Design, Development and Implementation. The changing of the world environment routine and the development of digital media and knowledge on the impact of using video in education will undoubtedly contribute to the higher level of empowering students to learn in flexible, independently yet engaging to its content in perceiving the knowledge.

Key-word: - Online medium, Induction video, Flexible and Digital media.

1. Introduction

According to Oberlo.com YouTube has 2 billion users worldwide (Statista, 2019) that give this platform as the second most popular social media platform with learn new things, 7 in 10 audiences stated they use the platform for studies, work or hobbies. There is more learning –related videos on YouTube compared to the books in the Library of Congress. Bell and Bull (2010) explain in their article of Digital Video and Teaching on significant reasons for using videos for teaching as below:

- i. Isolating segment into shorts between 30 seconds to 3 minutes with the most relevant information.
- ii. Features on the user controller assist teachers and students to easily slow down, move forward, reverse, replay at their desired timeline.
- iii. The application now developed to have compatibility neither with a desktop computer or mobile phone make it easier to record and rearrange it as the educational content.
- iv. Most of the application developed now comes with the set of graphical assets that can be paired with recordable narration and music.

Based on the figure below, Mayer's cognitive theory of multimedia learning explains, students learn better through multiple sources of information such as text, images, video and audio.

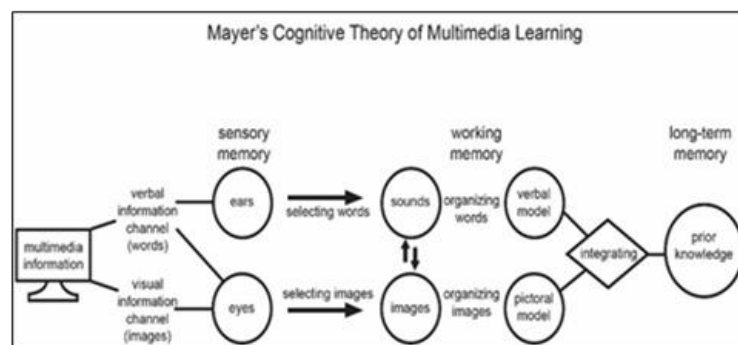


Figure 1: Adapted from Multimedia Learning, 2nd edition, Mayer (2009)

2. Problem Statement

During the pandemic outbreak, most of the educational institutions were closed down, the medium of learning had transformed from offline to an online medium. This new normal had affected student learning style especially for the practical class for culinary and hospitality students. Some lecturers put their initiative to create a live streaming video, however, this medium is not the best solution as a mistake might be occurred during the session. The possibility for students to get confused and misinterpret are very high compared to a recorded version where the mistake can be amended through reshoot and editing techniques

3. Objectives of the Study

Upon generating and completion of this innovation, a gastronomy video was developed based on the principles that have been studied previously. This study has been developed to achieve below objectives;

- i. To create an induction video for Eastern Cuisine class for Diploma in Halal Practice Department of Tourism and Hospitality in Politeknik Malaysia.
- ii. To promote instructional strategy that attracts students' attention before proceeding with the whole class lesson effectively with a better learning experience especially for students with disabilities.

4. Scopes of the Study

Project Title: Developing Gastronomy Video "Seafood Recipe-Tom Yum Thai Dish"	
1. Project Duration	4 – 5 minutes video
2. Target Group/ Target Audience	Hospitality student (culinary, food service, hotel management etc.) who look on seafood recipe or Thai cuisine.
3. Language	English (Narration and Caption)
4. Instructional Strategy	Instructor can use Gagne 9 events instructional strategy by introducing the video at the start of the class. The video can also be implemented as self-learning tools through constructivism learning strategy where students can be assigned later in the class to form a group to do some discussion, demonstration or slide presentation based on the video.
5. Cognitive Theory of Multimedia Learning that will be used	1. Voice Principle 2. Spatial Contiguity Principle 3. Pre- Training Principle

5. Methodology

This innovation has been developed based on ADDIE Model that involve Analysis, Design, Development and Implementation while Evaluation phase was not included in this study for this time being. The design process involves the storyboard as the guideline.



Figure 2: ADDIE Model

6. Development of Gastronomy Video using Screenshot and Storyboard

The development of this innovation using a storyboard as a guideline and explain as per below figure: -

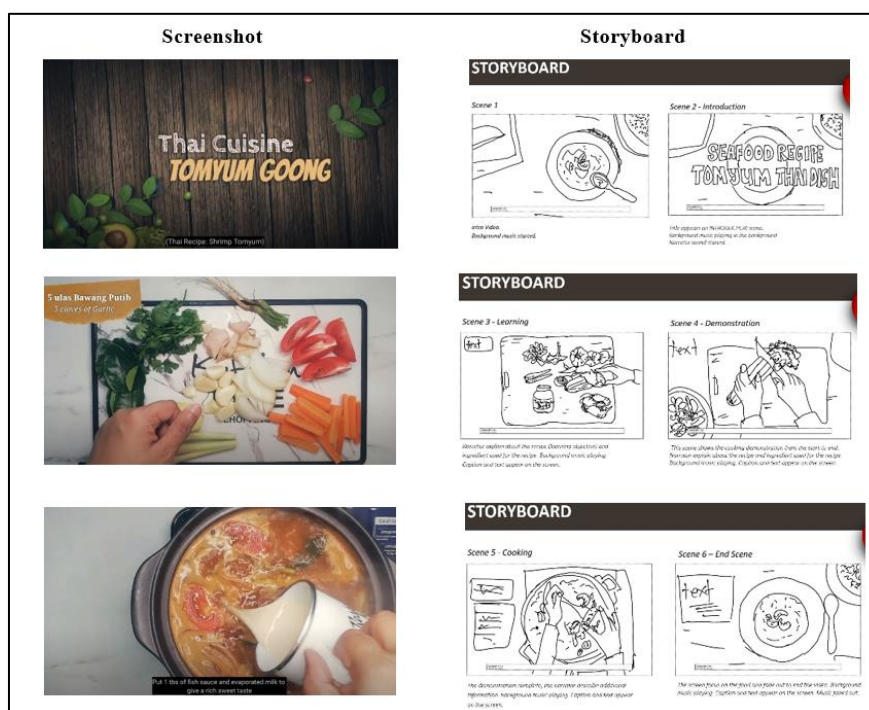


Figure 3: The development of gastronomy video using storyboard as a guideline.

7. Roles of Each Innovators

i. Ts. Juniza binti Zamri

- A first originator that initiate the idea of this innovation. She plays a role in generating ideas, making storyboards, generating, producing layout of the video and design the video. Apart from that, the candidate also fully involved in producing project sketches, conducting experiments on the effectiveness and application of gastronomy video and conducting research among students and lecturers to get feedback on the effectiveness and benefits of using this video as an induction tool to them.

ii. Zulaikha binti Ab Rahman

- A second originator of this innovation idea. She has been in culinary field for more than seven (7) years so she is responsible in making a culinary content of this video. She also plays a role in generating ideas, helping first inventor in making storyboards, generating, producing layout of the video and design the video. Apart from that, the candidate also fully involved in conducting experiments on the effectiveness and application of gastronomy video and conducting research among students and lecturers to get feedback on the effectiveness and benefits of using this video as an induction tool to them.

8. Commercialization

This gastronomy video can be expanded as one of the teachings and learning tools in the school of culinary and hospitality that offers Eastern or Asian Cuisine Course either in Malaysian Polytechnics or in other institutions as well as a reference for self-direct learning to the public.

9. Novelty

This gastronomy video was developed based on Mayer's Multimedia Learning Principle that includes - visual, audio, text title and subtitle - as effective learning design elements and this 3 minutes' video are expected to be preferable as being more engaging, efficiency at achieving learning objectives as well as the ease at enabling the student to replicate the content. The usage of this educational video may also help students to learn at their own pace as personalising learning material.

10. Conclusion

As the rapid expedition of the use of video in multiple aspects including teaching and learning over the past decade, the impact seems to continue to give positive value towards bringing teaching and learning to another level as good as other tools offered in the market. The changing of the world environment routine and the development of digital media and knowledge on the impact of using video in education will undoubtedly contribute to the higher level of empowering students to learn in flexible, independently yet engaging to its content in perceiving the knowledge.

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