

The Learning Kitchen



www.learning-kitchen.net



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Hot Spots for taking up new learning activities

PERSONAL PREFACE

Ever since, cooking has played a major role in my life. My grandmother, my mother and my aunts were excellent chefs and gifted bakers and passed their passion on to us children. Thus, it seemed logical that, sooner or later also within my career, cooking became an important subject. Even though I only cook for private purposes, the topics cooking, eating, gardening and foodstuffs have a fixed spot on my working desk: numerous articles treating culinary matters, the cookbook that I composed, various occasions of "team-cooking" that I performed together with my colleague for companies and other interested groups and finally my first educational project, funded by the Lifelong Learning Program of the European Union "Food Literacy – A New Horizontal Theme in Adult Education and Counseling" (2004-2007), where we developed basic contents and methods as well as important networking on a European level.

Cooking literally nourishes us. However, being a communication scientist, I also see the potential of cooking as an opportunity to express oneself and as "language". This realization and experience lead to my wish to take cooking as a starting point and medium for educational activities and consequently, induced the idea of the "Learning Kitchen": Making competences visible, permitting communication, cooking collectively and learning thereby – this idea was jointly developed, tested and documented. I sincerely thank my partners for letting themselves in to this experiment, for participating with enthusiasm and moreover, for having organized excellent study visits!

I wish this idea the greatest response and spreading possible. We will contribute with our best strengths!

Sonja Schnögl

Coordinator of the learning partnership

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1. INTRODUCTION

During two days, 16 women from five different European countries cooked, took photographs and shot movies together, and documented their common work on the computer and on the internet. This was, briefly said, the "Learning Kitchen Event" in June 2009 in Darmstadt, an event within the framework of our corresponding GRUNDTVIG learning partnership.

The kitchen as a steppingstone: The intended goal of "Learning kitchen" is to measure and make useable the potential of a kitchen and of cooking for educational purposes. The involved partner institutions have analysed, how culinary experiences, cooking skills and alimentary know-how, in particular of elderly women, can be utilized as a starting point and steppingstone, in order to motivate this target group for diverse educational activities. The foundation of this project idea is the fact, that especially elderly woman (still) possess practical culinary skills and would like to pass them on to other, younger people.

One possibility thereof is the documentation of recipes and cooking processes by means of photographs and movies which, consequently, can easily be made available on the internet for other people. Written Recipes often do not contain the essential information – however, with the help of photographs or movies one can get to know and experience better, what really matters. The desire to share their knowledge also motivates those women, who have not yet had (or had little) experiences with digital cameras and computers, to try out how to deal with such appliances. The main goal of the learning partnership though is not exclusively the promotion of IT skills, but rather the encouragement for women to discover their own creativity, to present themselves in front of others and to become active.

Cooking and documenting: The workshop in Darmstadt was the first test run of this idea and served for collecting experiences. The German partners and, at the same time, hosts, Onno Faller and Dorothee Becker from the Kochwerkstatt, had prepared food products from which, over the day, tasty dishes evolved: a fish terrine, stewed roulades of the boar, fresh pasta and an extraordinary cake. As many times as there was cut, stirred and tasted, there were taken photographs and movie shots. All participants formed teams and allocated roles and tasks.

Already at the beginning of the workshop, the group had considered how to best document all recipes and what matters thereby. Those results and many photographs were then used on the second day to create documentations of the recipes and cooking processes on the computer and publish them on the project website. The webpage is designed as a Wordpress-Blog, which guarantees an easy handling and furthermore, allows an exchange through the comment-

option. Another workshop with different thematik focus has taken place in April 2010 in Vienna.

Numerous fields of application: The concept of educational activities in the kitchen can be adapted and used by educational institutions according to their needs, for example in order to arrange Pick-up and motivational days or to develop resource-oriented seminar designs for the target group of elderly women. When, at the same time, women can be motivated to document their culinary know-how and thus prevent it from being lost, this is also for the purpose of the project.

The partnership is composed of institutions from Germany, Italy, Austria, Rumania and the Czech Republic. Therefore, the workshop in Darmstadt was enhanced with additional dynamics by the corresponding language diversity. But – people meet when eating and cooking together – this old wisdom is once again confirmed.

Subject of the Learning Partnership

The project addresses the following themes and problems:

- How do older people learn? From where do they get their motivation?
- Intergenerational learning possibilites
- Design of low threshold learning offers for target groups with special needs
- The social, cultural and personal impact of nutrition knowledge and cooking competences
- Cooking as method and means for learning in adult education
- Cooking competences as valuable resource
- How can cooking competences of older women be used and transferred for other areas: family education, regional development, community work, entrepreneurial activities...)

The objectives of the Learning Partnership

The partnership has identified the following main objectives:

- to contribute to the the European objective to increase the participation of older people, especially women, in the lifelong learning process
- to encourage older people to acquire key competences, especially ICT skills and personal competences
- to promote and strengthen their creativity

In order to achieve these general objectives, the partnership aims at exploring and developing models

- how the treasure of culinary experience and cooking competences of older women can be used as entry point for taking up new learning activities

- how the learning experiences that they have made during the cooking sessions, and the competences acquired during this process can be assessed
- how women can be empowered in their social competences and their creativity
- how they can strengthen their own initiative and their interest in learning

Detailed information about the learning partnership and the documentation of the activities can be found on the project website: www.learning-kitchen.net

2. FROM KITCHEN COMPETENCES TO A LEARNING KITCHEN

2.1. The kitchen as a starting point for learning processes

Why is it sensible to use precisely a kitchen and the activity of cooking as a starting point for learning processes? Two answers exist to this question: The first is concerned with the social and personal meaning of cooking, the second deals with the learning possibilities that emerge when people are cooking.

The meaning of cooking: How and what we eat has a great influence on the environment and the society. Cooking has a considerable significance with regards to sustainability as well as when it comes to types of nutrition that preserve our resources and climate. Given the existing time famine regarding supply activities such as cooking, the food industry presents an easy solution therefore with their growing offer of convenience products. However, this topic is far too important to be left in the hands of the food industry. Dealing with food products as well as the activity of cooking are essential skills which are indispensable for the own well-being of a person, a self-determined life and a sustainable lifestyle. Cooking is one of the oldest cultural techniques of mankind. Therefore, cooking skills are valuable culture-goods as well as personal resources which should be conserved, cultivated and transmitted. (Literature: Brunner, Lemke)

Cooking and learning: Cooking is a very multisided, concrete and intensive process that offers, besides the initial content, numerous learning possibilities. It allows for learning processes with all senses, enables the formation of manual skills and the development of a sense for materials and their differences. Further, factors such as creativity, planning, the organization of time and resources as well as stress management can be tested within the concrete task of cooking. What is more, when cooking in groups, other learning opportunities in terms of communication and cooperation, conflict resolution and the ability to work in a team appear. Overall, cooking facilitates getting in touch with various learning fields like IT, languages, environmental, health and consumer education, gender,

diversity and integration topics, creativity and personal development. Furthermore, it helps building "learning bridges" which link those topics together. Our experience with team cooking, which we utilize in the areas of organizational development and teambuilding, shows that strengths and resources of individuals, often unrealized before, appear when working in a group. No least, cooking and eating together creates fun and enjoyment as well as an intensive experience for the group with an ongoing impression.

Lifelong Learning: With regards to lifelong learning, two important aspects emerge. Adult education can and should contribute to the conservation and transmission of cooking and nutritional skills with adequate offers. Also, it can and should use cooking as the starting point, content and means of creating different learning activities for appropriate target groups.

2.2. Teaching to cook – learning to cook

When it comes to cooking, knowledge alone is not sufficient. The ability to cook is composed of the practical performing, training and experience. It is a craft that also has specific demands to its transmission: Learning how to cook out of books is nearly impossible. It is much easier and wiser to apply the method of "learning by doing" while watching someone else cooking. Preparing a meal together with an experienced person in the kitchen creates the biggest learning effect: Watching, performing (together), gaining experiences, trying out and practicing. However, a well done movie and a photo documentation of the individual working steps are more efficient than a mere text, which is rarely detailed and precise enough. Personal transmission of skills is thus the best method when it comes to cooking. What is more, it can be combined with new means like internet blogs with step-by-step documentations and small movies. This way, cross-linked learning offers emerge where learners complement their existing knowhow and abilities with new competencies and consequently, develop new learning offers for other (younger) people.

Seven reasons for cooking

1. Cooking is culture – it counts as the oldest culture technique in the world.
2. Cooking is autonomy – an own stove makes a person independent of others.
3. Cooking is creativity – it gives the opportunity to create and design something by oneself.
4. Cooking is handcraft – a meal is „built“ with the own hands.
5. Cooking is friendship – we do something good to us and others.
6. Cooking is learning – planning, arranging, deciding, acting, responding, evaluating.
7. Cooking is politics – in our kitchen, we decide over the condition of our natural and social environment.

3. THE TARGET GROUP OF THE PARTNERSHIP: ELDERLY AND FEMALE LEARNERS

3.1. Learning needs and motivations of elderly people

The results of a recent Austrian study concerning learning needs and learning arrangements of elderly people (Kolland 2006, 2007) show that there exist many points of contact when it comes to motivation and needs of elderly people. Those were taken into consideration within the concept of the learning kitchen.

The gap between interest and implementation. In general, elderly people have a positive attitude towards learning, as stated in the study. However, there exists a striking discrepancy between interest in/attitude towards education and organized learning activity that is actually realized. "Whereas 61% of the questioned people over 60 years have a highly positive attitude towards learning in advanced age, only 17% of them effectively participate in organized learning activities." (Kolland 2007, p. 90) Whilst no significant differences in gender can be found here, considerable discrepancies exist with regards to age group and educational level. The research group found the reasons for the marginal participation in learning activities to be an issue of attitude: "I do not see the necessity to participate in a course" and "I could not get myself to take part in a course" are two typically cited statements.

According to the research group, the marginal participation of elderly people in organized learning activities may become a sociopolitical problem when, hence, negative consequences emerge regarding new opportunities to participate in such activities. The study clearly shows "that people who do not take part in organized learning activities are socially less integrated, usually have a negative attitude towards age and also, await their own ageing with less confidence." (Kolland 2007, p. 92)

Facing the challenge: What can be done against this gap between interest and actual participation in learning activities?

Kolland (2006, 2007) suggests various instruments in order to meet this challenge:

- Learning should permit participation, already in the stage of planning and designing the educational offer. Also, it should be oriented on the living environment of elderly people and should happen activity-related.
- Acquired competencies should be documented, transmitted and made public.
- The fact that younger and elderly people often learn side by side should be utilized intentionally and thus intergenerational learning should be encouraged methodically and didactical.
- Learning offers that appeal to and activate various senses are preferred.

- Learning offers with “meaningful character” can increase the motivation to participate.

3.2. Answers from the Learning Kitchen

The Learning Kitchen takes on many of the above mentioned factors and allows for the development of learning offers that accommodate the special interests of elderly people in particular:

- This approach conveys the appreciation of existing skills and shows possibilities how they can be documented and transmitted to younger people, the own family, the community and the society. The best example here for is the interconnection of cooking and IT-knowhow.
- While cooking, learners tie in with a familiar situation which decreases the fear of failure.
- The learning offer ties in with the experience knowhow and ability of the learners.
- Also, it serves as a starting point for new learning steps, for example on the computer.
- It meets the desire of elderly people to transmit their own knowledge and ability and thus, becomes meaningful.
- Situations are created where elderly and young people can communicate with each other and learn from each other.
- It offers various sensory experiences (looking, listening, feeling, tasting, doing something manually) which lead to a “multiple sensory activation” (Kolland)
- Further, cooking and eating are up-to-date topics, which are broadly discussed in the media. Thus, there is the opportunity to publish adequate learning projects, make them visible in society and consequently, increase the motivation of existing participants and attract new interested prospects.

4. COOKING IN EDUCATIONAL PRACTICE

4.1. What, who, when, where?

Cooking can be used in various ways in educational practice. However, in some areas it is particularly useful.

Topics:

- **Social integration and participation:** Cooking together with other people has an integrative effect as it can be seen in common-cooking-projects in communities and residential neighborhoods.

- **Making resources visible, transmitting appreciation:** While cooking, elderly and migrant women in particular can experience that they have something to give that is appreciated.
- **Basic education:** Cooking and its corresponding tasks such as reading recipes, calculating quantities etc are also a suitable starting point for conveying basic "daily-routine-competencies" such as reading, writing and mathematics to adults. Given that cooking and the handling of food products (food literacy), in our opinion, also counts as a basic competence, the connection is self-evident.
- **Social competencies:** The abilities to communicate, to follow an intercultural dialogue and to work in a team can be experienced, trained and reflected while cooking.
- **Diversity:** Perceiving diversity in a positive way is usually easier when cooking and eating together. Thus, this can be a suitable starting point for corresponding seminars.
- **Gender:** Men and women usually have different preferences regarding food and also, take on distinct roles when cooking. Being able to notice and reflect about these differences in this area can be a first step towards the further development of gender issues.
- **IT competencies:** Searching recipes on the internet, describing own cooking experiences with a word processing program, composing tables and shopping lists for ingredients and their prices, editing and uploading own photographs, creating one's own cook book – these are only some of the many possibilities which can be used to learn how to deal with the computer.
- **Learning languages:** Eating is a practical topic for language instruction. Cooking a meal of a different country creates an immediate reference, relaxes the atmosphere in the language course and further, can be a great point of entrance to encourage the group to get to know each other.
- **Personal competencies:** By means of the combination of cooking processes and reflection, factors like self-perception, motivation, dealing with own strengths and weaknesses, self-esteem and attitude to work of a person can be addressed and dealt with.
- **Creativity:** Open cooking without recipe advances the inventiveness, the desire to experiment, the skill to improvise and the spontaneity.
- **Environmental, health and consumer education:** Eating and cooking play a central role in those three areas and thus, suits well for topics that can be experienced live and directly and which can be worked on, respectively which suit as a base for further exploration and reflection.

Target groups:

- **Elderly women,** as they usually possess broad cooking skills and therefore, resource-oriented and appreciated working can take place.

- **Migrants**, refugees, asylum-seekers and ethnic minorities, as eating has a great relation with homeland and identity and consequently, positive situations for social exchange, communication and integration arise.
- **Young and Old:** Cooking may be the content of intergenerational learning offers (Young people learn from the elderly and reversed) and much more (Young people get to know old traditional family recipes, the elderly learn how to deal with a computer from their grandchildren).

Possible applications:

- Prelude, information and motivation events from educational providers designed for the respective target groups
- Cooking as a topic for long-term courses (Languages, IT, ...)
- As a method during courses for the development of personal and social competencies
- Leisure-time activities and educational offers in retirement homes
- Intercultural education-work / cross-border regional activities

Institutions:

- Educational institutions
- Schools
- Residential homes
- Family centers
- Neighborhood and community centers
- Farms

4.2. General framework conditions

Venues and equipment

Kitchens are useful, but not a prerequisite. Even a working room can be converted into a kitchen with relatively little effort. As soon as the room is equipped with water and electricity, hotplates can be installed. A basic equipment of dishes can be found, reasonably priced in home-centers or on flea markets. We recommend dismissing the ideal thought of a perfectly equipped kitchen. Such an expert kitchen is not necessary. On the contrary, less is more in that case and a little flexibility and improvisation does no harm.

Trainers

The trainers should possess cooking skills themselves and also, like to cook. In order to get to know the specific challenges of the setting (time requirement, possibilities of structuring, course of action, etc) we recommend at least one trial round among colleagues.

Time requirement

The time needed depends on the specific situation, the goals, the participants, the group size and the framework conditions and thus, cannot be indicated overall.

Costs

Also the costs will vary as they depend on the concrete meals that will be prepared and the number of participants. However, following our experience it is reasonable to calculate with five to ten Euros per person.

Overall course of action

- Prelude
- Action 1: Cooking
- Action 2: Special program (IT, languages, social competencies, ...)
- Action 1 + 2 is taking place simultaneously to some extent (speaking languages, taking photographs, making a movie, ...)
- Evaluation and reflection

Advantages of the concept

Here, the most important advantages of the concept of the Learning Kitchen, in our point of view, are summarized:

- It is highly resource oriented in the sense that the basis to be worked from are the existing skills of learners.
- Thus, people are met at the point where they feel competent, their self-esteem is encouraged and consequently, people become motivated for further learning steps.
- It makes possible the development of low-threshold learning offers, also for groups with special needs.
- By means of the pleasure components of cooking and eating, the entry into a learning offer as well as learning itself gains attraction.
- It is applicable in various areas and can be adapted for distinct settings.
- Participants learn various things simultaneously, on different levels (professional, social, personal)

5. EXAMPLES AND PILOT TESTS

Example 1: Learning Kitchen in Darmstadt, June 2009

Goals:

- Make social, personal and professional competences of elderly women visible
- Allow for intercultural exchange
- Overcome language barriers
- Get to know cooking as a form of expression and "language"
- Practice capacity for teamwork
- Utilize digital photography and video for documentations
- Try out dealing with computers and internet
- Experience incentives for further educational activities

Group:

16 women from five different countries (Austria, Germany, Italy, Romania, Czech Republic)

Time:

1 1/2 Days

Venue:

A workshop with access to water and electricity. Cooking plates, kitchen equipment and food products were supplied by the hosts. The participants were asked to bring along samples of preserved food products which are typical for their home countries.

Tasks:

- Lunch: Each team introduces itself with a dish. 7 ingredients are available for each team: Flour, Milk, Eggs, Salt, Sugar, Butter and Water.
- Dinner: Cooking takes place in mixed teams. A four-course menu with preset types of dishes is to be prepared (Soup, Terrine, Roulade, Pastry).
- Documentation with a camera.
- Recipes are written down.
- Creating the documentation on the computer (with support).

Workflow and Schedule, 1. Day:

9.30 – 10.00	Welcome with Coffee and Tea Greeting and short introduction of the day Presentation of the cooking task for lunch
10.00 – 13.00	Country-teams cook; while eating together, the dishes are presented and shortly discussed. Simultaneously, the groups and individual women introduce themselves.
13.00 – 14.00	Break
14.00 – 15.00	Media-workshop: Successful and suboptimal examples of cooking documentations are presented (Movies, Photos, etc), compared and discussed. Question: What does it take to make a recipe reproducible?
15.00 – 15.30	Short break, presentation of the next cooking task, teambuilding
15.30 – 17.30	Cooking a course-menu in mixed groups
17.30 – 19.00	Preparing the table and eating together
19.00 – 19.30	Cleaning up the kitchen
19.30 – 20.00	Short feedback session and ending

Workflow and schedule, 2. Day:

9.30	Greeting and short introduction of the day
10.00 – 12.00	Screening the pictures of the previous day, creating a documentation with illustrations and text, respectively, a recipe on the computer, with support.
12.00 – 12.15	Break
12.15 – 13.00	Exchange of experiences in the plenum, feedback and closing

Comments and experiences:

- Introducing themselves with different dishes works well, brings a good atmosphere into the group and facilitates the process of getting to know each other.
- Two cooking tasks are (too) much for one day.
- In case there is no common working language, it is necessary to schedule sufficient time for translations.
- Working on the computer should take place in small groups with adequately educated trainers.

Example 2: Learning Kitchen in Vienna, April 2010

Goals:

- Make social, personal and professional competences of elderly women visible
- Create an awareness of a socially and ecologically sustainable eating culture within an intercultural comparison
- Overcome language barriers
- Get to know cooking as a form of expression and “language”
- Practice capacity for teamwork
- Experience incentives for further educational activities

Group:

Approx. 13 women from three different countries, thereof 2 (hosts) as trainers

Time:

One entire day (9 a.m. until approx. 6 p.m.)

Venue:

Large seminar and presentation-kitchen, fully equipped

Tasks for the group:

- Joint cooking of a multi-course menu.
- The women work together in country-teams. Each team prepares one course, which was planned and composed prior to that day at home.
- The dish should be from their daily routine life. One that they like to cook and can prepare well.
- Who will prepare which course is arranged two weeks earlier.
- Each team receives a budget and therewith, buys the ingredients together.
- Special ingredients (spices etc) which might not be found in Austria may be brought along.
- Basic food products are provided.

Tasks for the leading team:

- Moderation
- Observation of the process while shopping and cooking and support where necessary.
- Documentation with a camera
- Orientation guide in the kitchen

Workflow and schedule:

9.30	Welcome with coffee and tea Greeting and short introduction of the day and topic "Eating and Environment"
10.00 – 10.45	Discussion about environmental aspects of food and corresponding traditions in country-related minigroups (discussing daily routine questions: How is it in my case, where do I encounter such customs? How is the situation in my country?). Creating a collage of words and pictures. The results will be presented shortly and compared in the large group (with translation).
10.45 – 11.00	Short introduction of the planned dishes, discussion about shopping in the near (super) market, each group receives a budget.
11.00 – 12.30	Shopping (with native speaker attendance for translation, where necessary) and small snack.
13.00 – 15.00	Short feedback – Did you obtain everything? How was your experience? The groups cook their dishes. Preparing the table takes place jointly. Whilst cooking, a lot of observing, questioning and taking photographs is going on.
15.00 – 16.30	Preparing the table and eating together
16.30 – 17.00	Cleaning up the kitchen
17.00 – 18.00	Reflection: Where did I/we succeed, what was positive? Where did I/we not succeed? What did I learn? What else would I like to learn? Did I discover new interests? Methodical support: Emotional vocabulary, see below, was prepared but not utilized, due to a lack of time.

Goals of reflection:

Own resources and abilities should be made visible and awareness thereof should be increased. It should be vocalized, which competences the women bring along and they should be explicitly appreciated.

Method:

In order to increase the variety of language and expression during reflection, cards with positive and negative words were used (exciting, pleasant, inebriant, thrilling, etc – boring, troublesome, exhausting, etc).

The cards need to be prepared beforehand, if possible multilingual. First, each person in the minigroup writes down her impressions and experiences – the cards serve as an impulse. Then, this is discussed within the minigroup. Cards which were utilized various times are marked with the corresponding number of points.

Presentation in the large group (with translation). The leading team complements with their observations.

Comments to the method: For people without previous access to education it is a challenge to label positive emotions and evaluate own actions and abilities as positive. The cards serve as an impulse and help to perceive own feelings in a differentiated manner and thus, express them vocally.

Comments and experiences:

- In case translations within the group are necessary, sufficient time has to be scheduled therefore.
- To ensure that the introduction doesn't seem too "heavy", the first part should be very short and also prepared with questions that are closely related to their daily lives.
- The seminar setting can also be utilized for further learning activities: orientation in a new environment, learning how to handle money, matching processes for team working capacity – all that can be found in the task of "going shopping".
- The engagement in the topic "Environment and Nutrition" can serve to increase the awareness of daily-routine knowledge and for facilitating information transfer.

6. LITERATURE

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