

Applicability of the Constructivist Learning Approach to Gastronomy Education

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Abstract

The constructivist learning approach is a learning approach that centers on the student and advocates that knowledge can be constructed and interpreted by the student through their own past experiences. Gastronomy, as a multifaceted discipline, encompasses everything related to food. Gastronomy focuses on both the food itself as a product and its symbolic implications as a sign. This study aims to gain insight into the adaptability of the constructivist learning approach to gastronomy education. The study is based on practical culinary practices in gastronomy education, and semi-structured interviews were conducted with 11 third-year undergraduate students in the Gastronomy and Culinary Arts program. The data from this qualitative study was analyzed using MAXQDA Analytics Pro (Version 24.9.1). The results of the study provide insight and perspective on the applicability of the Constructivist Learning Approach to gastronomy education. The final section of the study includes recommendations.

Keywords

Gastronomy Education, Construction Learning.