

APPLICABILITY OF OUT-OF-CLASSROOM  
EDUCATION IN

# GASTRONOMY EDUCATION IN TURKEY

Mehmet SARIOĞLAN  
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Tourism



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## **Applicability of Out-of-Classroom Education in Gastronomy Education in Turkey**

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# PREFACE

Gastronomy has been increasing its importance in economic and cultural terms in recent years. There has been an increase in studies in the field of gastronomy in Türkiye and the world, especially in the last 20 years. Developing the required human resources in the field of gastronomy is one of the most important studies in question. In this context, gastronomy education is increasingly gaining importance. In last decades a lot of secondary education, undergraduate and graduate education institutions have been opened in Turkey and their numbers are increasing regularly. This situation shows the importance given to gastronomy education in Turkey. In addition to formal education institutions, non-formal education institutions also continue their activities intensively.

In Turkey, non-formal gastronomy education is provided by state and private educational institutions. The efficiency obtained from non-formal gastronomy education is increasing day by day because people of all ages and classes can participate this education type. However, the implementation of this education with old methods and techniques hinders the development of gastronomy education. Because gastronomy education is a field open to new and different teaching methods and techniques. In order to solve this problem, it is very important to adapt different methods and techniques to gastronomy education. Especially in non-formal gastronomy education, it is more appropriate to apply new teaching methods and techniques in terms of economy and procedure. Out-of-class education is one of the frequently used methods and techniques. Out-of-class education is already implemented in gastronomy education with activities such as internships, on-the-job training/observation, gastronomy trips

and workshops. Considered from this perspective, it is a method that should be used in gastronomy education.

In this study, we tried to determine the feasibility of out-of-class education in non-formal gastronomy education in Turkey in order to solve this problem. For this purpose, “Applicability of Out-of-Classroom Education in Gastronomy Education Scale” was applied to 394 students receiving non-formal gastronomy education in Istanbul. It is thought that the results obtained within the scope of the study will benefit those interested in vocational education and gastronomy education.





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# SECTION ONE

In this part of the study, an introduction was made to out-of-class education in gastronomy education, which is the subject of the research, and the general outlines of the subject were emphasized. In addition, information about the problem situation, purpose, importance and limitations of the research was also given.

## 1. Introduction

Lack of motivation for school and lessons is one of the biggest obstacles to learning (James & Williams, 2017). The biggest reason for this lack of motivation is that the educational environments students receive at school or at home are far from interaction (Ertürk, 1998). However, human beings are an organism that constantly interacts with the environment (Yazıcı & Çobanoğlu, 2017). In this context, it has been observed that out-of-school activities have gained importance in recent years in increasing students' motivation for the course (Füz, 2018). These activities also contribute to the emotional and academic development of the student (Cho et al., 2019).

This study will focus on the applicability of out-of-class education in gastronomy education. The study in question will be carried out in two stages. These stages include the work to be done with the students receiving education and the administrators of the institutions providing education. A quantitative study will be conducted with students receiving training. A survey form will be directed to these students and their opinions on gastronomy education will be determined. In the other stage of the study, semi-structured interviews will be

held with the managers of institutions providing gastronomy education. For this purpose, a semi-structured interview form will be developed and the necessary questions will be directed to the managers.

### **1.1. Problem Status**

The problem situation to be addressed within the scope of the research is “applicability of out-of-class education in gastronomy education”. There are also sub-problems to be examined in this study. These are:

- \* What are the benefits of out-of-class education in gastronomy education?

- \* What are the out-of-class education practices in gastronomy education?

- \* What are the limitations in the implementation of out-of-class education in gastronomy education?

- \* What are the perceptions of those involved in gastronomy education regarding out-of-class education?

Within the scope of this study, answers to the above problem situations and questions will be sought.

### **1.2. Purpose of the Research**

Outdoor education is a teaching technique that has been implemented in Turkey (Sönmez, 2008) and the world since the beginning of humanity (Smith, 1995). Outdoor education, whose use in official programs increased especially after the 19th century, intensively includes practical activities (Stine, 1997). Gastronomy education also includes achievements that require the combination of education inside and outside the classroom.

Non-formal education refers to the education provided to those who have never benefited from formal education opportunities, to those who left the school they started early, or to those who are studying in formal education institutions, and to those who want to become more competent in their professions. In this context, non-formal gastronomy education in Turkey; It is provided in institutions such as Public Education Center, Vocational Education Center, İŞKUR Vocational Training Center, Private Educational Institutions (HBÖP, 2022). When the literature is scanned, it is seen that there are not enough studies on the implementation methods, advantages and disadvantages of out-of-class education in non-formal gastronomy education. In this context, the aim of the study is to determine the applicability of out-of-class education in non-formal gastronomy education. With this study, out-of-class education will be used in non-formal gastronomy education to ensure that the education in question is carried out more effectively and efficiently.

### **1.3. Importance of the Research**

In this research, the usability of out-of-class education in gastronomy education will be determined. In this context, out-of-class education practices in gastronomy education, advantages of out-of-class education, limitations in practice and the perceptions of those concerned about out-of-class education will be tried to be determined.

As stated in the literature review, out-of-class education ensures that the desired behaviors and skills are conveyed to students effectively and efficiently. In this context, the study is very important for the benefit of those interested in this subject by providing outputs about the applicability of out-of-class education in gastronomy education. In addition,

information will be obtained about the limitations experienced in the implementation of out-of-class education. Thus, solution suggestions will be developed by taking these limitations into account in future studies or plans. In addition, the results obtained will benefit interests not only in gastronomy education, but also in vocational education and other educational fields.

#### **1.4. Limitations**

The study in question investigates the applicability of out-of-class education in gastronomy education. There are limitations in the number of researchers, time and financial limitations in the study in question. Therefore, the study will be carried out in a limited number of institutions in the city, using the convenience sampling method, one of the non-probability-based sampling methods. In this context, a quantitative study was carried out in Istanbul. Since this province is more developed in the field of tourism than others, it is thought that more generalizable data regarding the universe will be obtained from the institutions in this province.

# SECTION TWO

## 2. Conceptual/Theoretical Framework

In this section, a literature review on gastronomy education, vocational education, and out-of-class education was conducted and information was given about the theoretical framework regarding the subject of the study.

### 2.1. Introduction

Lack of motivation for school and lessons is one of the biggest obstacles to learning (James & Williams, 2017). The biggest reason for this lack of motivation is that the educational environments that students receive at school or at home are far from interaction (Ertürk, 1998). However, human is an organism that is in constant interaction with the environment (Yazıcı & Çobanoğlu, 2017). In this context, it is seen that out-of-school activities have gained importance in increasing students' motivation towards the course in recent years (Füz, 2018). These activities also contribute to the emotional and academic development of the student repeatedly (Cho et al., 2019).

Approaches and philosophies that affect our understanding of education today push students out of the classroom. The social studies curriculum is based on the constructivist learning approach, and based on this constructivist approach, it is stated that learning is structured by presenting immediately effective stimuli to the learners. Therefore, the learning and teaching process should offer students the most effective stimuli within the program. Despite advances in technology and science, these

stimuli are not typically created in the classroom. Therefore, the need to leave the classroom is now an inevitable reality. (Altın & Demirtaş, 2012). Of course, one of the most important problems of education is that, regardless of the subject, teaching is limited to the classroom and teachers generally use traditional methods in the classroom. While such a situation reduces the quality of education, the information students learn is quickly forgotten. (Çerkez, 2011).

## **2.2. Vocational and Technical Education and Training**

Education is the name given to activities carried out, planned or unplanned, to develop or change a person's mind, body, emotional, social abilities and movements (Akyüz, 2012). In other words, education is the assistance that children and young people receive, directly or indirectly, at school or outside of school, in order to acquire the knowledge, skills and understanding required to reach a certain position in social life and to develop their personalities (TDK, 2018). That is, education can be achieved through planned or incidental activities throughout life. In this sense, education also includes the concept of learning. Teaching, on the other hand, is planned and programmed activities undertaken to realize learning (Akyüz, 2012). As stated in TDK (2018), teaching is defined as providing the necessary information to achieve a certain goal and providing tools and equipment that will facilitate learning.

The 21st century is an age where knowledge is seen as a treasure. Therefore, the value given to the training of personnel who will work in sectors such as goods, services and information is of great importance for the development of these countries (Yörük et al., 2002). When developed countries are examined, it is stated that a significant part of the economic share is allocated

to the service and information sectors (İçli, 2001). The issue of vocational education also attracts the attention of developed countries. Developed and developing countries regulate their policies in line with increasing the quality of the workforce (İçli, 2001). The reason for this is the desire of developed countries to reach high standards by employing qualified personnel in the sector. Because the economic development of a country depends on the quality and education of the manpower trained by that country (Adıgüzel & Berk, 2009). However, in the increasingly global world, some changes have occurred in the way the profession is perceived by the external environment. These changes; It can be expressed as the replacement of professional structures consisting of strict, rigid rules with professional structures that are based on problem solving and include practical and versatile decision-making (Demir & Şen, 2009).

Recently, interest in academic research on the tourism and hospitality industry has increased worldwide (Kim & Jeong, 2018). For this reason, the tourism sector in the world has become a large industry with 250 million customers. Likewise, tourism in Turkey has made great progress in the last twenty years. Tourism is the key to the prosperity of a country. In this regard, relevant organizations in Turkey should increase their academic resources on tourism and contribute to the country in education in this way (Giritlioglu et al., 2014).

### **2.3. Gastronomy Education**

Tourism appears as a sector that continues its continuous development in the world and in Turkey. The increase in the number of tourists in parallel with the developing world structure has revealed the need for formal education institutions



to attach importance to tourism education. These institutions educate their students to meet the need for qualified personnel in the sector (Solmaz & Erdođan, 2013). Gastronomy education has recently started to take an important place in the field of educational sciences . Gastronomy education appears as an education that should be received not only by people interested in this business, but also by people who want to eat healthy (Sariođlan, 2016: 69). In addition, gastronomy is an important discipline that has worldwide economic and cultural importance and increases its importance day by day (Sezen, 2020) . Therefore, in order to benefit from the developments in the field in question as much as possible, there is a need for qualified workforce and quality educational institutions for the education of this workforce, that is, students (Güdek & Boylu, 2017).

### **2.3.1. Gastronomy Education in the World**

Gastronomy and culinary arts education has just begun to gain its reputation (VanLandingham, 1995: 1). However, if we look at the past periods, it is possible to find the first examples of gastronomy education in Europe in the palaces. XII. Individuals such as Louis XV and Louis XV ensured the training of people serving food to the ruling class of the society due to the importance they gave to the quality of cooks. XIV. Louis, on the other hand, enabled the opening of schools in this field to cover culinary education in a more comprehensive manner. Careme is one of the most important names on this subject. Careme directly and indirectly contributed to the training of many famous chefs during his time (Gürsoy, 2013).

As mentioned above, culinary education was initially carried out to better serve noble people. The need for qualified personnel to serve aristocratic guests from Europe is one of the

reasons for the emergence of gastronomy education in America (Brown, 2005). Courses based on cookery and culinary arts provided gastronomy education in America in 1820 and in France in 1891. In addition, Le Gordon Bleu was opened in France in 1895 by Marthe Distel (Le Cordon Bleu, 2020), the author of *La Cuisiniere Cordon Bleu* magazine (Allen, 2003). In addition, Le Cordon Bleu is one of the institutions that provides professional culinary training in Turkey (Bucak & Yiğit, 2018). In this context, in line with the agreement made with Özyeğin University, Le Cordon Bleu certificate training has been provided since 2013 (Denk & Koşan, 2017).

In terms of formal education, Cornell University, which gave a diploma in gastronomy education in 1922 and has continued this since then, is one of the first examples of gastronomy education in the world (Allen, 2003). Since the mid-1970s, the professions of cooking and chefs began to get rid of the regimentals and fall into the hands of more professional people. This change also brought some innovations. Taking over the kitchen by professionals has paved the way for food technologies and revealed the need for culinary education to be more professional. As the bond between industry and education strengthens, the necessity for students to receive education in line with the needs of the market has emerged. In this context, the leadership of modern gastronomy education is the United States of America (USA) (VanLandingham, 1995). Again, Boston University and the University of Adelaide in America are the first institutions to offer a master's degree in a program that includes gastronomy education (Allen, 2003). It has been observed that the importance given to gastronomy education on a global scale increased towards the 2000s (Mandabach et al. 2001).

### 2.3.2. Gastronomy Education in Turkey

The beginning of vocational education in Turkey began with the migration of Turks to Anatolia and Turkification of this place. During this period, the Ahi Organization emerged on the stage of history as the first educational institutions providing vocational and technical education. In this sense, the Ahi Organization can be described as an institution that provides non-formal education (Kılınç, 2012). Non-formal education: Individuals who have never entered the formal education system, or who have been at any level of the formal education system, or who have left or completed this level; It refers to all lifelong education, training, production, guidance and application activities carried out at various periods and levels to ensure economic, social and cultural development in line with their interests, desires and abilities (Lifelong Learning Portal, 2018).

During the Ottoman period, vocational and technical education developed in line with the master-apprentice relationship with the Ahi Organization in the Seljuks until the opening of schools providing Western-style education, and with the Guild and Gedik organizations in the Ottoman period (Milli Eğitim Bakanlığı, 2018). This period refers to the period until the 19th century. Kitchen and cookery training was carried out through a master-apprentice relationship, as in other professions in Turkey (Kılınç, 2012). Vocational education began to be given formally in various art and vocational schools since the 1860s. With the establishment of the Republic, vocational and technical education became a state policy, and in 1927 it was included within the scope of duties and services of the Ministry of National Education. (Milli Eğitim Bakanlığı, 2018).

### **2.3.2.1. Formal Gastronomy Education in Turkey**

Teaching or formal education is the general name given to planned, programmed activities of transferring knowledge using tools and equipment carried out in a specific institution (for example: school) through a specific instructor (Akyüz, 2008). In Turkey, formal gastronomy education is provided at various levels including secondary education (Milli Eğitim Bakanlığı, 2018), associate degree, undergraduate and postgraduate education (Yokatlas, 2018).

#### **2.3.2.1.1. Gastronomy Education at Secondary Education Level**

In Turkey, gastronomy education at the secondary education level is provided by the Ministry of National Education. The foundation of gastronomy education at this level in Turkey dates back to the 1960s (Görkem & Sevim, 2016). Educational activities in this context started with the school opened in Ankara in the 1961-1962 academic year. In these institutions, where training is provided on hotel management organization and education, students are given 1-year training. Later, the school started to provide 3-year education in the 1963-1964 academic year and was named “Hotel Management School”. However, these institutions focused only on the education of male students until the 1964-1965 academic year. This institution, which has opened its doors to female students since then, started on-the-job training activities in tourism enterprises in the same year. Since 1973, students graduating from this school have also been able to transfer to university (Milli Eğitim Bakanlığı, 2018).

After the 1980s, Mengen Culinary Vocational High School, which was a secondary school in Turkey focused solely on cooking under the General Directorate of Commerce and

Tourism Education of the Ministry of National Education, was opened in 1985. This school was named Mengen Anatolian Hotel Management and Tourism Vocational High School in 2002. In this regard, the ministry's inclusion of tourism education within the scope of Anatolian Hotel Management and Tourism Vocational High Schools has been effective. However, since it is the first and only "Cookery" school in Turkey, the name of the school was changed to "Mengen Cooks Anatolian Hotel Management and Tourism Vocational High School" (Kurnaz et al., 2014).

Although gastronomy education at the secondary level was provided in Anatolian Hotel Management and Tourism Vocational High Schools until the 2005-2006 academic year, the type of schools where this education was given has increased since then; Girls' Vocational High Schools, Trade Vocational High Schools, Industrial Vocational High Schools, Multi-Program High Schools and Open Education High Schools are given the right to open kitchen classes in their institutions, provided that they provide the necessary physical conditions (Kurnaz et al., 2014). Nowadays, gastronomy education at secondary school level; It is carried out under the name of "Food and Beverage Services" education in formal education institutions called "Vocational and Technical Anatolian High School", "Multi-Program Anatolian High School", "Vocational Education Center". Gastronomy education given in the field of "Food and Beverage Services" in secondary education institutions is divided into certain branches.

These are:

- Bar
- Service

- Host-hostess
- Food processing
- Kitchen
- It is divided into pastry making.

In this context, while food and beverage services training was provided in 604 secondary education institutions affiliated with the Ministry in 2018, this number increased to 679 in 2020. The most common of these schools is “Vocational and Technical Anatolian High Schools”. While food and beverage services training was provided in 532 Vocational and Technical Anatolian High Schools in 2018, food and beverage services training is provided in 539 Vocational and Technical Anatolian High Schools as of 2020. Apart from the Vocational and Technical Anatolian High School, food and beverage services training was provided in 38 Vocational Training Centers and 34 schools and Multi-Program Anatolian High Schools in 2018, while this number increased to 94 and 46, respectively, in 2020. (Milli Eğitim Bakanlığı, 2018; Milli Eğitim Bakanlığı, 2020). Today, gastronomy education is provided at secondary level in a total of 678 institutions (Milli Eğitim Bakanlığı, 2024).

### **2.3.2.1.2. Gastronomy Education at Associate Degree Level**

Colleges that provide 2-year education at universities affiliated with the Council of Higher Education provide education at the associate degree level. These schools are institutions that aim to train qualified personnel who are skilled in the field of gastronomy and have the necessary technical and informational skills. However, these institutions employ cooks, butlers, etc. It is responsible for training not only the personnel

who will work in the kitchen, but also the personnel who will manage this kitchen (Gürdal, 1994).

The foundation of gastronomy education in universities affiliated with the Council of Higher Education in Turkey dates back to 1997. The Cooking Department opened at Abant İzzet Baysal University in these years is the first example of gastronomy education at the associate degree level (Görkem & Sevim, 2016). This university started accepting students as of the 1998-1999 academic year and 27 students were given culinary training, taking into account the verbal score ranking. These training activities were carried out at Mengen Vocational School (Denk & Koşan, 2017: 57-58). After Abant İzzet Baysal University, associate degree programs providing gastronomy education were opened at Afyon Kocatepe University in 2001, Anadolu University in 2002 and Gaziantep University in 2003 (Görkem & Sevim, 2016).

Nowadays, gastronomy education at the associate degree level is generally offered in various colleges; It is carried out through Cooking, Catering Services (Tekin & Çiğdem, 2017) and Food and Beverage Management programs (ÖSYM, 2018).

While a total of 77 institutions, including 54 state and 23 foundation universities, provided education in culinary programs in the 2015-2016 academic year (Görkem & Sevim, 2016), as of the 2017-2018 academic year, the number of culinary programs providing gastronomy education at the associate degree level reached 99. 66 of these programs carry out teaching activities in the form of primary education, 31 in the form of evening education, and 2 in the form of distance education. In addition, 62 of these schools are colleges established under state universities, while 37 are schools at foundation universities (Kurnaz et al., 2018).

According to the 2019 ÖSYS Higher Education Programs and Quotas Guide, gastronomy education is provided in a total of 114 departments called “Cookery”, 30 of which are foundation and 84 of which are state universities (Including Evening Education) (ÖSYM, 2020). In these institutions, a total of 7716 students receive gastronomy education in 201 programs, 5922 of which are formal education and 1794 are open education (YÖKATLAS, 2020).

As can be seen from these data, education in universities on the basis of culinary programs is increasing in quantity. From here, certain inferences can be made about the importance given to culinary education at the associate degree level. Considering past studies, the study conducted by Kurnaz et al. in 2014 also stated that the importance given to gastronomy education at the associate degree level is increasing. In the light of these data, it can be said that the current conjuncture continues.

### **2.3.2.1.3. Gastronomy Education at Undergraduate Level**

Gastronomy education in Turkey was carried out in a master-apprentice relationship until the 1960s. In the following years, educational activities in this field were carried out formally. Gastronomy education, which was given at the associate degree level in the 1980s, started to be given at universities at the undergraduate level in the 2000s. The gastronomy and culinary arts program at Yeditepe University, opened in 2003, is the first example of gastronomy education at the undergraduate level in Turkey. Yeditepe University, which provides education in this sense, is a foundation university and this university was followed by Izmir University of Economics, which is also a foundation university. Gastronomy education started to be given



at the undergraduate level at Izmir University of Economics, and this was followed by Okan University opening its gastronomy education program in 2009 (Görkem & Sevim, 2016, Şat et al., 2023).

The program, which provides gastronomy education in the sense of a state university, was first opened by Gazi University in 2010. This was followed by Nevşehir University, which opened the Gastronomy and Culinary Arts department in the same year. Apart from the Gastronomy and Culinary Arts departments, gastronomy education, although small, is also given at the undergraduate level in the departments of “Food and Beverage Management”, “Tourism Management”, “Family Economics and Nutrition Teaching”. However, it cannot be said that these departments provide students with a full gastronomy education (Görkem & Sevim, 2016).

It can be said that gastronomy programs started to open later in Turkey compared to other programs. Despite this, the number of departments providing gastronomy education is increasing rapidly (Görkem & Sevim, 2016). However, although there are a sufficient number of undergraduate programs providing gastronomy education today, the quality of the education provided in these departments has always been a matter of debate (Öney, 2016).

It is seen that the first gastronomy departments opened in universities in Turkey were opened at the Faculty of Fine Arts. It should not be forgotten that the reason for this is the necessity of the philosophical thought behind the phenomenon of food. Because gastronomy does not only mean filling the stomach, but also a cultural and artistic philosophy beyond that. However, later on, gastronomy education was carried out under tourism faculties (Öney, 2016). As a result of this,

while previously there was more limited culinary education in gastronomy education at the undergraduate and associate degree levels, today the majority of gastronomy education consists of culinary education (Tekin & Çiğdem, 2015). Giving gastronomy education in Tourism Faculties has reduced the importance given to the artistic and philosophical aspects of gastronomy, as mentioned above (Öney, 2016).

According to the 2017 ÖSYS higher education programs and quotas guide, 51 faculties across Turkey admitted students to the Gastronomy and Culinary Arts Program and started gastronomy education, and 3007 students were trained within this scope. Although the faculties that provide gastronomy education at the undergraduate level are generally the Faculty of Tourism, the education in question is; It is offered in a wide variety of contexts, such as the Faculty of Applied Sciences, Faculty of Art and Design, Faculty of Fine Arts Design and Architecture, School of Applied Sciences, School of Tourism Management and Hotel Management, Faculty of Fine Arts (ÖSYM, 2018).

As expressed in YÖKATLAS data, in 2020, the number of institutions providing gastronomy and culinary arts education increased to a total of 64, including 24 foundations and 40 state universities. In these programs, 3229 students were accepted to gastronomy education in faculties and 960 students were accepted to gastronomy education in colleges (ÖSYM, 2020). In addition, 16 students are receiving education in departments called M.T.O.K (Vocational and Technical Secondary Education Institutions), which have recently been preferred by students studying food and beverage services at the secondary education level (YÖKATLAS 2020). Today, there are a total of 87 gastronomy and culinary arts departments (YÖKATLAS 2024).

#### **2.3.2.1.4. Gastronomy Education at Postgraduate Level**

According to the investigations, gastronomy education at this level was given at Abant İzzet Baysal University, Gazi University, Mersin University and Okan University until 2017 (Tekin & Çiğdem). Nowadays, many more state institutions offer master's degree education with thesis in the field of Gastronomy and Culinary Arts. These universities: Akdeniz University, Ankara Hacı Bayram Veli University, Eskişehir Osman Gazi University, Eskişehir Anadolu University, Istanbul Topkapı University, Istanbul Gelişim University, Çanakkale Onsekiz Mart University, Balıkesir University, Mersin University, Bolu Abant İzzet Baysal University, Gaziantep University, Konya Necmettin Erbakan University, İzmir Dokuz Eylül University, Nevşehir Hacı Bektaş Veli University, Afyon Kocatepe University, Başkent University, Sakarya University, Karabük University, Karamanoğlu Mehmet Bey University, Denizli Pamukkale University and Mardin Artuklu University. In addition, PhD level education is provided at Akdeniz University, Nevşehir Hacı Bektaş Veli University, Ankara Hacı Bayram Veli University, Sakarya University of Applied Sciences, Konya Necmettin Erbakan University Istanbul Kent University, Eskişehir Osmangazi University and Balıkesir University.

#### **2.3.2.2. Non-formal Gastronomy Education in Turkey**

Non-formal education is for individuals who have never entered the formal education system, or who are at any level of the formal education system, or who have left or completed this level; It refers to all lifelong education, training, production, guidance and application activities carried out at various

periods and levels that ensure economic, social and cultural development in line with their interests, desires and abilities. The general objectives of non-formal education are to preserve national values and contribute to their development in an open way to world cultures, to train professionally qualified personnel through studies on education, training, marketing and similar activities aimed at local signs and needs. In addition, ensuring the immortality of our national culture and introducing it to the world is among the duties of non-formal education (Milli Eğitim Bakanlığı, 2018).

Türkiye is one of the rich countries in terms of non-formal education in quantitative terms. Many institutions and organizations in the country carry out non-formal education activities. The most important of these institutions is the Ministry of National Education. The Ministry of National Education carries out non-formal education activities within the organizational structure of the General Directorate of Lifelong Learning. In this context, non-formal education activities are carried out in Public Education Centers, Vocational Education Centers, Non-Formal Education Institute, Girls' Technical Education Maturation Institutes, Practical Girls' Art Schools, Tourism training centers and Open Education Schools (APB, 2018).

The activities of these institutions regarding gastronomy education are as follows.

### **2.3.2.2.1. Public Education Center**

In addition to being an important type of non-formal education worldwide, Public Education is also increasing its importance in Turkey day by day. The scope of public education, which used to consist of sewing lessons throughout Turkey, has

expanded greatly today. Public education, which is one of the most effective types of education regarding lifelong learning, is also of great importance in terms of developing the knowledge and skills of mature individuals (Kaya, 2015).

Public Education Centers in Turkey carry out non-formal education activities in the field of gastronomy on a modular basis, as in every field. In this context, modules on gastronomy education in public education centers; These courses include pizzeria, pastry assistant, pita maker, pudding maker, kadayıf making, Gaziantep Cuisine, bartender, assistant cook, baklava making, cook apprentice and cook courses. Courses in this scope are carried out by master instructors adhering to the modular program (Halk Eğitim Merkezi, 2018).

#### **2.3.2.2.2. Technical Education Maturation Institutes for Girls**

Girls' Technical Education Maturation Institutes are two-year educational institutions where vocational and technical education is provided. These institutions; It is obliged to provide training to applicants in Turkish handicrafts and similar fields and to develop their knowledge and skills. Certificates corresponding to the secondary education level are given to people who complete their education in these institutions. Additionally, a "business opening certificate" is given to students who have completed their education in these institutions (APB, 2018).

Today, there are 15 maturation institutes (APB, 2018). In order to determine the activities carried out within the scope of gastronomy education by these institutes, it would be useful to collect information about the program activities of one or more of these 15 institutions. When the programs of Ankara Maturing

Institute (2018) and Konya Selçuklu Maturing Institute (2018) are examined, it is seen that both institutions provide gastronomy education under the name of “Food and Beverage Services Field”. In this context, both production and training activities are carried out through kitchen, pastry, service, bar and hostess courses.

### **2.3.2.2.3. Tourism Training Centers**

They are institutions that provide training in 30-week courses such as kitchen (cook), pastry chef, bartender, service, housekeeping and front office to train qualified personnel for tourism businesses and meet the needs in this field. In this context, theoretical and practical “Personnel Training in Tourism Enterprises Basic Training Course” programs are implemented. Within the scope of this program, students have the opportunity to improve their skills by doing internships in tourism businesses. These internship activities last 4 months. There are 9 Tourism Training Centers across Turkey, and people who want to participate in educational activities in these centers must have at least primary school level education (APB, 2018).

According to the Tourism Training Centers Regulation, the courses opened in these centers are as follows (KTB, 2018):

Basic training courses for training personnel in accommodation and food and beverage establishments

- In-service training courses
- Professional tourist guide courses
- Information officer courses
- Other courses, seminars and conferences deemed necessary by the Ministry of Tourism and Promotion
- Vocational monitors seminars, mentorship seminar

## 2.4. Education Outside the Classroom

Education is the direct or indirect actions that enable children and young people to take part in society by improving their knowledge, skills, understanding and personality. These actions can be carried out both inside the school and outside the school (TDK, 2022). Outdoor education is defined in different ways in the literature. Education outside the classroom refers to ensuring effective learning by carrying out activities related to the achievements that are included in the curriculum but are difficult to acquire in the classroom environment, outside the school (Payne, 1985). While Ford (1986) defines outdoor education as outdoor activities, adventurism, and observation, Knapp (1996) defines it as experiential approaches that support learning. Dahlgren and Szczepanski (1998) stated that outdoor education is about gaining awareness about nature and cultural environment.

Extracurricular/education concept; It is included in the literature with various definitions, naming and classifications. Outdoor education is commonly called “outdoor education” in foreign literature. (Çepni & Aydin, 2015). Additionally, “out-of-school/outside-of-school education/learning/teaching” (Hull & Schultz, 2001), “outdoor/out of doors education/learning/teaching” (Kinsman, 2019), “outdoor activities” (Ajiboye & Olatundun, 2010), “outdoor classroom” (Eick, 2012).

In the educational sciences literature in our country, “out-of-class education/training/learning” (Okur Berberoğlu & Uygun, 2013), “out-of-school education/training/learning” (Saraç, 2017), “out-of-school activity” (Taşoğlu, 2010), “extracurricular activity” (Atmaca, 2012), “out-of-class/school activity” (Karakas-Özür & Şahin, 2017), “outdoor education” (Civelek & Akamca-Özyılmaz, 2017), “outdoor education/

learning/ It is seen that the concepts of “education” (Öztürk, 2009) are used instead of out-of-class education.

The development of non-formal education is relatively new in Turkish history. Especially in the early 20th century, such activities began to take place in school programs (Yaşın, 2012). Broadoaks Schools, the world’s first official institution to offer education outside the classroom, was founded in the 19th century by two American brothers to care for orphaned children. (Okur Berberoğlu & Uygun, 2013). Another center for out-of-classroom education is the Strathcona Park and Vancouver Island Out-of-Classroom Learning Center in Canada, established as a result of the personal efforts of Jim and Myrna Boulding. Unlike other out-of-class education centers in this park, people believed they were being kind to nature while teaching sports such as skiing, canoeing, mountaineering, etc. (Okur Berberoğlu & Uygun, 2013).

Teaching outside the classroom is one of the most effective methods or strategies to enable students to perform practices that may be difficult or impossible in the classroom and is used to help students progress within the curriculum. (Payne, 1985). Extracurricular activities are not limited to field trips and outdoor classes. In-class and extracurricular activities and events during the teaching process; travel observations, field studies, travels, visits to social, cultural and scientific environments (museums, natural history museums, science and technology museums, botanical gardens, zoos, planetariums, meteorological stations, water treatment plants, dams, industrial establishments, official institutions, It covers a wide range of topics such as educational institutions), virtual reality applications, nature and environmental education, environmental club activities, homework and projects related to



places, sports activities, social, cultural and scientific programs and spatial applications for lifelong learning. (From Fidan, cited in Saraç, 2017; Sarioğlan & Sezen, 2017).

There are many elements in the literature that include the characteristics of out-of-class education. (Okur Berberoğlu & Uygun, 2013):

- Out-of-class education is the activities of education that occur outside the classroom.

- Out-of-class education is a set of activities carried out outside the classroom to enrich the curriculum.

- Education outside the classroom is about using the five senses to perceive and observe.

- Outdoor education is an experimental method in which all senses are used to learn. It is about learning not only the relationship between natural resources, but also the relationship between nature and society.

- Education outside the classroom is a postmodern view of Western society.

- Outside the classroom education is the process of educating all individuals through experimental research, regardless of the environment or environment, in accordance with the purpose of the program.

Out-of-class education is not unplanned and unprogrammed education. As in every educational program, there is educational content outside the school and this content has a logical framework. For this reason, Lang (1986; cited in Tsai, 2006) argues that the content of out-of-school education programs should include the following three aspects:

- Carefully selected activities: These are activities selected according to the objectives of the program.

- Learning process: All training participants can actively participate in the activities in the program,
- Academically designed curriculum: It is the presentation of subjects within the integrity of the subject.

### **2.4.1. Outside the Classroom Education in Turkey**

Turks B.C. It has been on the stage of history since 1000 (Atalay, 2014). When the educational philosophy of the pre-Islamic Turks is examined, it is seen that education was carried out within the framework of naturalism. Students who received education in this context learned to cope with the difficulties in nature by gaining the gains they could not get within four walls (Sönmez, 2008). Students mostly learned about hunting and martial arts in this way (Kanad, 1948).

During the Ottoman period, educational activities were carried out outside the classroom in order to improve students in the fields of war and hunting (Akyüz, 2009). In addition, the Ahi organization played a major role in the education of students during the Seljuk and Ottoman periods. The foundation of this structure, which actively continued its existence in cultural, social and political fields during the Seljuk and Ottoman periods, is based on the Fütüvvet organization. In this structure, which completed its organization in the 13th century, an approach, also called on-the-job training, was adopted based on students learning the requirements of a profession by doing it outside the classroom (Balçı, 2019). Towards the last years of the Ottoman Empire, importance was given to training teachers and in this context, educational activities were carried out both inside and outside the classroom. Again, the education in question was continued with teacher schools opened in villages during the Republican period. In this context, teachers were made to carry out agricultural and nature monitoring activities (Ergün, 1997).

In the first years of the Republic, a pragmatist education approach, which was also common in America, was adopted (Akyüz, 1997). Pragmatist philosophy focuses on the practical benefit of knowledge by expressing constant change and transformation. In other words, what is important is that the information is useful in real life (James, 1986). In this context, John Dewey was invited to our country in 1924 and his views on pragmatist philosophy were taken (Akyüz, 1997). Dewey was of the opinion that students would receive more effective education through real experiences and experiences (Dewey, 1938). In the later period, village institutes were established in 21 regions between 1940 and 1948. In these institutions, it is planned to acquire gains not only in theoretical courses but also in applied courses (Şimşek & Mercanoğlu, 2018). In this context, it is seen that activities such as beekeeping, tailoring, farming, construction, carpentry, blacksmithing and viticulture are carried out in village institutes (Tural, 2016).

In 1972, the “Human Environment Conference” was held in Stockholm. This conference increased awareness in terms of environmental awareness. Relatedly, the National Education Council in 1974 wanted to ensure that students’ interests and abilities in this field were developed by interacting more with the external environment (Yazıcı & Çobanoğlu, 2017). From the recent past to the present, the Scientific and Technological Research Council of Turkey (TÜBİTAK) has been supporting out-of-class education activities. Especially since 1999, the institution in question has contributed to the execution of many out-of-class activities throughout the country (TÜBİTAK, 2022). In addition, according to the 2023 vision report of the Ministry of National Education, it is aimed to make progress in education, especially in science, history and cultural fields,

by carrying out activities outside the school (Milli Eđitim Bakanlıđı, 2022).

The literature review also shows that education outside the classroom has been carried out for purposes such as survival, learning about life, and specialization in the profession for a long time in Turkish culture and Turkey. Nowadays, it is seen that out-of-class education in Turkey is used to provide students with the behaviors and knowledge in the curriculum.

#### **2.4.2. Out-of-Classroom Education in the World**

Although out-of-class education is a new method in the modern sense (Gilbertson et.al., 2006), it is seen that the foundations of out-of-class education in the world were laid by philosophers and educational scientists such as Comenius, Rousseau, Pestalozzi and Dewey (Smith, 1995). In the 17th century, Comenius stated that students should communicate with objects and living things in nature related to the subject of learning (Kanad, 1948). Brooks sisters named Ada and Imelda “Using nature as a laboratory in lessons.” With this idea, they started to implement education outside the classroom in the 19th century by including it in the official program at Broadoaks Schools. In this sense, this training was included in a curriculum for the first time. Also, this school’s “They came to the first day of school in their pink dresses and now they leave with worms in their pockets.” It also has a slogan: This view later found its place in the California State Program. In this way, outdoor education was included in primary education programs for the first time in 1912 (Stine, 1997).

In the 1920s, the concept of out-of-class education was also discussed within the scope of scouting and camping activities (Sharp, 1943). Scouting is defined as a worldwide

education and sports organization based on raising young people in a physically and spiritually useful and durable way (TDK, 2022). In addition, scouting is an organization that aims to make positive contributions to the development and education of young people's value system. For this purpose, students are given camping, hiking and similar activities (TİF, 2022). In addition to scouting activities, camping activities were also carried out to support the education carried out at the school stated to be organized by Gunn in 1861 (Gilbertson et al., 2006).

In 1972, the "Man and Environment" conference was held regarding the impact of humans on the environment. In this conference, it was stated that the source of environmental problems is humans. In this context, a number of additional meetings were held. One of these is the Tbilisi Declaration of 1977. In this declaration, the importance of education in solving these problems was emphasized. With the Tbilisi Declaration, it was stated that more space should be given to out-of-class activities in order for students to acquire positive attitudes towards the environment (Yazıcı & Çobanoğlu, 2017).

It is seen that out-of-class educational activities are used as a complement to education and training under the influence of various philosophical movements in the world. The idea of learning by doing, especially through the application of theoretical education in nature, has formed the basis of education outside the classroom in the world.

## **2.5. Out-of-Classroom Education in Gastronomy Education**

Learning outside the classroom; Taking lessons outside the classroom is carried out in the form of applied activities such as nature activities, environmental activities (Sari & Paidi,

2018), artistic activities, camps, sports, drama, games, trips, observations (Öztürk Aynal, 2013). Considering the definition of out-of-class activities in the literature, workshops in gastronomy education that intensively include these activities (Boyras et al., 2018), food and beverage businesses, etc. trip studies (Seçim, 2020) and “Business Education” activities (KARABUK, 2022; NEU, 2022; AKU, 2022) can be considered within the scope of out-of-class education activities. In addition, there are internship activities used by non-formal and formal institutions that provide education, especially in the field of tourism, and which enable students to improve their practical skills (Lam & Ching, 2007). In this way, students receive training in a real business environment (Dario & Štetić, 2017).

### **2.5.1. Education Course in Business**

In recent years, a course that includes out-of-class activity practices, named “Business Education” or “On-the-Job Training”, has started to be included in the gastronomy and culinary arts departments of some institutions. The education in question can be preferred in the spring and/or fall semesters, mostly in the senior year, usually as an elective. The course in question can be preferred as a substitute for a theoretical elective course that corresponds to one or more courses. In some institutions, this course can be combined with summer internships. In this way, the student can learn under real work conditions continuously for a long time. With the business education course, students receive practical training outside the classroom, with real professional experiences in businesses outside the school, as well as theoretical courses in the school environment (KARABUK, 2022; NEU, 2022; AKU, 2022).

### **2.5.2. Gastronomy Workshops**

The word workshop literally means that a group of people come together to discuss and do practical work on a subject they want to learn. Activities such as seminars and workshops can also be considered in this context (Dictionary, 2022). Workshops focus on practical activities rather than theory (Lumpe, 2007). In gastronomy education, this type of activity is used extensively to reinforce what is learned in theory with practices and to develop skills in this regard. In this context; Workshops are organized on topics such as coffee preparation, cake making, pastry making, chocolate, world cuisine and Far Eastern dishes. The training in question is generally given by kitchen chefs (Boyraz et al., 2018).

### **2.5.3. Gastronomy Trips**

Travel-observation is one of the out-of-class education methods. The method in question includes planned and programmed activities carried out outside the school in order to reinforce the subjects learned by students at school. Thanks to these activities, students gain meaningful learning by discovering the basis of the subjects they study in class (Demirel, 2009). Gastronomy trips in general; It consists of activities such as taking part in local cooking competitions, participating in gastronomy-themed festivals, visiting food production facilities, visiting famous restaurants and restaurants, visiting exhibitions on local food and beverages, and tasting (Hall & Mitchell, 2005). Nowadays, gastronomy trips are also carried out for touristic purposes in order to get to know the culture of the visited destination (Ignatov & Smith, 2006) and to obtain information about the gastronomic activities there (Başoda et al., 2018).

### **2.5.4. Culinary Training Organizations**

Although the authorities have recently paid attention to educational activities carried out in the field of tourism, students cannot find sufficient practical opportunities (Sormaz et al., 2020). Practices in culinary education, which is one of the parts of the tourism industry, make significant contributions to students' learning by doing and experiencing (Zengin & Kırmızı, 2017). However, students who receive education away from the kitchen environment may have difficulties and become alienated from the profession when they work in the sector (Çemrek & Yılmaz, 2010). Recently, various organizations have been organized to support education by filling this gap (Sezen, 2018; Sormaz et al., 2020).

In order to support gastronomy education in Turkey; gastronomy and food festivals, culinary days and cooking courses are organized (Sormaz et al., 2020). One of the organizations in question, “Mengen National Cooking Camp”, is one of the organizations held for this purpose. Various trainings in the field of gastronomy are given to the organization in question for a week with the participation of students and academicians from various regions of Turkey (Kurnaz et al., 2018).

### **2.5.5. Internship Studies**

Internships are studies in which students improve their professional skills by applying their theoretical education gains. In this way, students practice and gain experience in workplaces that are real working environments. In this context, internship work is of great importance in gastronomy education (Akın, 2018). Students make significant progress in achieving their career goals through the activities they carry out at work (Dolmacı & Duran, 2017). These activities provide significant



benefits not only to students but also to workplaces and the industry. In this context, the industry meets its need for qualified workforce through interns of institutions providing training in the field of vocational education (Tektaş, et al., 2016).

## 2.6. Related Research

In the study conducted by Muharom et al. (2022), they examined the digital devices that English students use for language learning outside the classroom. In this context, semi-structured interviews were conducted with 267 students. In the research, it was stated that students use digital software to support language education. When the devices used were examined, it was determined that phones were used for this purpose rather than tablets and computers. As a result, it has been stated that digital tools used within the scope of out-of-class education in English education are effective.

In the study titled “Examination of Primary School 4th Grade Student Attitudes Towards the Social Studies Lesson Taught with Out-of-Class Education-Based Activities” conducted by Avcı Gümüş (2020), a quasi-experimental design with a pre-test, post-test control group was used to determine the attitude changes of the students. In this context, control and experimental groups were formed in a school of medium socio-economic level in the 2018-2019 academic year. The study in question lasted 6 weeks. At this stage, out-of-class educational activities were applied to the experimental group, but not to the control group. As a result of the analyzes carried out within the scope of the study in question, it was seen that the experimental group, to which out-of-class educational activities were applied, had a more positive attitude towards the social studies course than the other group.

In the study titled “Interactive Out-of-Class Chemistry Environment Design and Evaluation of the Effectiveness of the Environment from Participants’ Experiences” conducted by Aslan and Demircioğlu (2019), they aimed to create an out-of-class chemistry environment that includes interaction and entertainment-based activities and to enable the participants to evaluate this environment. In this context, the “Activities and Self-Evaluation Form” was directed to 19 students attending the 1st, 2nd and 3rd grades in order to evaluate the environment in question. The data obtained showed that the developed learning environment and activities contributed positively to achieving the necessary gains.

In their study, Avcı and Gümüş (2019) wanted to determine the opinions of 4th grade primary school students about the social studies course they took with out-of-class activities. Semi-structured interviews were conducted with 33 students over 6 weeks. As a result, it has been stated that students achieve more permanent learning by touching, seeing and feeling.

In the study conducted by Ocak and Korkmaz (2018), it was tried to determine the opinions of preschool and science teachers about the environments where out-of-school learning takes place. In this context, semi-structured interviews were conducted with 12 science and 16 pre-school teachers. As a result, it has been stated that learning activities outside of school enable students to learn by doing and experiencing, concretize the achievements, provide permanent learning and contribute positively to the development of students. Apart from this, the study also touched upon the limitations of education outside of school. In this context, it has been stated that there are difficulties in implementation in crowded classes, financial constraints and dangers outside the school. It was also

stated in the study that measures should be taken to address these vulnerabilities.

In his study, Türkmen (2018) interviewed four different secondary school teachers to reach their opinions about the effect of out-of-class environments on learning scientific concepts. Teachers interviewed in semi-structured interviews stated that the method in question is very effective in permanent learning. It has been stated that the biggest reason for this is that theoretical knowledge is associated with real life thanks to out-of-class environments. The research also touched upon the constraints regarding out-of-class education. In this context, economic and bureaucratic obstacles, activities not being carried out as required, and fluctuations in the implementation of out-of-class educational activities according to branches are expressed as restrictive situations in terms of the method in question.

In the study titled “The Effect of Out-of-Class Activities on the Academic Achievement and Science Process Skills of Secondary School Seventh Grade Students”, Bodur and Yıldırım (2018) used the experimental method. In line with the targeted purpose, a control and experimental group was created with a total of 72 students. The data obtained by applying the academic achievement test and the scientific process symptoms test to the control group before and after the research were compared. In this context, it was concluded that the group that took lessons on the “Solar System and Beyond: The Space Riddle” unit through out-of-class education method received higher scores in the tests.

In the study conducted by Karakaya Akçadağ and Çobanoğlu, (2018), it was tried to determine the effect of the out-of-class learning technique of the “Human and Environment” unit on the environmental literacy of 7th grade students. In

this context, experimental studies were carried out for four weeks in the 2012-2013 academic year. In this context, the experimental group took the courses in question through out-of-class learning activities. The control group studied according to the current plan and program. As a result, it was determined that the experimental group's affective tendencies towards the environment and problem identification-solving abilities were higher than the control group.

The study titled "Implementing a Theory-Driven Gamification Model in Higher Education Flipped Courses: Effects on Out-of-Class Activity Completion and Quality of Artifacts" focused on flipped education, which consists of a combination of out-of-class and in-class activities. Huang and Hew (2018) stated that this process was unsuccessful because students were not motivated enough for the activities they had to do outside the classroom. In this context, it is aimed to motivate students for out-of-class activities. A goal, access, feedback, challenge and collaboration gamification design model was developed to motivate students for out-of-class activities. The model in question was applied to graduate students with an experimental method. Interviews were also conducted to collect data regarding the efficiency of the process. The method developed in this context has been found to be effective in translated learning.

In the research conducted by Çobanoğlu and Cirit Gül (2017), it was aimed to acquire the achievements of the subject "Elements of the Sentence" through out-of-class activities. In this context, action research was conducted with 20 4th grade students. The activities were collected using observation and interview forms. Observations showed that students had fun, gained energy and developed a sense of curiosity during out-

of-class education. It was also stated in the study that outdoor education was effective in facilitating learning and motivating students to study.

In the study conducted by Bozdoğan and Kavcı (2016), it was tried to determine the effect of the education carried out according to the 5E model in an out-of-class environment on the academic success of students in the Science course. As a result of the pre-test and post-test, it was seen that the 5E model course outside the classroom increased the academic success of the students more than the normal program.

In his study, Avcı Akçalı (2015) aimed to determine the opinions of teachers and candidate teachers about teaching history outside the classroom. In this study, conducted between 2013 and 2015, semi-structured interviews were conducted with 12 candidate history teachers and 12 history teachers. In the light of the data obtained, it was stated that teachers and candidate teachers found out-of-class learning applicable in terms of history lessons and that teachers considered themselves competent to use this method. In addition, candidate teachers better associate different methods with learning outside the classroom. On the other hand, it was observed that the practical knowledge levels of candidate teachers were lower than the teachers.

In the study conducted by Lai et al. (2014), it was tried to determine the effect of outdoor education on English education outcomes. In this context, in the research conducted in 82 secondary schools, it was stated that educational activities carried out in and outside the classroom should be in balance in foreign language learning. Accordingly, it has been stated that education outside the classroom contributes positively to English education.

In the study titled “Examination of the Development of Out-of-Class Education in the World and in Turkey” conducted by Okur Berberlioğlu and Uygun (2013), the development of out-of-class education in Turkey and the World was examined. In this context, it has been concluded that outdoor education is a promising field of study and its importance within the general education phenomenon is quite high.

In the study titled “The Effect of Out-of-Classroom Hydrobiology Activity on Students’ Affective Perspectives, Case Study: Çanakkale, Science Camp”, students’ affective perspectives on hydrobiology activities were tried to be determined within the scope of out-of-class education. In this study conducted by Okur Berberlioğlu et al. (2013), a form was directed to the students after the activity to get their opinions. As a result of the analysis of the form in question, it was determined that the students found the activities carried out by touching and having fun more remarkable.

In the study titled “Social Studies Teachers’ Views on Learning Outside the Classroom” (Çengelci, 2013), the interview method, one of the qualitative research approaches, was used. The data obtained from the semi-structured interview form conducted with 15 social studies teachers showed that the teachers thought that the social studies course was suitable for out-of-class education.

In the study titled “Self-regulated Out-of-Class Language Learning With Technology” conducted by Lai and Gu (2011), the use of technology by students at Hong Kong University within the scope of out-of-class education in foreign language learning was examined. In the study, it was stated that the interest of students who use technologies within the scope of out-of-class education in foreign language learning increased. However, it

was observed that there were inadequacies in students' use of technology.

In the study conducted by Leese (2009), an attempt was made to encourage first-year undergraduate students to participate in out-of-class learning activities between classes. In this context, a virtual learning environment was created. Students were given some tasks to be performed in this environment. The activities were evaluated through feedback, focus group interviews and surveys. In this context, it has been stated that technology encourages participation in out-of-class education and that students' course success increases thanks to these activities.

In the study titled "The Effects of Out-of-Class Support on Student Satisfaction and Motivation to Learn" conducted by Jones (2008), the effect of the support students receive from teachers outside the classroom on students' learning motivation and satisfaction was examined. In this context, it has been determined that teachers supporting students with out-of-class activities increases students' learning satisfaction and motivation.

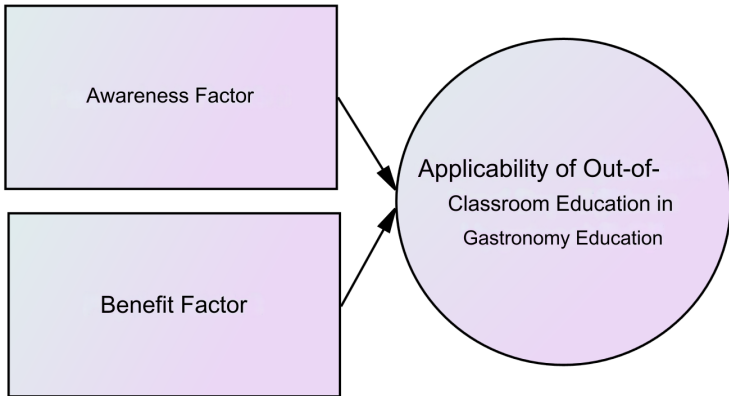
In the study titled "Adventure Education and Outward Bound: Out-of-Class Experiences That Make a Lasting Difference" conducted by Hattie et al. (1997), it was tried to determine what kind of benefits out-of-class activities have in terms of education. In this context, it has been stated that out-of-class activities should be used to provide more effective education, but they are not used to the extent necessary.

# SECTION THREE

## 1. Method

This section of the study contains information about the method of the study. In this context, the research model, research hypotheses, population and sample of the research, scale development process, findings obtained within the scope of the research, discussion, results and suggestions are included.

### 1.1. Research Model



**Figure 1.** *Research Model,*

### 1.2. Research Hypotheses

In the said research, it was tried to determine the feasibility of out-of-class education in non-formal gastronomy education in Turkey. In this context, the hypotheses determined as a result of the literature review are listed as follows.



- \*H<sub>1</sub>: Students who receive non-formal gastronomy education have positive perceptions about the feasibility of out-of-class gastronomy education.
- \*H<sub>2</sub>: Students receiving non-formal gastronomy education have a positive perception of the awareness of out-of-class education in gastronomy education.
- \*H<sub>3</sub>: Students receiving non-formal gastronomy education have a positive perception of the benefits of out-of-class education in gastronomy education.
- \*H<sub>4</sub>: There are significant relationships with the sub-dimensions of the scale of applicability of out-of-class education in gastronomy education.
  - \*H<sub>4a</sub>: There are significant relationships between the feasibility of out-of-class education scale in gastronomy education and the Awareness Factor.
  - \*H<sub>4b</sub>: There are significant relationships between the scale of feasibility of out-of-class education in gastronomy education and the Benefit Factor.
- \*H<sub>5</sub>: There are significant relationships between the sub-dimensions of the scale of applicability of out-of-class education in gastronomy education.
- \*H<sub>6</sub>: There are significant relationships between demographic characteristics and the scores of the scale of applicability of out-of-class education in gastronomy education.
  - H<sub>6a</sub>: Scores on the Benefit Factor differ significantly according to education level.
  - H<sub>6b</sub>: Scores on the Awareness Factor differ significantly according to the education level of the participants.
  - H<sub>6c</sub>: Scores regarding General Structure differ significantly according to education level.

- $H_{6d}$ : Scores regarding General Structure differ significantly according to the age groups of the participants.
- $H_{6e}$ : Scores on the Awareness Factor differ significantly according to the age groups of the participants.
- $H_{6f}$ : Scores on the Benefit Factor differ significantly according to the age groups of the participants.
- $H_{6g}$ : Scores regarding General Structure differ according to gender.
- $H_{6h}$ : Scores on the Awareness Factor differ according to gender.
- $H_{6i}$ : Scores on the Benefit Factor differ according to gender.
- $H_7$ : There are significant relationships between out-of-class gastronomy education participation status and the scores of the applicability of out-of-class gastronomy education scale.
- $H_{7a}$ : Scores related to General Structure differ significantly depending on whether you have previously participated in out-of-class gastronomy education.
- $H_{7b}$ : Scores on the Awareness Factor differ significantly depending on whether you have previously participated in out-of-class gastronomy education.
- $H_{7c}$ : Scores on the Benefit Factor differ significantly depending on whether you have previously participated in out-of-class gastronomy education.
- $H_8$ : There are significant relationships between the frequency of participation in out-of-class gastronomy education and the scores of the feasibility of out-of-class gastronomy education scale.

- H<sub>8</sub>: Scores related to General Structure differ significantly according to the frequency of participation in out-of-class gastronomy education activities.
- H<sub>8</sub>: Scores on the Awareness Factor vary significantly according to the frequency of participation in out-of-class gastronomy education activities.
- H<sub>8</sub>: Scores on the Benefit Factor differ significantly according to the frequency of participation in out-of-class gastronomy education activities.
- H<sub>9</sub>: There are significant relationships between the types of out-of-class gastronomy education activities attended and the scores of the applicability of out-of-class gastronomy education scale.
- H<sub>9a</sub>: Scores regarding the general structure differ significantly depending on the participants' participation in skill training activities in businesses.
- H<sub>9b</sub>: Scores on the Awareness Factor vary significantly depending on whether the participants participate in skill training activities in businesses.
- H<sub>9c</sub>: Scores regarding the benefit factor differ significantly depending on whether participants participate in skill training activities in businesses.
- H<sub>9d</sub>: Scores regarding General Structure differ significantly depending on participation in gastronomy workshops.
- H<sub>9e</sub>: Participants' scores on the Awareness Factor differ significantly depending on their participation in gastronomy workshops.
- H<sub>9f</sub>: Scores regarding the Benefit Factor vary significantly depending on whether the participants attend gastronomy workshops.

- $H_{9g}$ : The scores regarding the general structure differ significantly depending on whether the participants participate in gastronomy trips.
- $H_{9h}$ : Scores regarding the Awareness Factor vary significantly depending on whether the participants participate in gastronomy trips.
- $H_{9i}$ : Scores regarding the benefit factor vary significantly depending on whether the participants participate in gastronomy trips.
- $H_{9j}$ : Scores regarding the general structure vary significantly depending on whether the participants participate in culinary-themed organizations.
- $H_{9k}$ : Scores regarding the Awareness Factor vary significantly depending on whether the participants participate in culinary-themed organizations.
- $H_{9l}$ : Scores regarding the benefit factor vary significantly depending on whether the participants participate in culinary-themed organizations.
- $H_{9m}$ : Scores regarding the general structure vary significantly depending on the participants' participation in internship activities.
- $H_{9n}$ : Scores regarding the Awareness Factor vary significantly depending on the participants' participation in internship activities.
- $H_{9o}$ : Scores regarding the benefit factor vary significantly depending on the participants' participation in internship activities.

### **1.3. Population and Sample of the Research**

The population of this study consists of students receiving non-formal gastronomy education in Turkey. However, reaching

the universe in question creates time and cost constraints. In this context, a certain group was selected from the universe by convenience sampling. In this context, the “Applicability of Out-of-Classroom Education in Gastronomy Education Scale”, developed within the scope of the study, was administered to 394 students receiving non-formal gastronomy education in Istanbul.

#### **1.4. Scale Development Process**

Within the scope of the study in question, it was tried to determine the feasibility of out-of-class education in non-formal gastronomy education in Turkey. However, there is no scale in the literature developed to determine the applicability of out-of-class education within the scope of vocational education. In this context, an attempt was made to develop the “Applicability Scale of Out-of-Class Gastronomy Education”.

One of the most important stages of the scale development process is to determine the structural features of the scale in question (Erkuş (2012). In this context, the boundaries of the subject were drawn by scanning domestic and international literature within the scope of out-of-class education. In addition, in this context, an item pool consisting of 49 questions was created. It is recommended that the item pool in question be large and several times the number of targeted statements (Atılğan, 2017). In addition, the item pool must comply with the structure determined in the first stage (DeVellis, 2017). The item pool created within the scope of these criteria was presented to expert opinion and checked on issues such as compliance with the rules of grammar, scientific nature and structure of the items (Atılğan, 2017). Items deemed unsuitable during expert

opinion were removed from the pool. In this context, 34 items were determined.

After the item pool was created, the items in question were placed in a Likert type test as “Totally Agree”, “Agree”, “Undecided”, “Disagree”, “Totally Disagree”. Then, the created survey form was subjected to a pilot study. The survey form, which was piloted, was subjected to analysis. As a result of these analyses, the number of items was reduced to 14 and the main form was created. The items in the survey form were collected in 2 dimensions (Awareness Factor, Benefit Factor).

After the actual application, data analysis of the survey was carried out. Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were conducted to determine the validity of the scale. With the Kaiser-Mayer-Olkin (KMO) and Bartlett’s tests, it was concluded that the scale was suitable for EFA. Varimax orthogonal rotation method and Principal component analysis were used during EFA. Correlation coefficients between factors were calculated with Pearson correlation. The data obtained from EFA were confirmed with CFA. In this context, fit indices and chi-square scores were analyzed.

Data about the reliability of the scale was obtained by calculating the Cronbach Alpha (CA) coefficient. Finally, the distance of the results to the mean value was calculated using ANOVA and T-Test, and thus inferences were made regarding the feasibility of out-of-class gastronomy education. AMOS and SPSS programs were used to conduct these analyses. The findings obtained within the scope of this study are expressed in the next part of the study.

## 2. Findings

### 2.1. Findings Regarding Validity

It is necessary for the scores to be summable and the data to have a normal distribution to be able to analyze the data in the scale (Özdamar, 2016). Data regarding the analyzes conducted in this context are shown in **Table 1**.

**Table 1.** *Descriptive Statistics Values of the Out-of-Classroom Education Scale in Gastronomy Education*

Frequency	394
Arithmetic mean	3,8669
Standard deviation	,51453
Smallest Score	2,43
Highest Score	5,00
Range	2.57
Distortion	-,515
kurtosis	-,010
Hydrangea	3.9333
Kolmogrov Smirnov	.000
p	.000
KMO	,881
Bartlett's Test	.000

Çokluk, Şekercioğlu and Büyüköztürk (2012) state that in order to express that the data set is normally distributed, kurtosis and skewness values must be between +1 and -1 and the Kolmogorov-Smirnov value must be greater than .05. Table 1 shows that the values in question comply with the determined norms.

After the distribution analysis, Exploratory Factor Analysis (EFA) was performed. In order for the scale to be suitable for EFA, the results of the Kaiser-Mayer-Olkin (KMO) test must be greater than 0.60 and the significance value of the Bartlett test must be less than 0.05 ( $p < 0.05$ ) (Kalaycı, 2010). Table 1 shows that the KMO result is 0.881 and the Bartlett's Test result is .000. After this stage, EFA was started. The variance, eigenvalues and factors obtained within the scope of EFA are listed in **Table 2**.

**Table 2.** *Eigenvalues and Explained Variance Amounts  
Obtained as a result of EFA*

Factor	Eigenvalue	Variance	Stacked Total
Awareness Factor	4,534	32,384	32,384
Benefit Factor	2,840	20,284	52,669

The scale in question consists of 2 factors with eigenvalues greater than 1. The factors explain 52.669% of the variance. The data in question are expressed in Table 2. The distribution of items into factors was determined using the Varimax orthogonal rotation method. In this context, a two-dimensional structure was reached: Awareness Factor (8 items) and Benefit Factor (6 Items). In addition to these dimensions, in the study, the dimension that includes the entire scale, which provides information about the applicability of out-of-class education in gastronomy education, is mentioned as the general structure. The data obtained in this context are shown in **Table 3**, along with the items' factor loading. Factor loadings higher than 0.30 are considered positive (Kline, 1994). The items in the scale also meet this criterion.



**Table 3.** *Item/Factor Loadings of the Applicability of Out-of-Classroom Education in Gastronomy Education Scale*

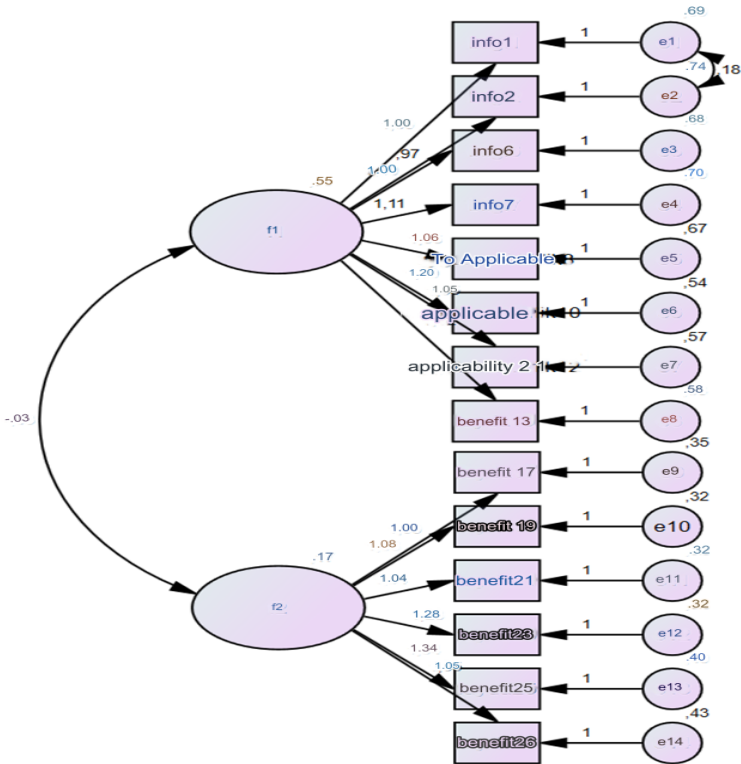
<b>Factors/Substances</b>	<b>Factor Loading (FFA)</b>	<b>Skewness</b>	<b>Kurtosis</b>
<i>Awareness Factor</i>			
I have information about out-of-class education.	,734	-,557	-,453
I have knowledge about out-of-class educational environments.	,720	-,559	-,405
I know the importance of out-of-class educational environments in teaching social skills.	,716	-,377	-,767
I am aware of the need for out-of-class education.	,745	-,566	-,455
Our institution encourages students to participate in activities outside the classroom.	,745	-,596	-,385
The contribution of the institution management to out-of-class activities is effective in organizing out-of-class activities and achieving their goals.	,796	-,730	-,309
Facilities and equipment are of great importance in ensuring that out-of-class activities are carried out and achieved in accordance with their purpose.	,746	-,479	-,598
Outdoor learning environments have a positive contribution to learning.	,770	-,547	-,501

<b><i>Benefit Factor</i></b>			
I have information about out-of-class education.	,664	-,493	,153
I have knowledge about out-of-class educational environments.	,699	-,523	-,017
I know the importance of out-of-class educational environments in teaching social skills.	,688	-,497	-,112
I am aware of the need for out-of-class education.	,743	-,631	-,030
Our institution encourages students to participate in activities outside the classroom.	,730	-,484	-,618
The contribution of the institution management to out-of-class activities is effective in organizing out-of-class activities and achieving their goals.	,629	-,536	-,142

\*KMO: .881

\*Barlett's Test: .000

Confirmatory Factor Analysis (CFA) was conducted to confirm the factor structure obtained in EFA. The model for the analysis in question is expressed in **Figure 2**.



**Figure 2.** *Confirmatory Factor Analysis*

df ratio of the chi-square value of the test with CFA ( $\chi^2/df = 147.649 / 75 = 1.969$ ), GFI (.947), AGFI (.926), CFI (.962), RMR (0.038) and RMSEA (0.50). Results have been achieved. It is seen that the values in question comply with the necessary standards (Barret, 2007; Byrne, Shavelson & Muthen, 1989; Jöreskog, 2004; Kline, 2011; Maydeu-Olivares & Garcia-Forero, 2010; Tabachnick & Fidell, 2007).

## 2.2. Findings Regarding Reliability

In order to measure the reliability of the scale, Cronbach Alpha internal consistency coefficient (CA) was calculated and the Lower and Upper 27% groups were compared. Seçer (2015) stated that CA should be higher than 0.70. CA values of the test in question are expressed in **Table 4**.

**Table 4.** *Data on the Cronbach Alpha Internal Consistency Coefficient of the Scale*

Scale	CA Internal Consistency Coefficients
General Structure	.794
Awareness Factor	.887
Benefit Factor	.783

Accordingly, the CA coefficient for the General Structure of the scale was calculated as .794. When the reliability coefficient of the sub-dimensions is examined, the CA coefficient of the Awareness Factor is .887, and the CA coefficient of the Benefit Factor is .783. These results show that the reliability of the test in terms of general and sub-dimensions is at the required standards.

In order to measure the reliability of the scale, a comparison of the Lower and Upper 27% groups was made, as well as the CA coefficient. The data regarding the analysis in question are expressed in **Table 5**.

**Table 5.** *Independent Groups T-Test Results Between 27% Upper and Lower Groups*

	Group	N	Average	Ss	T	Sd	p
<b>Grand total</b>	Top	106	62,3113	2,54993	35,245	166,891	.000
	Lower	106	44,7075	4,46567			.000

As a result of comparing the upper and lower 27% groups, the significance ratio was found to be .000. This shows that the test is discriminative (Özgenel et al., 2019).

### 2.3. Demographic Findings

In this section, first of all, information about the notable demographic characteristics of the people participating in the study is included. Then, it was analyzed by T-Test and ANOVA test whether the scores related to General Structure, Awareness Factor and Benefit Factor differed significantly according to the demographic characteristics of the participants.

There were 394 participants in the study in question. 52% of these participants are men and 48% are women. In this context, it is seen that the gender distribution of the participants who received non-formal gastronomy education is not collected in a certain load. The same situation is seen in the average age of the participants. While 58.9% of the participants are between the ages of 26-35, 41.1% are between the ages of 18-25. In addition to these data, it is noteworthy among the demographic findings that 72.1% of the participants had at least a bachelor's level education.

It was analyzed whether there were significant differences in the scores regarding the General Structure and Awareness Factor and the Benefit Factor according to the education level of the participants. As a result of the ANOVA analysis, there is a significant difference between the education level of the participants and the Benefit Factor ( $F=5.3$ ,  $p<0.05$ ). Significant differences between education level and Utility Factor were examined in more detail with the Scheffe test. Accordingly, there is a significant difference between the opinions of high school graduates ( $X = 3.95$ ) and postgraduate education graduates ( $X = 4.22$ ) regarding the benefit factor. In this context, Hypothesis 6a was accepted. On the other hand, no significant

difference could be detected between the level of education and the Awareness Factor and Feasibility of Out-of-Classroom Education. In this context, Hypothesis 6b and Hypothesis 6c were not accepted.

It was analyzed by ANOVA test whether the scores regarding General Structure, Awareness Factor and Benefit Factor differed significantly according to the age level of the participants. The data obtained as a result of the analysis shows that the scores regarding the General Structure ( $F=0.01$ ,  $p>0.05$ ), Awareness Factor ( $F=0.5$ ,  $p>0.05$ ) and Benefit Factor ( $F=0.1$ ,  $p>0.05$ ) do not differ significantly according to the age of the participants. ( $F=5.3$ ,  $p>0.05$ ). In this context, Hypothesis 6d, Hypothesis 6e and Hypothesis 6f were rejected.

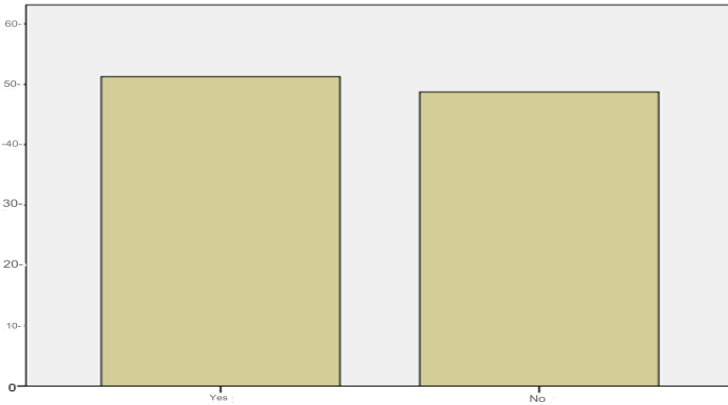
It was analyzed by Independent Samples T-Test that the scores regarding the General Structure, Awareness Factor and Benefit Factor in the study did not differ according to the gender of the participants. The analysis result shows that the scores regarding the General Structure differ significantly according to participant gender ( $F=0.5$ ,  $T=2.19$ ,  $p<0.05$ ). Accordingly, it was determined that the General Structure scores of women ( $X=3.92$ ,  $SD=0.47$ ) differed significantly positively compared to men ( $X=3.81$ ,  $SD=0.54$ ). In this context, Hypothesis 6g was accepted. On the other hand, the scores regarding the Awareness Factor ( $T=1.9$ ) and the Benefit Factor ( $T=0.93$ ) do not differ according to gender ( $p>0.05$ ). In this context, Hypothesis 6h and Hypothesis 6i were rejected.

#### **2.4. Findings Regarding Participation in Out-of-Class Gastronomy Education**

In this part of the study, the participants' participation rates, frequencies and types in activities related to non-formal gastronomy education were analyzed. In addition, whether the scores regarding the General Structure, Awareness Factor and

Benefit Factor differ according to these situations was analyzed by T-Test and ANOVA test.

As expressed in **Figure 3**, it was determined that 51.3% of the participants in the study had previously participated in out-of-class training activities in the field of gastronomy.

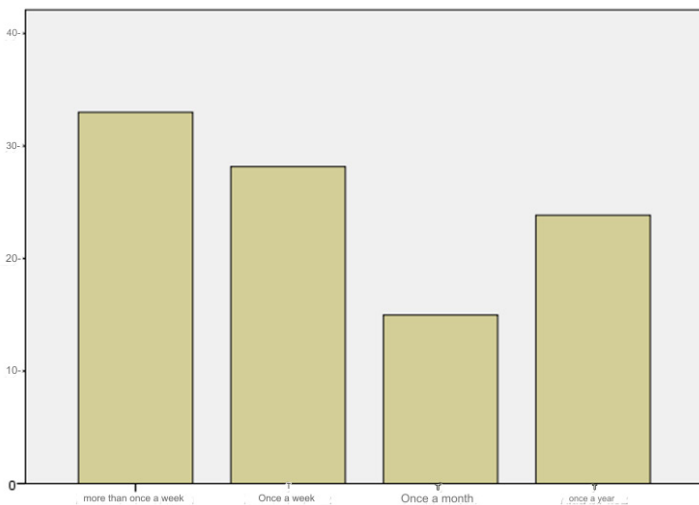


**Figure 3.** *Participation Rate in Out-of-Class Gastronomy Education Activities*

Whether there was a difference in the scores regarding the General Structure, Awareness Factor and Benefit Factor depending on whether the participants had previously participated in out-of-class education was analyzed with the Independent Samples T-Test. According to the analysis, there is a significant difference between the scores on the General Structure ( $F=3.7$ ,  $T=2.78$ ,  $p<0.05$ ) and Awareness Factor ( $F=1.0$ ,  $T=2.45$ ,  $p<0.05$ ) depending on the participation status. Accordingly, it was determined that the General Structure scores of people who had previously participated in such activities ( $X = 3.93$ ,  $SD = 0.47$ ) differed significantly in a positive direction compared to those who did not ( $X = 3.79$ ,  $SD = 0.54$ ). In this context, Hypothesis 7a was accepted. In addition, it is seen that the scores on the Awareness Factor of people who have

previously participated in activities in this context ( $X = 3.77$ ,  $SD = 0.81$ ) differ significantly in a positive direction compared to those who have not participated ( $X = 3.57$ ,  $SD = 0.86$ ). In this context, Hypothesis 7b was accepted. On the other hand, it was determined that the participants' scores on the Benefit Factor ( $T=1.0$ ) did not differ significantly ( $p>0.05$ ) depending on whether they had previously participated in gastronomy education activities outside the classroom. In this context, Hypothesis 7c was rejected.

When the intensity of these participations is examined, it is seen that the majority of the participants (61.2%) participate in out-of-class educational activities at least once a week. 15% of the participants participate in gastronomy education activities outside the classroom once a month and 23.9% once a year. Information regarding the data in question is expressed in **Figure 4**.



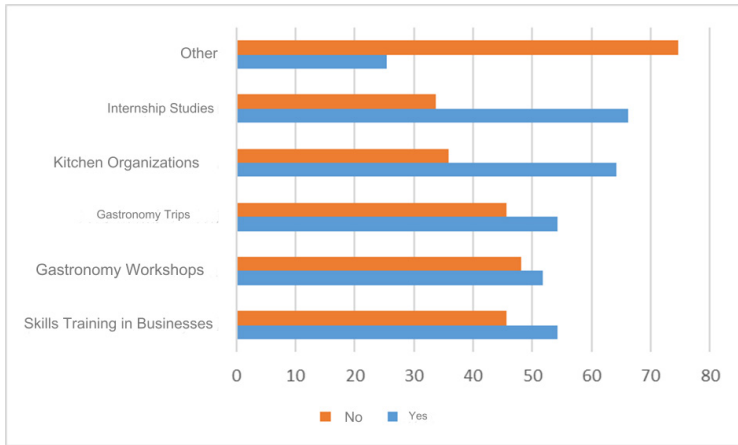
**Figure 4.** *Frequency of Participation in Out-of-Class Gastronomy Education*



It was analyzed whether there were significant differences in the scores of the General Structure and Awareness Factor and the Benefit Factor according to the frequency of participants attending gastronomy training outside the classroom. As a result of the ANOVA analysis, it was determined that there was no significant difference between the participants' participation frequency and General Structure ( $F=0.47$ ,  $p>0.05$ ), Awareness Factor ( $F=0.53$ ,  $p>0.05$ ) and Benefit Factor ( $F=0.25$ ,  $p>0.05$ ) scores. . In this context, Hypothesis 8a, Hypothesis 8b and Hypothesis 8c were rejected.

In this study, the types of activities that people participating in out-of-class gastronomy education were involved in were also examined. In this context, it was examined which activities organized within the scope of skill training, gastronomy workshops, gastronomy trips, culinary-themed organizations and internship studies were attended in the enterprises. The data related to the analysis in question are expressed in **Figure 5**.

As expressed in **Figure 5**, 54.3% of the participants participated in skill training in businesses, 51.8% in gastronomy workshops, 54.3% in gastronomy trips, 64.2% in culinary-themed organizations and 66% in gastronomy workshops. It was determined that students participated in out-of-class education within the scope of internship activities. In addition to these data, it was concluded that nearly 75% of the participants did not participate in any other type of out-of-class activities other than these activities.



**Figure 5.** *Percentages of Participation in Out-of-Class Gastronomy Education Activity Types*

Independent samples T-Test was analyzed to determine whether there were significant differences in the scores of General Structure, Awareness Factor and Benefit Factor of people who participated in out-of-class gastronomy training according to their participation type. In this context, skill training in businesses, gastronomy trips, gastronomy workshops, culinary-themed organizations and internship studies were included in the analysis.

First of all, it was analyzed whether there were significant differences in the scores regarding General Structure, Awareness Factor and Benefit Factor according to the participation in skill training activities in enterprises. The T-Test showed that the General Structure ( $T=-0.29$ ), Awareness Factor ( $T=-0.83$ ) and Benefit Factor ( $T=1.15$ ) scores did not differ significantly ( $p>0.05$ ) according to the participants' participation in skill training in enterprises. In this context, Hypothesis 9a, Hypothesis 9b and Hypothesis 9c were rejected.

It was analyzed with the T-Test whether the scores regarding the General Structure, Awareness Factor and Benefit Factor differed significantly according to the participants' previous participation in gastronomy workshops. As a result of the analysis, there is a significant difference between the scores regarding the General Structure ( $F = 3.7$ ,  $T = 2.95$ ,  $p < 0.05$ ) and Awareness Factor ( $F = 0.6$ ,  $T = 2.82$ ,  $p < 0.05$ ) according to the participation status in gastronomy workshops. It was determined that the General Structure scores of people who participated in gastronomy workshops ( $X = 3.94$ ,  $SD = 0.47$ ) differed significantly in a positive direction compared to those who did not ( $X = 3.78$ ,  $SD = 0.54$ ). In this context, Hypothesis 9d was accepted. In addition, it is seen that the scores on the Awareness Factor of people who participated in gastronomy workshops ( $X = 3.79$ ,  $SD = 0.81$ ) differ significantly in a positive direction compared to those who did not participate ( $X = 3.55$ ,  $SD = 0.85$ ). In this context, Hypothesis 9e was accepted. On the other hand, it was determined that the participants' scores on the Benefit Factor ( $T=0.68$ ) did not differ significantly ( $p>0.05$ ) depending on whether they had previously participated in gastronomy education activities outside the classroom. In this context, Hypothesis 9f was rejected.

It was analyzed with T-Test whether the scores regarding General Structure, Awareness Factor and Benefit Factor differed significantly depending on whether the participants had previously participated in gastronomy trips. The T-Test showed that the General Structure ( $T=-0.28$ ), Awareness Factor ( $T=-0.73$ ) and Benefit Factor ( $T=0.91$ ) scores did not differ significantly ( $p>0.05$ ) according to the participants' participation in skill training in enterprises. In this context, Hypothesis 9g, Hypothesis 9h and Hypothesis 9i were rejected.

It was analyzed with the T-Test whether the scores regarding the General Structure, Awareness Factor and Benefit Factor differed significantly according to the participants' previous participation in culinary-themed organizations. The T-Test showed that the General Structure ( $T=-1.45$ ), Awareness Factor ( $T=-1.22$ ) and Benefit Factor ( $T=0.71$ ) scores did not differ significantly ( $p>0.05$ ) depending on whether the participants participated in culinary-themed organizations. In this context, Hypothesis 9j, Hypothesis 9k and Hypothesis 9l were rejected.

It was analyzed with the T-Test whether the scores regarding the General Structure, Awareness Factor and Benefit Factor differed significantly according to the participants' previous participation in internship activities. The T-Test showed that the General Structure ( $T=0.29$ ), Awareness Factor ( $T=0.19$ ) and Benefit Factor ( $T=0.26$ ) scores did not differ significantly ( $p>0.05$ ) according to the participants' participation in internship activities. In this context, Hypothesis 9m, Hypothesis 9n and Hypothesis 9o were rejected.

## **2.5. Findings on the Applicability of Out-of-Classroom Education in Gastronomy Education**

The highest average score to be obtained from the “Out of Class Education Applicability Scale in Gastronomy Education” obtained in the study is 5.00, while the lowest average score is 1.00. The average score to be obtained from this scale is 3.00. Since the test in question was normally distributed, an attempt was made to make inferences about the evaluation of gastronomy education outside the classroom by using the one-sample T-Test. The data regarding the analysis in question are expressed in **Table 6**.

**Table 6. Results of One Sample T Test**

	N	Arithmetic mean	Standard deviation	p	Average Difference	df	t
<b>Awareness Factor</b>	394	3,6780	,84305	,000	1,17798	393	27,735
<b>Benefit Factor</b>	394	4,1189	,52467	,000	1,61887	393	61,246
<b>General Structure</b>	394	3,8669	,51453	,000	1,36693	393	52,733

\*Norm value = 3.00

Within the scope of the T-Test, the average scores of the factors in the scale were calculated using 394 data. In this context, it was concluded that while the arithmetic average of the Awareness Factor was 3.67, the Benefit Factor was 4.11 and the general average was 3.86. In addition, t statistics values were determined as 27.73 for the Awareness Factor, 61.24 for the Benefit Factor and 52.73 for the General Structure. In addition, the significance value of the General Structure, Awareness Factor and Benefit Factor is .000, while the average difference value is greater than 1. It is seen that General Structure, Awareness Factor and Benefit Factor differ significantly positively. In this context, Hypothesis 1, Hypothesis 2 and Hypothesis 3 were accepted.

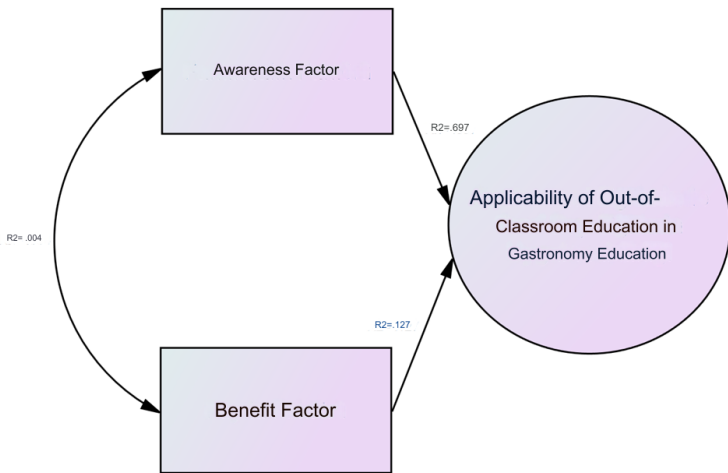
Regarding the construct validity of the scale, data regarding Pearson correlation coefficient calculations are included in **Table 7.**

**Table 7. Factor Correlation Values**

Dimensions	<i>Awareness Factor</i>	<i>Benefit Factor</i>	<i>General Structure</i>
<b>Awareness Factor</b>	1	-,083	<b>,900</b>
<b>Benefit Factor</b>	-,083	1	<b>,360</b>
<b>General Structure</b>	<b>,900</b>	<b>,360</b>	1

**Table 7** shows that the Awareness Factor has a positive significant relationship of 0.900 points with the General Structure, and the Benefit Factor has a positive significant relationship of .360 points with the General Structure. Subfactors do not have a significant relationship among themselves. Accordingly, the highest relationship was between the Awareness Factor and General Structure with a score of .900, while the lowest relationship was between the Awareness Factor and the Benefit Factor with a score of -.083.

The effects of the factors on each other were tested with Simple Regression Analysis. In this context, the R<sup>2</sup> values obtained are expressed in **Figure 7** and the data are explained.



**Figure 6.** *R<sup>2</sup> Values According to Regression Analysis Result*

The effect of the Awareness Factor on the General Structure was analyzed by simple regression test. R<sup>2</sup> values for the tests performed are expressed in Figure 7. Accordingly, it is seen that the Awareness Factor explains the General Structure at a rate of 81% (adjusted R<sup>2</sup> = .810). When the standardized regression coefficient ( $\beta$ ) was examined, it was determined that there was a

positive significant relationship between the Awareness Factor and General Structure ( $\beta = .900$ ,  $p = .000$ ). This result enabled Hypothesis 4a to be accepted.

The effect of the benefit factor on the feasibility of out-of-class education in gastronomy education was analyzed with a simple regression test. As a result of the analysis, it is seen that the Benefit Factor explains 12% of the General Structure (adjusted  $R^2 = .127$ ). According to the standardized regression coefficient ( $\beta$ ), there is a positive significant relationship between the Utility Factor and General Structure ( $\beta = .360$ ,  $p = .000$ ). In this context, Hypothesis 4b was accepted.

The impact of the Benefit Factor and the Awareness Factor on each other was analyzed by simple regression test. The analysis shows that these factors explain each other by 0.7% (adjusted  $R^2 = .004$ ). Additionally, when the standardized coefficient number ( $\beta$ ) was examined, no significant relationship was detected between these two factors. In this context, Hypothesis 5 was rejected.

### 3. Discussion

Out-of-class education is an effective learning method and strategy that enables achievements that are difficult or impossible to achieve in the classroom to be achieved outside the classroom (Payne, 1985). In addition, outdoor education enables students to learn in a way that is based on interaction and fun (Aslan & Demircioğlu, 2019). When examined in terms of gastronomy education, internship activities (Lam & Ching, 2007), skill training activities in businesses (KARABUK, 2022; NEU, 2022; AKU, 2022), workshops held in this context (Boyraz et al., 2018), gastronomy-themed trips (Selection), 2020) can be cited as examples of gastronomy education outside

the classroom. In addition, culinary-themed organizations can also be described as out-of-class activities. In the study, it was concluded that 75% of the participants participated in such activities and out-of-class educational activities.

Although there is more than one type of out-of-class education in gastronomy education and they are actively used, it appears that there is no study in the literature on out-of-class education in gastronomy education. In addition, there are not enough studies to cover gastronomy education, even with out-of-class vocational training. For this gap, the “Applicability of Out-of-Class Education in Gastronomy Education Scale” was developed to determine the feasibility of out-of-class education in gastronomy education. The scale in question consists of 2 dimensions and 14 items. These dimensions are discussed under two headings: “Awareness Factor” and “Utility Factor”. The data obtained in the study showed that the level of awareness regarding out-of-class gastronomy education is quite high. In addition, the findings regarding the Benefit Factor also indicate that this method is very useful.

#### **4. Conclusion and Recommendations**

Education outside the classroom has been one of the most important teaching methods and techniques used by people to transfer their knowledge and skills to future generations from the first humans to the present day. It is seen that gastronomy education, which has increased its importance especially in recent times, is also used extensively in out-of-class educational activities. However, there are no studies on out-of-class education in gastronomy education. In this context, the “Applicability Scale of Out-of-Classroom Education in Gastronomy Education” was developed in the study in question. This scale consists of two



dimensions: Awareness Factor (8 items) and Benefit Factor (6 items). While the average score that can be obtained from the test within the scope of sub-factors and general structure is 3.00, the lowest score is 1 and the highest score is 5. Students receiving non-formal gastronomy education in Turkey constitute the population of this study. However, when reaching the universe in question created limitations in terms of time and cost, a convenience sample of 394 students receiving non-formal gastronomy education in Istanbul was selected as a sample from this universe. The developed questionnaire was applied to this group and the data obtained was analyzed with the SPSS program. As a result of the T-Test, it was determined that the awareness factor of out-of-class gastronomy education had 3.67 points, the benefit score obtained from out-of-class gastronomy education had 4.11 points, and the general applicability scale had 3.86 points. This shows that the awareness level of those interested in gastronomy education outside the classroom is high, useful and applicable.

In the study, differences were observed regarding the feasibility, awareness and benefits of out-of-class education in gastronomy education according to some demographic characteristics. In this context:

\* It has been determined that as the level of education increases, the perception of benefits obtained from the education in question increases.

\* Women's perception of the feasibility of out-of-class gastronomy education is higher than men.

In addition, the study asked which out-of-class educational activities the participants participated in and how often.

Regarding this, it has been determined that the applicability, benefit and awareness level of out-of-class education in gastronomy education varies according to the participation of people in out-of-class education in gastronomy education. According to this:

\* People who have previously attended out-of-class gastronomy training find this method more applicable than those who have not.

\* The awareness of people who have previously participated in out-of-class gastronomy training is higher than those who have not participated.

\* It has been determined that people who have previously participated in gastronomy workshops, which are out-of-class activities in gastronomy education, have high awareness of this issue and think it is applicable.

Through this study, a scale was developed to determine the feasibility of out-of-class education in gastronomy education. This scale is important for its future use in gastronomy education and other vocational training fields. In this way, the deficiency in this issue mentioned before in the study will be eliminated. In addition, the findings obtained regarding out-of-class education in gastronomy education will guide those who will operate in this field. In the future, it would be appropriate to develop this survey by adding different dimensions and use it on similar issues.



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