

Dietary Education Dissemination through Case study of Dietary life Education Lesson

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Purpose

- ◆ Dietary education programs are focused on promoting the succession and development of traditional culture, enhancing the ability of individual citizens to manage their dietary habits, and revitalizing agriculture, fisheries and rural areas, and raising the food self-sufficiency rate.
- ◆ In order to disseminate dietary education, it is very important to cultivate specialists who will be responsible for dietary education.

Method

- ◆ The field of dietary education was supported as much as possible through special lectures, field experiences and field trips.
- ◆ Examples of the case study include 45 hours of classroom instruction, lectures, presentations, discussions, field trips, and team project methods for 15 weeks over the second semester of 2017 (August 28 – December 22, 2017).
- ◆ For 15 weeks, 48% of the practical training classes and 45 hours of off-campus experience classes were held. A total of 65 questionnaires were administered to each of the two lectures.

Result and Conclusion

- ◆ There were statistically significant increased effects on food selection, food preparation, nutrition management, and sustainable dietary abilities after the training classes compared to those without the training, and the sum of the mean scores was significantly increased by 8 points after those session(P<0.001).
- ◆ In addition, the improvement of self-practicing ability and instructional ability were significantly increased in the aspects of environment, health, and consideration after the education.
- ◆ The improvement of instructional ability on the value of the agricultural and fishery industry was improved to the greatest extent after the education.
- ◆ Thus, it is necessary to continuously develop education contents about ecofriendly dietary life, food selection ability, and appreciation for food. Policy support should also be strengthened for continuous dissemination of the consumer, field, practical application and human-centered dietary life education.

History of National Diet Education in Korea

- 2006. Special Committee for Agriculture, Fisheries and Rural Areas
- 2009. 5 ~ 11. Enactment of the Act on Supporting Dietary Education ('09 .5) and enforcement ('09 .11)
- 2010. 2 National Food Education Committee Composition
- 2010 ~ 2014 First Basic Plan for Dietary Education
- 2015 ~ 2019 Second Basic Plan for Dietary Education

Design of lesson

- **1st week**) Understanding the Importance of Dietary Education – Lecture
- **2nd week**) Core Value of Dietary Education (Environment) – Lecture
- **3rd week**) Core values of diet education (health) - Theory of lectures
- **4th Week**) Core Values of Dietary Education (Consideration) – Theory Lectures
- **5th Week**) Value of Food Culture - Cooking Practice (Kimchi Museum Experience)
- **6th week**) Dietary education instruction - Discussion and presentation
- **7th week**) Development of dietary education program 1- Discussion and presentation
- **8th week**) Job performance evaluation 1st
- **9th week**) Development of dietary education program 2- Discussion and presentation
- **10th week**) Advanced case of dietary education - theory lecture
- **11th week**) Direction of development of dietary education media - Special Lecture for Child Feeding Support Center
- **12th week**) Development and implementation stage of dietary education program - Cooking practice (special lecture on children's cooking)
- **13th Week**) Direction of Dietary Education for Healthy Eating - Special Lecture for Nutrition Teacher
- **14th week**) Evaluation of job performance Secondary
- **15th week**) Evaluation of the program

Differentiated teaching methods



- ✓ Student-centered teaching method through discussion and presentation



- ✓ Special lecture on nutrition education method by nutrition teacher



- ✓ Child Diet Education Methodology by Child Culinary Experts



- ✓ The dietary education at the Kimchi Museum



- ✓ Methodology of Dietary Education through Cooking Practice Class



- ✓ Understanding leadership through diet production media production lessons

Assessment of ability to manage diet

		pre		post	
		me an	S.D	me an	S.D
Food selection	1. Checking the expiration date.	4.4	0.7	4.1	0.8
	2. Checking the ingredients and the indication of origin.	3.6	0.9	3.7	0.9
	3. Confirmation of nutrition labeling	3.1**	0.9	3.7	1.1
	4. Saving on food budget	3.8	0.7	4.0	0.8
	5. Critically criticized for food advertising content	3.5**	0.8	3.9	0.8
Preparing meals	6. Confirmation of storage precautions for each food item	3.6	0.8	3.9	0.8
	7. Knowing and practicing food hygiene and safety	3.7	0.7	3.8	0.9
	8. Handling kitchen utensils well.	3.7	0.8	3.9	0.9
	9. Cooking according to recipe	3.9	0.8	4.1	0.9
Nutrition management	10. Making food using various recipes depending on the situation	3.6**	0.8	4.0	0.9
	11. Making food using various recipes according to your situation	3.1***	0.7	3.7	0.9
	12. Dividing food into food groups	3.0**	0.7	3.9	1.0
	13. Healthy eating	3.4	1.0	3.7	0.9
Sustainable diet	14. Plan your diet thinking about your nutritional composition when preparing meals	3.1***	0.9	3.8	1.0
	15. Growing food directly	3.3	1.2	3.7	1.1
	16. Think about how the food I choose affects the environment.	3.2***	0.8	3.8	0.9
Self-evaluation	17. I always care about food garbage so that there is not much.	3.5**	0.7	3.9	0.9
	18. I like to cook well.	3.1***	0.8	3.8	0.9
	19. I think that I manage my diet properly.	3.2***	0.8	3.9	0.9
	20. I usually think I am healthy.	3.4*	0.9	3.9	0.9
Total		69.2***	8.7	77.0	12.3

*p<0.05, **p<0.01, ***p<0.001

Changes in Self-Efficacy and Leadership in Food Education

		pre		post	
		mean	S.D	mean	S.D
Basic knowledge	1. I know the meaning of proper dietary education	3.3**	0.8	3.7	0.9
	2. We strive to practice correct eating habits.	3.5*	0.7	3.8	0.9
	3. I know about foreign food education.	3.3	0.7	3.6	1.0
	4. There is much interest in children's eating habit s.	2.7***	0.9	3.6	1.0
Environment	5. I know the value of farming and fisheries.	3.2**	0.9	3.8	1.0
	6. I know about food mileage, reducing food waste.	3.0***	0.9	3.8	0.9
	7. We know about environment-friendly agricultural products	3.3***	0.6	3.8	0.9
	8. Choose and eat safe food.	3.6	0.6	3.8	1.0
health	9. I usually try to maintain the correct eating habits.	3.5*	0.8	3.8	1.0
	10. Understand the meaning and method of proper consumption..	3.4*	0.7	3.8	0.9
	11. I am interested in the latest health knowledge and strive to know.	3.4*	0.7	3.8	0.9
	12. Try to choose healthy ingredients.	3.6*	0.7	3.9	0.9
Consideration	13. I know the meaning and value of traditional food culture.	3.2***	0.8	3.8	0.9
	14. I am aware of the importance of food education.	3.6	0.8	3.8	0.9
	15. One or more traditional foods can be cooked.	3.6*	0.8	3.9	0.9
	16. Understand multicultural society eating habits.	3.3*	0.9	3.7	0.9
Leadership	17. I am aware of the Dietary Education Support Act.	2.8***	0.7	3.6	0.9
	18. Diet education is an item that should be covered in the regular education course.	3.2***	0.7	3.8	0.8
	19. Understand the concept and necessity of taste education.	3.4*	0.8	3.7	0.9
	20. It is possible to design the lesson for the food education class.	3.0***	0.8	3.7	1.0

*p<0.05, **p<0.01, ***p<0.001,

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