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Cooks as collaborative creators and evaluators: An iterative sensory- driven workshop to create vegetarian dishes

ABSTRACT

Among the obstacles to substituting animal-based food products with more sustainable plant-based alternatives at home and in food service is the lack of familiarity and creativity among consumers and culinary professionals. This case study describes and discusses the designing of a two-day hands-on workshop for eighteen cooks from Örebro Municipality, Sweden. In a collaborative design process, participants experimented with eight vegetable ingredients (legumes, grains and plant-based meat alternatives) and different cooking techniques (e.g. baking, grilling and frying) to create thirteen novel or adapted vegetarian dishes. The workshop

KEYWORDS

plant-based proteins
recipe development
Culinary Funnel
familiarity
cultivated diversity
gastronomic potential
check-all-that-apply
public meals

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1. In this article, we define a dish, meal or diet as 'plant-based' when it prioritizes plant-derived ingredients as the foundation of its composition, even if minimal animal-derived components (e.g. dairy in lacto-vegetarian preparations) are present.

incorporated sensory assessments of the plain ingredients, the cooked ingredients and the final dishes, empowering cooks as both creators and evaluators and generating valuable data for future recipe development. The resulting dishes, ranging from light to hearty and simple to complex, indicated no correlation between the number of components and overall liking, challenging the common perception that vegetarian dishes require more effort, ingredients or complexity. A follow-up questionnaire and group interview provided insights into the workshop's impact and potential improvements. The case of this workshop sparks broader discussions about how to create dishes by taking ingredients as a starting point, and how methods from sensory science can be used to improve the flavour of vegetarian meals. It also raises questions about how researchers can design more horizontal and collaborative interactions with other actors of society – such as, in this case, cooks working in public meal services.

INTRODUCTION

An important strategy to make the global food system more sustainable is reducing the consumption of animal products and adopting a more plant-based¹ diet (Willett et al. 2019). This transition faces many challenges in different domains such as technology, nutrition, sensory analysis and consumer behaviour (Giacalone et al. 2022), and also regarding managerial, motivational and recipe creation in food service providers (Milford and Kildal 2019). Cooks play a pivotal role in the shift towards sustainability because they can shape food service practices (Mrusek et al. 2022), particularly in societies that increasingly have meals out of home (Baptista et al. 2025). While consumers' familiarity, knowledge and creativity with vegetarian ingredients can be beneficial (Hoek et al. 2011), these same factors can pose challenges for professionals working in restaurants (Milford and Kildal 2019), who must translate unfamiliar ingredients into appealing dishes that satisfy diverse tastes and expectations (Kim et al. 2024). Cooks in public food service settings, such as schools, are especially influential: by introducing children to varied and attractive vegetarian dishes, they can help shape preferences that extend to the home and encourage families to adopt more sustainable diets (Pater et al. 2025). In addition, their close relationships with guests allow them to adapt more plant-based offerings to local tastes, making these options more accessible and appealing.

Recognizing the importance of engaging cooks in efforts and strategies to facilitate a green transition (Leer 2025; Michielsen et al. 2024), workshops can serve as incubators for collaborative creativity (Baruah and Paulus 2019). By providing a structured environment for cooks to explore, experiment, exchange knowledge and collectively innovate with diverse and sustainable vegetarian ingredients, these workshops can leverage the principles of collaborative creativity to address culinary challenges. To maximize their effectiveness, workshops should incorporate experiential learning, provide constructive feedback, encourage peer collaboration and adhere to sound pedagogical principles (de Grave et al. 2014; Steinert et al. 2006). Furthermore, integrating sensory analysis methods into such workshops can enrich participants' understanding of ingredients and contribute to developing more sustainable and appealing vegetarian dishes (Damsbo-Svendsen et al. 2020).

The aim of this article is to describe and discuss a collaborative workshop model designed to promote sustainable vegetarian meals in public food service settings. The workshop brought together cooks, managers and researchers to

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explore the use of eight vegetable ingredients, various cooking techniques and the application of sensory methods in the development of vegetarian dishes suitable for schools and elderly care. To assess the workshop's process and outcomes, both qualitative and quantitative data were collected, including participant feedback and sensory evaluations of the dishes. This case study also examines how collaborative approaches can foster shared expertise and support the creation of vegetarian dishes by starting from the intrinsic qualities of the ingredients themselves, rather than by attempting to mimic meat-based dishes.

The workshop discussed by this case study was created by the authors based on the Culinary Funnel, a recipe development model that follows two design principles: material-driven and iterative/hands-on (Westling et al. 2021). This means that instead of starting the creation of a recipe by the desired resulting dish and searching for the best ingredients and methods to make it, the process starts from an ingredient, finds the best cooking methods and arrives at a dish. This inverted path is led by the exploration of the product's materiality through sensory perception (Karana et al. 2015) and draws inspiration from Norman and Verganti's description of the 'hill climbing procedure' (2014: 79) in human-centred design. Our workshop applied these food design principles to bridge scientific research and culinary practice by integrating sensory evaluation and iterative, real-world experimentation throughout the creative process, fostering cross-fertilization between chefs and researchers (Schifferstein 2023). The cyclic, experimental nature of the workshop enables participants to continually expand the design space and deepen their understanding of each ingredient's possibilities and limitations (see also Westling 2022: 114–16).

THE WORKSHOP

Building on this approach, a workshop to promote creativity with vegetable ingredients in public meals was organized by researchers from the Grythyttan School of Hospitality, Culinary Arts and Meal Science, Örebro University, together with a manager and a dietician from Örebro Municipality. The activities included lectures, cooking and sensory assessments, as shown in Figure 1. They took place in the kitchen used for home economics classes at a municipal school in Örebro during two consecutive days in February 2024. Eighteen cooks (mean age 43 ± 6.17 years; 50% female) employed in school cafeterias and in restaurants providing meals for the elderly within the municipality participated in the workshop. Participation was open to all interested employees across the various sectors of the municipal meal services. Nearly all participants reported preparing at least one vegetarian dish per day as part of their regular duties. All participants had formal education in culinary arts, with 83% at the secondary level and 17% at the university level. On average, they had 21 ± 7.64 years of professional cooking experience, of which 7 ± 3.83 years were within the municipal meal services.

On the first day, participants attended two lectures, one about health aspects of plant-based proteins and one about the origin and characteristics of the eight ingredients they were going to use in the workshop. The eight vegetarian ingredients were chosen to represent different categories of ingredients and comply with the municipal policy to prefer local and organic products. They were oat rice (Havreris, Törjövåxt, Örebro, Sweden), yellow peas (Lantmännen, Stockholm, Sweden), grey peas (Nordisk Råvara, Stockholm,

Sweden), Gotland lentils (Nordisk Råvara, Stockholm, Sweden), fava beans (Nordisk Råvara, Stockholm, Sweden), pea protein mince (Ärtfärs, Kung Markatta, Malmö, Sweden; pea protein sourced from Denmark), powdered oat protein (Proatein, Lantmännen, Stockholm, Sweden) and legume protein mince (Baljväxtfärs, Anamma, Malmö, Sweden), as shown in Figure 2.

For the first sensory assessment, Day 1, the ingredients were prepared in the simplest way possible. The oat rice and Gotland lentils were cooked in salted water; the powdered oat protein was mixed at a 1:1 proportion with water; the protein minces were steamed; and the yellow peas, grey peas and

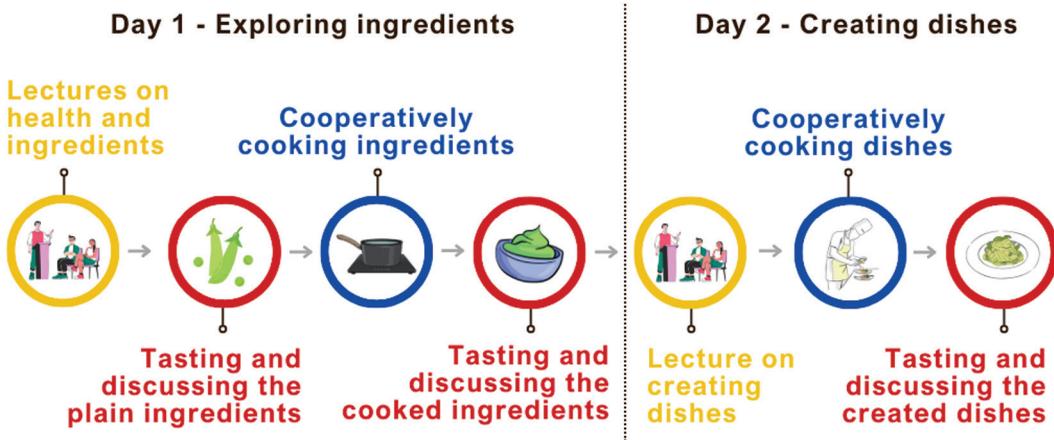


Figure 1: The two-day workshop activities.



Figure 2: The eight plant-based products. Clockwise from the upper left: grey peas, oat rice, yellow peas, lentils, oat protein, pea mince, legume mince and fava beans.

fava beans were soaked overnight and cooked in salted water. Participants evaluated overall liking using a 7-point hedonic scale ranging from '1 – disliked very much' to '7 – liked very much' and described the samples using the check-all-that-apply (CATA) test. The terms for the CATA test were based on Kim et al. (2024), Westling et al. (2024) and Baptista and Schifferstein (2023) and are listed in Appendix 1. After tasting the samples individually, organizers and participants discussed the results. An ANOVA found a significant difference ($F[104.91] = 20.89, p \leq 0.01$) in liking between the eight plain ingredients. The average liking with standard deviation (SD), Tukey's pairwise comparison, and the correspondence analysis (CA) individual factor map with clusters and their main descriptors are shown in Figure 3.

The cooks were then divided into groups of two or three, and each group was assigned to work with one of the eight ingredients. They were given one hour to cooperatively experiment with their ingredients and different cooking methods (e.g. baking, grilling and frying). They were allowed to add only salt, sugar and/or oil. Each group were asked to choose two of their samples to be evaluated in a second tasting. The sixteen resulting samples, eight ingredients cooked in two different ways each, were evaluated by two groups of ten and eleven participants each, with each group evaluating half of the samples. The questionnaire was the same as the first sensory session. An ANOVA showed a

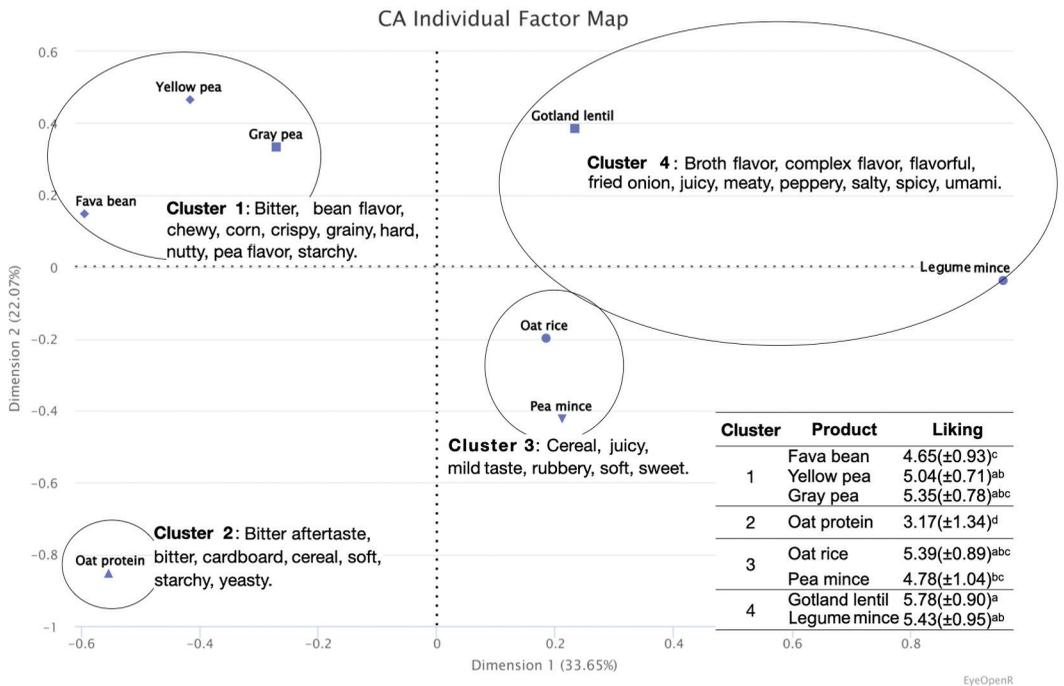


Figure 3: Correspondence analysis (CA) individual factor map and hierarchical clustering of the eight products based on their sensory profiles, as assessed using check-all-that-apply (CATA) test. The average liking scores with standard deviations (SD) in brackets are shown on the bottom right. Products with the same letter are not significantly different according to Tukey's test. All tests were run at 5 per cent significance level.

significant difference ($F[53.41] = 6.04, p < 0.001$) in liking between the sixteen cooked plant-based products. The average liking with SD, Tukey's pairwise comparison, and the CA individual factor map with clusters and their main descriptors are shown in Figure 4.

On the second day, the results of the second sensory session were presented to and discussed with the participants, followed by a lecture on innovation, cooking creativity and sensory principles related to menu creation. Afterwards, the cooks were given three hours to cooperatively create one or two dishes with the same ingredient and pair/trio they worked with the day before, plus a wide variety of vegetables, fruits, cereals, dairy, dairy plant-based substitutes, dry foods and spices available in the hosting school kitchen (see Appendix 2). They were instructed to create plant-based dishes that could potentially be served by the kitchen they worked in. Thirteen dishes were created and evaluated in the third sensory session, as shown in Table 1 and Appendix 3. An ANOVA found a significant difference in the ratings of appearance ($F[8.73] = 39.66, p < 0.001$), aroma ($F[5.76] = 24.55, p < 0.001$), flavour ($F[4.49] = 23.48, p < 0.001$), texture ($F[4.05] = 23.03, p < 0.001$) and aftertaste ($F[3.14] = 18.59, p < 0.001$) between the dishes.

A follow-up online questionnaire was sent to the participants two months after the workshop; twelve completed the questionnaire. They reported liking the lectures (4.5 ± 0.68 on a 5-point scale), the tasting sessions (4.25 ± 0.79),

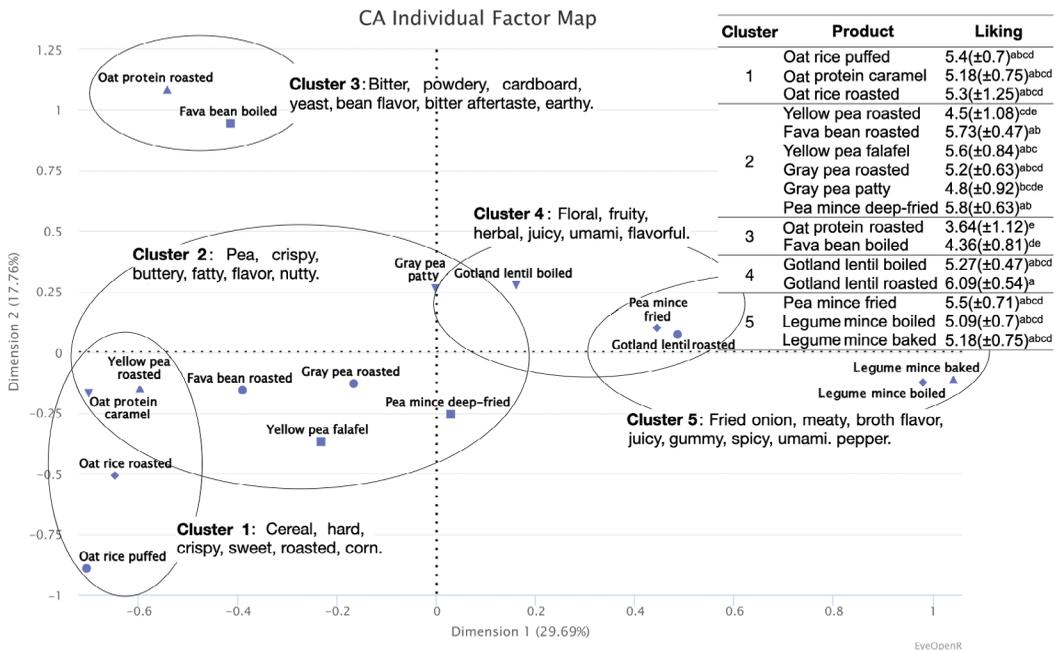


Figure 4: Correspondence analysis (CA) individual factor map and hierarchical clustering of the eight products in their two versions each based on their sensory profiles assessed using the check-all-that-apply (CATA) test. The average liking scores with standard deviations (SD) in brackets are shown on the top right. Products with the same letter are not significantly different according to Tukey's test. All tests were run at 5 per cent significance level.

Table 1: The thirteen dishes created by the cooks and their liking scores for appearance, aroma, flavour, texture and aftertaste. Samples in the same column with the same letter are not significantly different according to Tukey's test at a 5 per cent significance level. See Appendix 3 for recipe instructions and explanations of each dish's name, accompanied by a photograph of the dish as served.

Ingredient	Technique	Dish	Appearance	Aroma	Flavour	Texture	Aftertaste
Gotland lentils	Boiled and pan-fried	Jeon with lentils and vegetables	4.62(±0.58) ^a	4.21(±0.59) ^{abc}	4.50(±0.51) ^a	4.54(±0.59) ^a	4.12(±0.74) ^a
Oat rice	Boiled	'Oatsotto' with fried pea mince	3.38(±0.77) ^e	3.92(±0.58) ^{bc}	3.92(±0.83) ^{abc}	3.75(±0.68) ^{bc}	3.79(±0.83) ^{ab}
Pea mince	Boiled	Oat arancini with oat mayo	3.92(±0.57) ^{cde}	3.68(±0.63) ^c	4.00(±0.58) ^{abc}	4.00(±0.65) ^{abc}	3.96(±0.61) ^{ab}
Yellow peas	Pan-fried	'Peabiff' with fennel	4.00(±0.65) ^{bcd}	3.80(±0.65) ^c	3.84(±0.90) ^{bc}	3.52(±1.05) ^c	3.96(±0.84) ^{ab}
	Roasted and deep-fried	Falafel with coleslaw	4.48(±0.65) ^{abc}	4.12(±0.73) ^{bc}	4.28(±0.61) ^{ab}	4.00(±0.71) ^{abc}	4.12(±0.78) ^a
	Pan-fried	'Peabiff' with spinach	4.08(±0.81) ^{abcd}	3.92(±0.49) ^{bc}	4.20(±0.71) ^{abc}	4.16(±0.69) ^{abc}	4.12(±0.78) ^a
Grey peas	Boiled	Pasta 'pealognese'	4.04(±0.69) ^{abcd}	4.17(±0.70) ^{bc}	4.00(±0.72) ^{abc}	3.88(±0.74) ^{bc}	3.83(±0.76) ^{ab}
	Boiled	Kroppkaka and lingonberry	4.62(±0.49) ^a	4.46(±0.66) ^{ab}	4.42(±0.72) ^{ab}	3.75(±0.79) ^{bc}	4.17(±0.76) ^a
Legume mince	Deep-fried	Frikadeller in tomato sauce	4.50(±0.51) ^{abc}	4.17(±0.70) ^{bc}	4.42(±0.58) ^{ab}	4.38(±0.65) ^{ab}	4.29(±0.55) ^a
Oat protein	None	Okonomiyaki with fennel and tare sauce	4.12(±0.67) ^{abcd}	3.96(±0.73) ^{bc}	4.36(±0.70) ^{ab}	3.96(±0.73) ^{abc}	3.92(±0.70) ^{ab}
	Caramelized	Muesli with apple and yoghurt	4.29(±0.75) ^{abcd}	4.75(±0.44) ^a	4.42(±0.78) ^{ab}	4.21(±0.83) ^{ab}	3.96(±1.12) ^{ab}
Fava beans	Boiled and roasted	Fava nugget and salad	4.58(±0.72) ^{ab}	4.00(±0.59) ^{bc}	3.62(±1.06) ^c	3.83(±1.05) ^{bc}	3.42(±0.93) ^b
	Roasted	Pasta with pesto and beans	3.83(±0.64) ^{de}	4.38(±0.65) ^{ab}	4.42(±0.58) ^{ab}	3.92(±0.83) ^{abc}	4.42(±0.58) ^a

and the cooking activities (4.25 ± 0.75). There was more variability in their approval of the interaction with other participants (4.08 ± 0.90) and researchers (4.08 ± 0.90). They thought that the workshop was pleasant (4.42 ± 0.67), relevant (4.25 ± 0.75) and insightful (4.25 ± 0.75), but were less consensual about how well it was organized (3.92 ± 1.00) and how much they were able to express their creativity (3.92 ± 1.00) and knowledge (4.33 ± 0.98). After two months, they were using fairly often the acquired knowledge on ingredients (3.83 ± 1.02), how to cook them (3.91 ± 1.08), how to create dishes (3.83 ± 1.19) and how to use sensory methods (3.08 ± 1.24) in their daily work. They also reported becoming more familiar with sensory methods ($T = 3.31, p < 0.01$) with the products they did not cook in the workshop ($T = 3.31, p < 0.01$), but not with the product they cooked in the workshop ($T = 1.39, p = 0.19$).

After the follow-up questionnaire, qualitative group interviews were held at the municipality's office building. All eighteen cooks were invited, but only nine participated (response rate: 50 per cent). They were separated into two groups, and a one-hour conversation was mediated by one researcher and one manager. Participants expressed appreciation for the workshop's hands-on approach, which had allowed them to experiment with ingredients and techniques beyond their daily professional routines, and mentioned that the sensory evaluations gave objectivity to the discussions. Although a few of them reported some initial scepticism, they valued learning from researchers and collaborating with colleagues from other kitchens. The participants suggested more opportunities for knowledge exchange and sharing experiences across different municipal restaurants. While some felt pressured by the requirement to present final dishes, others found it helped maintain focus. Knowing that their dishes were going to be evaluated by their colleagues also caused apprehension among a few of the participants. Cooking with vegetarian ingredients was perceived as more challenging than cooking with meat, as it required greater effort to achieve satisfying flavours. One of the participants suggested including cooks from other cultures that use more legumes in their daily diet. Discussions arose about communicating plant-based dishes to the guests, particularly children, who are often prejudiced against vegetarian meals.

DISCUSSION

The participants generally appreciated the workshop and gained knowledge about sensory analysis and plant-based sources of protein. According to the group interviews, they particularly valued the opportunity to actively explore the ingredients and conduct tests, a rare experience given their demanding daily routine of preparing large volumes of meals. The lectures, another element that is not typically part of their everyday work, were also well received. When the workshop was first proposed, one cook expressed initial scepticism, describing it as 'one more of those activities in which people from the university come to tell us what to do'. This sentiment reflects a common perception among some professionals regarding academic collaborations. However, after participating in the workshop, this cook reported a shift in perspective, highlighting the importance of researchers approaching such collaborations in a way that acknowledges and respects professionals' expertise. This experience also underscores the value of adapting communication and vocabulary to different professional groups, and of fostering mutual interest in each other's knowledge and experiences so that learning becomes a two-way exchange.

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The Culinary Funnel was a good way to apply principles of effectiveness for workshops found by Steinert et al. (2006), fostering an iterative, hands-on and experiential learning environment. The sensory tests provided immediate feedback, stimulating discussion and collaborative learning, a key element of culinary idea generation (Baruah and Paulus 2019). Working in groups and presenting results facilitated peer collaboration, while the material-driven, problem-based approach integrated diverse learning methods. The initial sensory assessment of plain ingredients laid the foundation for the cooks' creative process, helping them identify both challenges and opportunities for each ingredient. Several cooks noted that tasting ingredients 'as is' inspired ideas for enhancing or balancing flavours, while others used sensory feedback to select appropriate cooking techniques.

This iterative process can be exemplified by the case of oat protein powder, initially the least liked sample due to its bitterness and cardboard flavour. By caramelizing it, cooks reduced its bitterness and created a dessert that became the third most liked dish, illustrating how systematic ingredient exploration can drive culinary innovation (Sonneveld and Schifferstein 2008; Westling et al. 2021). While 'liking' was used as a measure of initial acceptability, it is important to note that professional cooks often work creatively with ingredients they do not personally prefer. Thus, hedonic ratings primarily help to identify sensory challenges and opportunities, rather than to predict a dish's ultimate success.

The workshop also offered insights on the creation of vegetarian meals. The first and second tasting sessions showed that bitter, burnt and earthy flavours are drivers for rejection, while salt, umami and spices enhance acceptability, consistent with previous research (Giacalone et al. 2022). Yet the sensory attributes did not determine the liking alone; for instance, grey peas and fava beans had similar flavour descriptors in the first sensory assessment (Cluster 1 in Figure 3), but their liking ratings differed (5.35 vs. 4.65, respectively). This suggests that factors such as the intensity or balance of the sensory descriptors influence overall liking and warrant further investigation. Interestingly, the legume mince was among the most liked products, indicating that the negative attitude towards processed alternatives is less determined by taste preferences and more by the perception of these products as 'fake', 'unnatural', 'unhealthy' or 'ultra-processed' (Varela et al. 2022: 7). It is important to note that the legume mince is a prefabricated product developed by industry with a carefully balanced recipe, including fat, sweetness, acidity, salt, umami, stabilizers and flavouring, in addition to a blend of legumes and pea protein. This complexity and flavour optimization likely contribute to its favourable taste profile and may explain why this processed product was preferred over more basic raw ingredients.

A total of thirteen dishes were created and evaluated by the participating cooks, representing a diverse range of culinary traditions – including Swedish, Danish, Italian, Japanese, Korean and Middle-Eastern cuisines (see Appendix 3) – as well as various cooking techniques, levels of complexity and ingredient combinations. The dishes demonstrate that plant-based meals can assume all sorts of flavour profiles, from light and fresh (e.g. pasta with pesto and beans) to fulfilling and hearty (e.g. buttery grey pea kroppkaka). Many of the dishes were based on whole legumes, whose health benefits have been highlighted together with the need to develop new food products with them (Ibsen et al. 2022). Importantly, the recipes were specifically developed to be practical for large-scale catering operations with limited resources, ensuring

their direct applicability to public schools and community restaurants. By demonstrating the versatility and appeal of vegetarian ingredients, these dishes have the potential to inspire broader and more lasting dietary changes. The opportunity for knowledge transfer is considerable: guests at community restaurants can recreate these meals at home, and children may influence family eating habits by requesting dishes they enjoyed at school. Given these outcomes, it would be valuable to conduct similar workshops in settings with less experience in vegetarian meal preparation than, for instance, Örebro Municipality. Such efforts could help to identify both barriers and enabling factors for implementing plant-based meals in institutional contexts with varying levels of prior experience.

While most dishes were strict vegetarian, many still adhered to the conventional structure of a meat-centred plate, with vegetables served as sides, complements or garnishes (Michielsen et al. 2024). In terms of general average liking, the non-meat-centred dishes (jeon, oat arancini, okonomiyaki, muesli, pasta pesto, falafel, 'oatsotto') scored 4.12, which was comparable to the 4.07 rating for the 'meat'-centred dishes (pasta 'pealognese', oatbiff, peabiff, kroppkaka, frikadeller, fava nugget). Building on the discussions brought by Michielsen et al. (2024), the number of components in the dishes created by the cooks in our workshop ranged from few (e.g. pasta pesto with fava beans) to many (e.g. stir-fried pasta with lentils, vegetables and sauce), with no apparent correlation to general liking. This suggests that vegetarian dishes do not necessarily require more effort, ingredients or complexity than omnivore dishes, challenging a common perception (Röös et al. 2022).

Challenges can indeed serve as powerful drivers for innovation in culinary craftsmanship (Michielsen et al. 2024); however, the competitiveness among participants may also become a distraction. In our case study, individuals with a more competitive personality sometimes focused more on questioning the methodology and evaluation criteria than on constructive feedback and improvement. Given that liking alone does not offer a nuanced evaluation of food, and considering the limited scope of our study, future workshops should incorporate more in-depth qualitative evaluations (e.g. focus groups, individual interviews) to better capture the nuances of flavour development and culinary creativity in plant-based cuisine. Additionally, clearly communicating the workshop's goals and expected outcomes, along with strategies to foster a more collaborative environment, is crucial in these instances.

CONCLUSION

This exploratory case study, involving eighteen municipal cooks from schools and elderly care, demonstrates a promising model for food designers and food service professionals seeking to promote change in public meals. Although the approach was tested only with a small group of municipal cooks in a specific context and without a control group, it appears readily adaptable to other public food service settings, provided there is institutional support and participants are willing to experiment and share knowledge.

Importantly, the recipes developed were tailored for large-scale catering operations with limited resources, ensuring their direct applicability to public schools and community restaurants. By showcasing the versatility and appeal of plant-based ingredients, these dishes have the potential to inspire broader dietary changes beyond the institutional setting, including knowledge transfer to home kitchens and families.

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Future research and practice should move beyond isolated workshops towards systemic integration. This includes scaling up the workshop model to broader initiatives, carefully adapting it to diverse cultural contexts and dietary needs, and embedding its learnings into routine kitchen practices – such as collaborative recipe development, structured peer support, and mentorship programmes. Additionally, conducting similar workshops in settings with less experience in vegetarian meal preparation would be valuable for identifying both barriers and enabling factors for implementing plant-based meals in diverse institutional contexts. Further studies with larger, more diverse groups and the inclusion of control groups would provide deeper insights into the model's effectiveness and adaptability.

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ETHICAL STATEMENT

Eighteen cooks, mean age 43 (± 6.17), 50% female, working with school cafeterias or community restaurants at Örebro Municipality, attended the workshop. All of them had some education in culinary arts, 83% on the secondary level and 17% on the university level. In average, they had 21 (± 7.64) years of professional experience as cooks, of that, 7 (± 3.83) at the municipality. The cooks willingly volunteered to take part in the study. Prior to their participation in the sensory tests, informed consent was obtained from each participant. The study has been conducted in Sweden. According to the Swedish law governing ethical vetting – the Swedish Act (2003: 460) concerning the ethical review of research involving humans – these kinds of sensory tests do not need ethical approval in Sweden.

CONFLICT OF INTEREST STATEMENT

The authors have no conflicts of interest to declare.

APPENDIX 1

CATA terms used, Day 1.

- 'sweet'
- 'sour'
- 'salty'
- 'umami'
- 'bitter'
- 'bitter aftertaste'
- 'mild flavour'
- 'flavourful'
- 'fatty flavour'
- 'complex flavour'
- 'bean flavour'
- 'pea flavour'

- 'cereal'
- 'root vegetable'
- 'corn'
- 'buttery'
- 'floral'
- 'herbal'
- 'fruity'
- 'spices'
- 'earthy'
- 'nutty'
- 'yeast'
- 'fermented'
- 'broth flavour'
- 'fried onion'
- 'roasted'
- 'pepper'
- 'meaty'
- 'smoked'
- 'cardboard'
- 'long aftertaste'
- 'soft'
- 'hard'
- 'crispy'
- 'juicy'
- 'grainy'
- 'chewy'
- 'powdery'
- 'gummy'
- 'fatty'
- 'fibrous'

APPENDIX 2

Ingredients available during the workshop, Day 2.

Vegetables and fruits

Cauliflower

Onions

Leeks

Garlic

Parsnips

White cabbage

Celeriac

Bell peppers

Potatoes (firm)

Spinach

Mushrooms

Chilli peppers

Apples

Limes

Lemons

Ginger

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Herbs

Basil
Parsley
Coriander
Thyme

Dairy and eggs

Cream
Grated cheese
Milk
Oat milk
Eggs
Butter
Crème fraîche

Grains and legumes

Quinoa
Oat rice
Red lentils
Millet
Oats

Seeds and nuts

Sunflower seeds
Pumpkin seeds

Canned and processed foods

Coconut milk
Crushed tomatoes
Chilli sauce
Tomato purée

Oils, vinegars and condiments

Oil
Lime juice
Lemon juice
Stock/broth (various types)
Spices (all)
Vinegar
Mustard
Dijon mustard
Honey
Soy sauce (Chinese and Japanese)
Apple cider vinegar
White wine vinegar
Red wine vinegar
Balsamic vinegar

Baking and cooking ingredients

Flour
Brown sugar
Granulated sugar

Cornstarch
Baking powder
Panko breadcrumbs
Regular breadcrumbs

APPENDIX 3

Recipe instructions for each dish, as provided by the cooks, accompanied by a photograph of the dish as served.

Jeon (Korean savoury pancakes) with lentils and vegetables.

Recipe instructions: Gotland lentils (soaked and dry-roasted) cooked in lightly salted water, blended 50/50 into a batter. Mixed with 1/3 kimchi and maizena for better frying consistency. Served with a weekly salad of cabbage, carrots, leeks, spinach and a soy dipping sauce. Topped with cooked, popped lentils and chilli.



'Oatsotto' (oat-based risotto) with fried pea mince.

Recipe instructions: oat risotto served with leeks and carrots for texture, and fried pea protein for a 'meaty' feel and smoky flavour.



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Oat arancini (oat-based Italian rice balls) with oat mayo.

Recipe instructions: rice balls made from leftover oat rice or oatsotto. Breaded for crispiness and served with tarragon mayonnaise made from oat rice cooking water.



'Peabiff' (pea-based patties) with fennel.

Recipe instructions: used leftover oat rice with dried pea mince. Pea protein patty served with fennel salad for freshness.



Falafel (Middle-Eastern chickpea fritters) with coleslaw.

Recipe instructions: 50/50 mix of soaked/cooked yellow peas with spices, fried. Served with garlic-lemon coleslaw, chilli tomato sauce, garlic mayonnaise and roasted sliced potatoes.



'Peabiff' (pea-based patties) with spinach.

Recipe instructions: 50/50 mix of soaked/cooked yellow peas with roasted sunflower seeds and herbs. Pan-fried and served with roasted potatoes, cauliflower, cream sauce and spinach oil.



Pasta 'pealognese' (pasta with pea-based Bolognese sauce).

Recipe instructions: brown mixed vegetable brunoise, onions, garlic, tomato paste, and coarsely chopped cooked grey peas. Crushed tomatoes, wine and spices added.



Kroppkaka (Swedish potato dumplings) and lingonberry.

Recipe instructions: dumplings made from soaked, cooked and chopped grey peas mixed with onion and allspice.



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Frikadeller (Danish meatballs) in tomato sauce.

Recipe instructions: legume mince mixed with cheese and spices, formed into meatballs and cooked in vegetable broth. Served in a blended vegetable tomato sauce with spaghetti, cheese crisps and gremolata oil.



Okonomiyaki (Japanese savoury cabbage pancake) with fennel and tare sauce.

Recipe instructions: pancake made with roasted protein powder and vegetables. Served with shredded vegetables, soy-based dressing and pickled cauliflower, fennel and chilli.



Muesli with apple and yoghurt.

Recipe instructions: roasted seeds, oats and oat protein served with fried apples and honey-flavoured yoghurt.



Fava nugget (fava bean-based fritter) and salad.

Recipe instructions: cooked fava beans mixed with grated potato, roasted parsnip, cauliflower, potato flour, quinoa and spices. Breaded with polenta and fried. Served with vegetarian curry mayo, sweet and sour sauce, roasted potatoes and coleslaw.



Pasta with pesto and beans.

Recipe instructions: roasted fava beans blended with basil, garlic, lemon oil, salt and pepper to make a pesto. Served with pasta.



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