

**Sizzling Screens: Exploring the Impact of Short-Form Video Influencer Cooking Content  
on Home Cooking Practices**

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**Abstract**

This research explores the influence of short-form influencer cooking content on home cooking practices, examining the educational, relational, and emotional impacts of these digital interactions. As platforms like YouTube and TikTok become primary digital sources for culinary education, they offer accessible and engaging content that transforms complex cooking processes into easily digestible tutorials. This study scrutinizes how such content enhances cooking skills and self-efficacy, emphasizing the role of influencers in shaping viewers' culinary behaviors through digital interactions. While the potential of these digital engagements is recognized, the depth of influencer-viewer relationships and their long-term effects on viewers' cooking practices are underexplored. The research proposal investigates the impact of social media exposure on viewers' confidence and motivation to cook at home, explores the dynamics of the relationship between influencers and viewers during the cooking process, and assesses how emotional connections with digital creators influence the enjoyment and effectiveness of the cooking experience. This research aims to deepen the understanding of digital media's role in culinary education and its broader implications for influencer-viewer relationship dynamics.

## **Sizzling Screens: Exploring the Impact of Short-Form Influencer Cooking Content on Home Cooking Practices**

The advent of digital media has revolutionized the culinary world, particularly through the medium of video content on social platforms like YouTube and TikTok. These platforms have become pivotal in culinary education, offering accessible, engaging tutorials that transform complex cooking techniques into visually digestible content. This literature review explores the multifaceted impacts of video content on cooking skills, examining how digital interactions between influencers and viewers affect food consumption and culinary behaviors. Studies such as those by Kaesberg et al. (2021) and Sokolova, Vessal, & Perez (2024) demonstrate the educational potential of these platforms to enhance cooking self-efficacy and promote skill acquisition through visual learning. However, despite their benefits, current literature often overlooks the nuances of these digital interactions, particularly the depth and evolution of influencer-viewer relationships and the long-term effects on viewers' cooking behaviors. This review aims to highlight these gaps, arguing for a more nuanced understanding of how digital culinary content not only educates but also emotionally engages viewers, fostering a more comprehensive appreciation of food media's role in modern culinary education.

### **Literature Review**

#### **Educational Impact of Video Content on Cooking Skills**

The proliferation of video content on social media platforms like YouTube and TikTok has significantly altered the learning landscape for culinary enthusiasts. These platforms offer a plethora of quick, engaging tutorials that not only entertain but also educate, providing a visual step-by-step guide to complex cooking techniques. For example, Kaesberg et al. (2021)

highlighted the profound impact of video technology in enhancing cooking self-efficacy among college students, demonstrating that such content makes the learning process more accessible and less intimidating (Kaesberg et al., 2021).

Moreover, the format of these videos often includes insider tips and practical advice, essential for beginners and not typically found in traditional cookbooks. Sokolova, Vessal, & Perez (2024) suggest that the visual representation of recipes can prompt viewers to replicate sophisticated cooking practices, thereby deepening their understanding and skill retention through visual learning (Sokolova et al., 2024).

However, current literature often overlooks the limitations of this learning format, such as the potential discrepancy between the curated simplicity of video tutorials and the real-life complexities of cooking. This gap underscores the necessity for research exploring the actual effectiveness of learning cooking skills through digital means.

### **Influencer-Viewer Dynamics in Culinary Videos**

The interaction between food influencers and their audiences is crucial in fostering viewer engagement and trust, significantly influencing their culinary behaviors. Influencers who combine authenticity with culinary expertise act as catalysts for viewers to explore new recipes and refine their cooking methods. Alwafi et al. (2022) emphasize the significant impact of perceived authenticity and credibility on viewers' food consumption patterns, highlighting the importance of personal connection in digital engagements to foster change in viewer food consumption behaviors (Alwafi et al., 2022).

This dynamic is not only about transferring cooking skills but also about cultivating a relationship that deepens with shared recipes and cooking expertise. Lewis & Phillipov (2018)

discuss how digital platforms facilitate profound connections between influencers and viewers by enabling interactions that transcend traditional media relationships, turning passive viewers into active participants (Lewis & Phillipov, 2018). These relationships are characterized by a mutual exchange where influencers adapt their content based on viewer feedback, fostering a responsive and engaging learning environment.

However, existing literature often overlooks the depth of the relationship that develops through these interactions, particularly how these relationships evolve during the cooking process itself. This oversight signifies a gap in understanding the full impact of these dynamics on viewer engagement and learning. For instance, as viewers transition from passive observation to active engagement with culinary content, the role of the influencer evolves into a digital mentor. This transformation and its effects on viewer behavior during the cooking process remain underexplored.

Moreover, the sustained influence of these dynamic relationships on viewers' long-term cooking behaviors is scarcely documented. Sokolova, Vessal, & Perez (2024) suggest that observing influencers can trigger the imitation of complex cooking practices, which promotes a deeper understanding and retention of culinary skills, yet how this influence persists over time is not thoroughly examined (Sokolova et al., 2024).

### **Emotional and Experiential Aspects of Culinary Videos**

Emotional engagement is a powerful aspect of culinary videos, enhancing viewer enjoyment and the effectiveness of the cooking experience. Wu et al. (2024) found that the aesthetic presentation and narrative style of the videos could significantly impact viewers'

emotional responses, thus motivating them to engage with the content and attempt the recipes (Wu et al., 2024).

While studies like those by Ngqangashe & Backer (2021) acknowledge the positive emotions elicited by engaging culinary content, there is limited research on how these emotions translate into actual cooking behavior. This gap in the literature suggests the need for further investigation into how a viewer's emotional connection with a digital creator influences their enjoyment and the perceived effectiveness of their cooking experience.

### **Summary**

This literature review critically evaluates the role of video content in culinary education through social media platforms, spotlighting the transformative effect of digital media on cooking skills, influencer-viewer dynamics, and the emotional and experiential aspects of cooking videos. It underscores the educational benefits of video content, such as enhanced self-efficacy and skill acquisition, facilitated by the visual and interactive nature of platforms like YouTube and TikTok. The review also delves into the complexities of the relationships formed between influencers and viewers, which are pivotal in influencing culinary behaviors and enhancing viewer engagement through authenticity and credibility.

However, there are significant gaps in the existing research, particularly in the depth of the influencer-viewer relationship and the long-term impact of these digital interactions on cooking behaviors. Emotional connections fostered by engaging video content are noted to significantly influence viewer enjoyment and motivation, yet the nuances of these interactions remain underexplored (Wu, Kemps, & Prichard, 2024). Addressing these gaps, the following

research questions are proposed to guide further investigation into the educational and relational dynamics of short-form cooking videos on social media:

***RQ1: How does exposure to vertical short-form video content on social media influence viewers' confidence and motivation to cook at home?***

***RQ2: How does the perceived relationship between the influencer and viewer change throughout the cooking process, and what aspects of this relationship are most impacted?***

***RQ3: How does a viewer's emotional connection to a digital creator influence their enjoyment and the perceived effectiveness of their cooking experience?***

These questions aim to deepen the understanding of the educational impact of digital culinary content and the complex interplay of emotional and relational factors that influence the cooking experience in the digital age.

## **Methodology**

### **Participants**

The study will target a diverse group of social media users who frequently engage with culinary content. Participants will be recruited through social media platforms such as TikTok and YouTube, where vertical short-form video content is prevalent. The sample will include individuals aged 18-35, reflecting a demographic known for both consuming and interacting with digital content. Efforts will be made to ensure a balanced representation in terms of gender, culinary skill level, and geographic location to enhance the generalizability of the findings.

### **Instrumentation**

The study will employ a mixed-methods approach, utilizing both quantitative and qualitative instruments to capture a comprehensive view of the viewer experience. The primary

quantitative tool will be a detailed survey designed to measure specific aspects of the viewer's experience. This will include sections aimed at assessing participants' confidence in their cooking skills and their motivation to cook at home, both before and after exposure to the video content. Additionally, the survey will probe the perceived dynamics of the relationship between the influencer and the viewer, focusing on trust, relatability, and credibility. Emotional impact will also be measured, including viewer enjoyment and emotional connection to the content, through scaled items and open-ended questions to capture nuanced responses.

For qualitative insights, a semi-structured interview guide will be developed to facilitate discussions during virtual focus groups. These interviews will delve into the deeper qualitative aspects of viewer engagement and interaction with the video content, providing rich, detailed data that complements the quantitative survey findings.

### **Procedures**

The study's procedures will begin with participant recruitment via social media platforms where culinary content is prevalent. Interested participants will be directed to an online screening form to ensure they meet the study criteria, such as age range and frequency of social media usage for cooking-related content. Once screened, participants will be enrolled and provided with detailed study information and consent forms, emphasizing confidentiality and voluntary participation.

Upon consenting, participants will be asked to complete an initial online survey designed to capture baseline data on their cooking skills, confidence, motivation, and perceptions of influencer-viewer relationships. Following this, participants will be assigned a curated list of short-form cooking videos from popular platforms like YouTube and TikTok. These videos will



be selected based on popularity and content variety to cover a range of cooking styles and influencer profiles.

Participants will be instructed to engage with these videos over a period of one week, during which they will be encouraged to attempt recipes and apply new techniques showcased in the videos. After the week-long viewing and engagement period, participants will complete a post-exposure survey identical to the initial one to assess changes in their cooking behaviors, confidence, and perceptions.

To capture qualitative insights, focus group discussions will be conducted within two weeks of completing the post-exposure survey. These discussions will be facilitated via video conferencing tools to allow for broad participation. Each session will be structured around open-ended questions that prompt discussion on the experience of learning from the videos, changes in perception towards the influencers, and any emotional connections formed during the process.

### **Data Analysis**

Quantitative data collected from the pre-and post-exposure surveys will be analyzed to identify statistically significant changes in the participants' confidence and motivation to cook, as well as shifts in their perceptions of the influencer-viewer relationship. Descriptive statistics will provide a baseline understanding, while paired t-tests will be used to compare pre-and post-exposure measures. ANOVA will be employed to explore differences among various demographic groups, such as age and cooking experience levels.

For the qualitative data from the focus group discussions, a thematic analysis will be conducted. The transcribed data will be reviewed to identify recurring themes and patterns,

particularly focusing on changes in emotional engagement, the perceived authenticity and credibility of influencers, and the impact of these factors on participants' willingness to engage in cooking. This analysis will also explore how participants describe their journey from passive viewers to active participants in the cooking process.

The Statistical Package of Social Sciences will be utilized to facilitate the organization and analysis of qualitative data, allowing for a systematic approach to identifying and correlating themes across different groups. The integration of quantitative and qualitative findings will enable a comprehensive understanding of the impact of short-form video content on cooking skills and the digital culinary experience, addressing the complex dynamics of learning, engagement, and emotional connection in digital environments.

### **Limitations**

The study may face limitations related to self-reported data, which can introduce bias. Additionally, the convenience sampling method through social media might not provide a completely representative sample of the general population. The dynamic nature of social media and the individual variability in content consumption patterns may also influence the results.

### **Ethical Considerations**

The research will adhere to ethical standards concerning privacy, confidentiality, and informed consent. Participants will be informed about the purpose of the study, the nature of the data being collected, and their rights to withdraw at any time without penalty. Data will be anonymized and securely stored to protect participant privacy.

### **Significance of Study**

This research proposal holds substantial academic and practical significance by addressing the growing intersection between digital media consumption and practical skill acquisition, specifically within the culinary arts. As digital platforms continue to shape everyday behaviors, understanding the educational potential of short-form video content in enhancing cooking skills and motivation becomes crucial. This study aims to fill the existing gap in the literature by providing empirical evidence on the educational impacts of social media on practical learning experiences.

The significance of this study extends into the realm of digital literacy, offering insights into how digital content creators influence consumer behavior and skill development. By examining the dynamics between influencers and viewers, the research contributes to broader discussions on media influence, particularly in how trust and relationship dynamics can affect learning outcomes. This is particularly relevant in an era where influencer marketing continues to grow in scope and impact.

Furthermore, this study delves into the emotional and experiential aspects of learning from digital content, a relatively underexplored area for cooking behaviors that could inform strategies for content creators and educators to design more engaging and effective culinary materials. By understanding the elements that enhance viewer enjoyment and emotional engagement for home cooks, stakeholders in the culinary industry and digital content creation can better cater to the needs of diverse learning populations.

Overall, this research contributes to a nuanced understanding of the intersections between digital culture and learning, offering both theoretical contributions and practical insights that can

aid in the design and implementation of future digital learning initiatives in various disciplines beyond cooking through short-form video content.

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