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AN EXPERIMENTAL STUDY OF TELEVISED FOOD DEMONSTRATIONS TO
DETERMINE THE EFFECTIVENESS OF PRESENTATION METHODS.

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DIRECT CLASSROOM AND COMMERCIAL APPROACHES TO TELEVISED
FOOD DEMONSTRATIONS WERE EVALUATED BY PRE AND POST TESTS ON
PAPER, AND IN THE LABORATORY. ATTITUDE RATING SCALES, AND
SUBJECTIVE COMMENTS. TOTAL NUMBER OF STUDENT AND EDUCATOR
PARTICIPANTS IS NOT GIVEN. OBJECTIVE TEST GAIN SCORES FOR
BOTH APPROACHES WERE STATISTICALLY SIGNIFICANT, BUT LAB TESTS
AND STUDENT ATTITUDES DEFINITELY FAVORED THE COMMERCIAL
APPROACH. (LH)

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An Experimental Study of Televised Food Demonstrations
to Determine the Effectiveness
of Presentation Methods

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This study compared the effectiveness of two production approaches for televised food demonstrations--the direct classroom approach and the commercial production approach. The direct classroom approach utilized readily available visual materials, food demonstration, and was video taped in a continuous sequence. The commercial production approach utilized hand-models and other special commercial production techniques, and was taped in a series of short sequences. Two fifteen-minute scripts, one on meats and one on yeast breads, were produced by both methods.

Evaluation instruments included pre-and post paper-pencil objective tests and laboratory proficiency tests based on script content, attitude rating scales, and subjective remarks.

Students majoring in home economics and professional educators comprised the subjects and provided the data for analysis.

The paper-pencil test gain scores for both approaches were significant at the .01 level. The increase in the means from pre- to post test showed no significant difference in favor of either approach.

Three categories were rated on the laboratory proficiency test: student efficiency and finished product as rated by the instructor and self-confidence as rated by student. The mean gain scores for student efficiency and finished product were numerically higher and in favor of the commercial production approach, but the difference was not significant in either case. The mean gain score for self-confidence was significantly higher in favor of the commercial production approach at the .01 level.

A comparison of the student mean rating on the attitude scale for the two approaches indicated a significantly higher rating in favor of the commercial production approach at the .01 level. Educator ratings on the attitude scale indicated a numerically higher rating for the commercial approach but the difference was not significant.

The increase in gain scores was not significant for the paper-pencil test items concerned with special production techniques.

The correlation computations revealed no important significant results having strong implications.

A definite preference for the commercial production approach was expressed by 64.6 per cent of the students. The educator tended to not state a preference for either method but to suggest a combination of the two methods.