

Ruijie Yang
Aini Jiang
Yuqi Xie
Yiran Cao

Chinese Food Culture - Spicy

1. An overview of the resource

Our group topic is spicy food culture. Chinese cuisine is rich in flavor and also rich in history. Because of the topography, climate and customs of different regions, there are differences in the diet of each region (Zhang, 2020). Our group will mainly explain the spicy flavor in Chinese cuisine and its history and medicinal value. Spicy is not only a popular dietary taste in modern life, but it also carries more social and cultural meaning; In other words, it did not become popular immediately, which is caused by the historical memory of different time and space and contemporary social changes. Our course is offered online and there are no fixed class times, so students can take the course content at a time that is convenient for them.

2. A description and rationale for the learning theory

First of all, our group's Interactive Learning Resource is based on cognitivist learning theory and constructivist learning theory. Our group's content is related to Chinese food culture: spicy culture, which some learners may not have much prior knowledge about. So we think behaviorism is not very suitable for our group's learning plan. Moreover, we do not want learners to make correct answers through external stimuli. We want to develop the learner's initiative and thinking skills.

Cognitivism means that we work with the learners to accomplish their learning goals, and in the process help them discover the most appropriate and effective learning strategies for themselves. We can also demonstrate to the learners the structure of all the content in our group

courses, so that the learners can better understand what is included in the course content and how it is connected to each other, which will help the learners to build an integrated strategy for the content on their own. Secondly, constructivism is a good choice for our course as our course is very open-ended and allows students to explore by themselves. This openness means that each learner's understanding of our lessons will be different, and there will be no standard answer, like a math problem with a "right answer". Learners can make their own summaries of the entire course based on their own learning and understanding, combined with the instructor's explanations. As instructors, we will lead the students or provide them with knowledge about the course, but we will not limit them to only one answer for each question. Overall, cognitivism and constructivism are relatively appropriate learning theories for the Interactive Learning Resource that our group has designed.

3. A description and rationale for the learning design

For our group's course design, I think the most suitable learning design is open pedagogies, which refers to a variety of forms and methods of planned learning for different groups of people in society, without the restrictions of admission conditions that often exist in traditional educational institutions, and our courses are self-paced, and students learn by studying our pre-prepared PowerPoint and other materials. It is more convenient for students to study at their place of work or residence, instead of in a classroom on campus. At the same time, open teaching uses a variety of media technologies to organize teaching, and learners can study the course content at home. Because our courses are more open than other courses, learners only need to study the corresponding content at their convenient time to complete the course, and do not need a specific time and place. Learners can master the entire course content by reading articles, watching videos and reading PPTs and other course materials. Secondly, our course is to give the initiative of learning to the learners to play, learners can adopt different learning speed

and different learning methods according to their needs. The instructor only explains and summarizes, and plays a leading and mobilizing role to stimulate the students' curiosity. To sum up, open pedagogies is the right Interactive Learning Resource for our group.

4. A description of your learning context

Our courses are designed for university students or adults, either corporate or individual. The content of our group is designed to be relatively open, so whether you are working or want to learn more about the subject in your daily life outside of school, you can come to our courses. Also, the content of our group is designed to be relatively easy for non-native English speakers, as there are some video explanations.

5. Learning outcomes

In this course, you will be able to:

- Understand the history of Chinese cuisine, its origins and culinary regionalism.
- Distinguish the differences between the food cultures of Sichuan and Hunan and be able to list the representative foods of each place.
- Be able to distinguish more quickly the difference between Hunan and Sichuan cuisine
- Clearly state the relationship between spiciness and the human body. (Why people like to eat and the effects of spice on the human body)

6&7. Brief commentary about each topic and activity

Part one, we will explain the history and geographical division of Chinese food

Because of the topography, climate and customs of different regions, there are differences in the diet of each region (Zhang, 2020). There are eight major cuisines in China: Sichuan, Hunan, Cantonese, Fujian, Suzhou, Zhejiang, Hui and Lu.

In our interactive learning resources, we will introduce the eight major cuisines of China and their characteristics. We will introduce which region each cuisine comes from and when it was first formed. Through pictures and videos, we will help students to distinguish and understand the different cuisines.

Interactive activity

1. After studying this section, students will participate in a forum discussion, actively sharing their ideas and commenting on their peers' posts.
2. Start looking for team members for group work

The following is a video about what Chinese food is

<https://www.youtube.com/watch?v=oHCBgAcfVKE>

Optional reading:

Michelle T. King (2020) What Is “Chinese” Food? Historicizing the Concept of Culinary

Regionalism, Global Food History, 6:2, 89-109, DOI: 10.1080/20549547.2020.1736427

Part two, our group will focus on introducing Szechuan and Hunan cuisine.

Sichuan cuisine's wide range of ingredients, seasonings and dishes. It has a mellow and rich flavor, mainly spicy, and a blend of regional cuisines.

Hunan cuisine is characterized by its strong and spicy flavor. Hunan cuisine focuses on the taste of ingredients while the spicy taste does not dominate the whole dish.

First, we will take you through the food you can get to eat in each of the two cities (shown in pictures and videos). Secondly, we will provide you with the differences between the food cultures of the two regions. Hopefully, after this lesson, students will be able to distinguish between the dishes of the two regions

Interactive activity

1. Students complete post 2 and comment to each other.
2. Complete a draft of the group assignment

Our group has carefully selected several videos and articles for you, spending 5-20min each. We hope students can read them according to their needs.

Article:

<https://www.cnn.com/travel/article/china-food-spiciest-dishes/index.html>

Videos:

https://www.youtube.com/watch?v=MUy8Xf3_AtA

https://www.youtube.com/watch?v=MUy8Xf3_AtA&t=299s

https://www.youtube.com/watch?v=ecmW_a46cSM

Part three, our group will lead you to understand the relationship between spiciness and the human body. (Why people like to eat and the effects of spice on the human body).

“Szechuan pepper, a characteristic pungent-flavored spice in Sichuanese cuisine, the extracts or the compounds of Szechuan pepper are biochemically proven to possess strong antioxidant activities that could scavenge free radicals and inhibit overactive peroxidase system in pathological models”(Deng et al., 2019).

Our group will introduce the benefits of chili peppers, peppercorns and other ingredients to the human body. And explain why eating spicy food is addictive.

Interactive activity

1. Students complete post 3 and comment to each other.
2. Completion of group work and 5-10min presentation in class

The following two videos explain the reasons for eating spicy food and how eating spicy food affects our brain.

<https://www.youtube.com/watch?v=2sziIUZgdgk>

<https://www.youtube.com/watch?v=TuVcnR5zAWo>

Dong, X., Li, Y., Yang, K., Zhang, L., Xue, Y., Yu, S., . . . Wang, C. (2020). Mediation effect of body mass index on the association between spicy food intake and hyperuricemia in rural chinese adults: The henan rural cohort study. *BMC Public Health*, 20, 1-10.

doi:<http://dx.doi.org.ezproxy.library.uvic.ca/10.1186/s12889-020-09736-9>

8. An overview of your assessment plan

Assessment	Grade
Community Contributions <ul style="list-style-type: none">- 3 required posts, choose two to polish as a showcase- Commenting & Feedback	70%
Group/ Individual Project	20%
Group/ Individual Presentation	10%

- Community Contributions

Throughout the course, students can choose any topic that interests them to explore and reflect on. The purpose of this assignment is to engage with the major themes and concepts throughout the course through readings. The assignment is 70% and you must complete 3 posts and choose to submit the two best posts you have written for grading.

In addition, you need to select posts that interest you in the course community to comment on. The deadline for posting and commenting is the last day of the course, taking into account the irregularity of students' semester hours and time.

- Group/ Individual Project & Presentation

Group/ Individual project is done in groups of 1-4 people and the group can choose an area of interest such as the medicinal value of spicy foods and think outside the box. The group will ask

questions and develop ideas and search for information. The final presentation can be in the form of a blog, ppt or Google doc. (500-1000 words) The presentation is based on the results of the group work. Students are expected to add pictures and videos to the project to help other students understand the content better. The two assignments are intended to be a collaborative learning experience for the group to deepen their understanding of Chinese food culture.

9. An overview of your plans to design for inclusion of diverse learners.

For our evaluation program, we selected single parents with two children in elementary school who work full time and English speakers. Our goal was to make it easy for these two types of people to understand and spend less time learning about the history of traditional Chinese spicy foods and the health benefits of these foods. We chose to introduce traditional Chinese spicy foods using videos like youtube and instagram. First, as single parents with children who work full time, reading academic articles is very time-consuming and often they do not have enough time to do a complete reading. But instagram the resources above, single parents can get a cursory look at them while working and bringing up their children. For example, they can take a few minutes while waiting for their children to leave school and add these foods to their evening menu. Second, for ELLs, reading a lot of academic text can be tedious, and they don't get a good introduction to food without a picture presentation. So the basic tool we need to install is a video on YouTube. When they watch a YouTube video, they can choose to add English subtitles, and the YouTube video will have graphic explanations and add side by side, so it is very concise and easy to understand.

10. A rationale for your technology choices.

Our assessment plan is to introduce learners to traditional Chinese spicy foods in a simple and accessible way. Rather than spending a lot of time on academic explanations and reading, we focus on using easy-to-understand resources on the web to make it easier for learners to understand the development and causes of traditional Chinese spicy foods. Therefore, we will include links to youtube videos and Instagram images in our wordpress blog so that learners can easily find the resources.

11. Links to each peer review of your resource

Learning Pod 5:

Deanna: <https://deannatran.opened.ca/prompt-4-part-1-peer-review-of-pod-4/>

Emily Trelford: <https://emilytrelford.opened.ca/peer-review-for-ruijie-aini-yuqi-and-yiran/>

Kiana: <https://kianasblog.opened.ca/peer-review/>

Stephanie Teeney: <https://teachingwithteeney.opened.ca/peer-review-post-5/>

12. A rationale for why you did or did not incorporate your peers recommendations into your final resource

1. Clear the timing of your learning design.

We changed the right time to convince time.

2. "Perhaps you might want to include the inclusion of hard-of-hearing learners as part of your design for 'diverse learners' ".

The main design groups of our class are ELL students and mothers with children, and our class contains some academic articles and videos with subtitles. We believe that if the hearing

impaired people want to join our course, the materials we are preparing now can also satisfy their learning.

3. Method of presentation to the topic and confused about how this resource is supposed to be presented.

Our class is an online course like EDCI 335. There is no fixed class time, so it is convenient for mothers with children to arrange their own learning time. We have prepared articles, videos and PPT on each topic for learners.

4. Explaining why you chose constructivist instead of behaviourist.

Since the behaviorist is more inclined to "muscle memory", we don't want our learners to memorize something by rote all the time, but let them explore the Chinese food culture by themselves. We also arranged activities for them to do their own research behind the topic.

5. "I'm unsure if an elementary level learner would be able to navigate, understand and complete the posts/project parts".

Our idea has always been aimed at people above K-12. Now we have replaced K-12 and directly become university students and adults.

6. Suggest finding another activity, rather than just three blog posts.

We have added more activities, not just blog posts.

7. For many problems in the learning outcome, we have also made changes to it. It is convenient for students to understand more clearly.

13. A bibliography of reference list

No textbook is required

Academic Resources:

Anthony, T. (2006, Jan 04). Hot, hot, hot; if you crave spicy food, chengdu fills the bill: [final edition]. *The Spectator* Retrieved from

<http://search.proquest.com.ezproxy.library.uvic.ca/newspapers/hot-if-you-crave-spicy-food-chengdu-fills-bill/docview/270240059/se-2?accountid=14846>

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Michelle T. King (2020) What Is “Chinese” Food? Historicizing the Concept of Culinary Regionalism, *Global Food History*, 6:2, 89-109, DOI:[10.1080/20549547.2020.1736427](https://doi.org/10.1080/20549547.2020.1736427)

Shapin, S. (2014). ‘You are what you eat’: historical changes in ideas about food and identity. *Historical Research*, 87(237), 377-392.

Zhang, N., & Ma, G. (2020). Nutritional characteristics and health effects of regional cuisines in China. *Journal of Ethnic Foods*, 7(1), 7.

Videos:

1. The Food Ranger (2018, November 24). Chinese Street Food HOT POT HEAVEN + RABBIT Noodles and SPICY Dumplings in China - CHILI OIL 4 LIFE! [Video file]. Retrieved from https://www.youtube.com/watch?v=MUy8Xf3_AtA&t=299s
2. Goldthread (2020, August 27). A Chef's Search for the Spicy Flavors of His Ancestors [Video file]. Retrieved from https://www.youtube.com/watch?v=ecmW_a46cSM
3. The Food Ranger (2018, November 24). Chinese Street Food HOT POT HEAVEN + RABBIT Noodles and SPICY Dumplings in China - CHILI OIL 4 LIFE! [Video file]. Retrieved from <https://www.youtube.com/watch>
4. Goldthread (2019, October 31). Chinese Food 101: North vs. South vs. East vs. West - Eat China (S1E1) [Video file]. Retrieved from <https://www.youtube.com/watch?v=oHCBgAcfVKE>
5. It's Okay To Be Smart (2018, July 10). The Surprising Reason We Eat Spicy Food [Video file]. Retrieved from <https://www.youtube.com/watch?v=2szilUZgdgk>
6. Tech Insider (2017, October 30). How Eating Spicy Food Affects Your Brain And Body | The Human Body [Video file]. Retrieved from <https://www.youtube.com/watch?v=TuVcnR5zAWo>