

Once upon a time...

DietSense Campaign – Wilson High School

Data analysis ideas

Survey Questions & Responses (some of the responses in q 7 and 10 are not mutually exclusive):

1. Take a picture of food/drink you eat.
2. What's on your mind about this food/drink? (Comment section)
3. In your opinion, how healthy is this food/drink? (Very healthy, Healthy, Neutral, Unhealthy, Very Unhealthy, Don't know)
4. Who do you eat this with? (Me, Family, Friend, Other)
5. Who chose this food/drink? (Me, Family, Friend, Institution, Other)
6. What food group does this primarily belong to? (Fats (oil, nuts), Protein (meat, fish, beans, eggs, nuts), Dairy (milk, yogurt, cheese), Fresh Produce (fruits, veggies), Carbs (bread, cereal, rice, pasta), Sweets, Drink)
7. Where was this food/drink prepared? (Home, School, Street, Fast Food, Restaurant, Commercially Packaged, Other)
8. I eat/drink this (Often, Sometimes, Rarely).
9. This is how I feel when I eat/drink this (Positive, Neutral, Negative).
10. Why do I eat/drink this? (Escape, Emotion, Taste, Health, Hunger, Social, Price, Convenience, Other)

Dietsense Website (currently populated with pilot user data): www.dietsens.appspot.com

Thoughts/ Ideas/ Suggestions:

1. Groups of students could be assigned to look at the data from a variety of perspectives (see topics below).
2. Students can be given the creative freedom to search for the stories behind the data and allow a more organic/ inferred approach to data analysis.
3. Do teachers want to be responsible for particular (research) questions? Are there topics that are more appropriate for one group/class than others? Are there topics that can be integrated into the current curriculum in the classroom?
4. We may need to normalize the students so they understand how to respond to our survey questions.
5. How can we analyze the qualitative data? Are there cool things that we can do in parsing the qualitative data?
6. Data visualization – poster board? Slide show? Movie?

Basic Descriptives:

1. What is on the mind of participants when they eat/drink?
2. What is the perception of the quality of food consumed by participants?
3. Who do participants eat with?
4. Who selects the food/drink consumed by participants?
5. What kinds of food consumed by participants?
6. Where was the food/drink consumed by participants prepared?
7. How often are food items consumed?
8. What emotion is connected to the food/drink consumed?
9. Why do participants consume this food/drink?

Food

1. Are students accurately identifying food types?
2. What kinds of food are typically eaten as a snack between meals?
3. Questions related to emotional response to consuming food/drink:
 - a. What foods/drinks are correlated to a positive/ neutral/ negative emotion?
 - b. How often are participants consuming food/drink that trigger a positive/ negative emotion?
 - c. Participants feel more positive/negative about the food/drink that is prepared at home/ purchased commercially.
 - d. What food group produces a positive/negative emotion?
 - e. Does the person that selected the food/ drink change the emotional response to consuming the item?
 - f. Do the people who participants consume the food/ drink change the emotional response?

- g. Does the impression of the health quality of the food change the emotional response to consuming the item?
- 4. Questions related to the health quality of the food/drink consumed:
- 5. Questions related to who the food/drink was consumed with:
- 6. Questions related to who the food/drink was selected by:
- 7. Questions related to the food group that the food selected by participants belong to:
- 8. Question related to the way the food/drink was prepared:
- 9. Question related to the frequency that food/drink is consumed:
- 10. Questions related to why this food/drink is consumed:
 - a. What kinds of food/drinks are consumed as an escape/ as an emotional release/ because of the taste/ to be social/ cost/ convenience?

Time:

- 1. What time(s) of the day is food/drink consumed?
 - a. Patterns of consistency
 - b. When do participants indulge in a snack?
 - i. Does it occur when meals are further apart in the day?
- 2. Is there a meal or snack that is typically healthy/unhealthier than others?
- 3. Is there a particular meal/snack that is consumed with other people? What meals are consumed alone?
- 4. What kind of food/drink is consumed at breakfast, lunch, dinner, and snack-time?
- 5. Are there particular meals/snacks that are prepared at home, school, commercially prepared or prepackaged?
- 6. Are there particular times during the day that students feel positive/negative when they eat/drink?
- 7. At what point in the day are students eating/ drinking due to needing an escape, because they need an emotional release, hunger, to be social, or convenience?
- 8. Does the behavior of participants change on weekends?
- 9. Are there any events that affect participant's responses?
 - a. Examinations – AP tests, mid-terms, finals, etc.
 - b. Sports Seasons – after a game, etc.
 - c. Spring Break
 - d. Holidays (ex. Cesar Chavez Day)
 - e. World Wide Events (Earthquake in Japan)

Data Collection Usability and Outcomes:

- 1. Are there survey questions that users seemed to have difficulty answering?
- 2. What did participating in the DietSense data collection activity lead you think about in regards to your dietary habits? This requires a group to query the participants independently of the data collection.
- 3. In participating in the DietSense data collection activity what would you improve about your dietary habits or access to healthy foods?
- 4. What was the impression of others around you who did not participate in this activity?