


# Grow. Prepare. Eat:

## Lessons Learned from a Virtual Food Literacy Program

ERIN COMOLLO, MED, EDD, *MODERATOR*  
 PEGGY POLICASTRO, PHD, RDN, *SPEAKER*  
 ABIGAIL DAVID, MPH AND GABRIELA HARRISON, BS, *SPEAKERS*



#SNEB2021: Raising Reliance and Resilience

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### INTRODUCTIONS



Erin Comollo, MEd, EdD



Peggy Polcastro, PhD, RDN



Abigail David, BS, MPH



Gabriela Harrison, BS



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### WHAT WE'LL COVER

1. Why Food Literacy?
2. Best Practices for Virtual Instruction
3. Study Overview
4. Implications
5. Q&A



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### OBJECTIVES

- Participants will learn tips and tricks they can incorporate immediately into their virtual curriculum development.
- Participants will gain a better understanding of facilitators and barriers to successful virtual nutrition and food literacy education for school-aged students.
- Participants will explore opportunities and tools to support synchronous and asynchronous instruction



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### WHY FOOD LITERACY?

Dr. Peggy Policastro, RDN



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### FOOD LITERACY

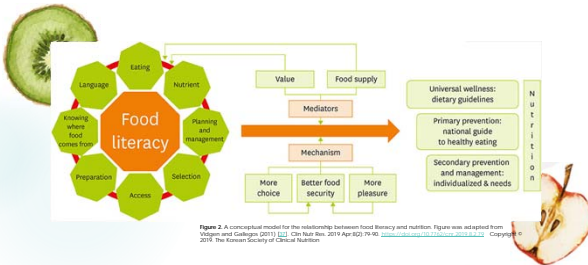


Figure 2. A conceptual model for the relationship between food literacy and nutrition. Figure was adapted from *Journal of Holistic Nutrition* (2013), 12(2). Copyright © 2013, Sage Publications. All rights reserved. Copyright © 2018, The Korean Society of Clinical Nutrition.

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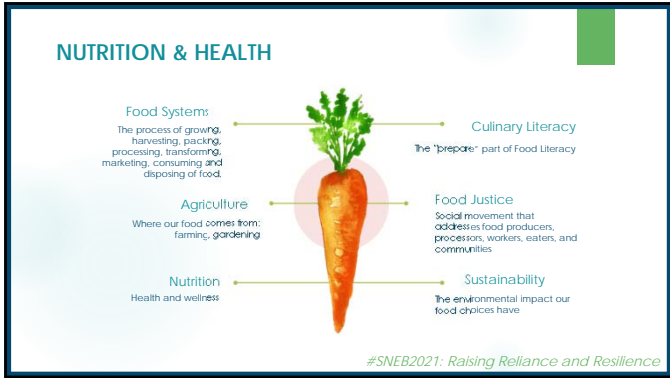
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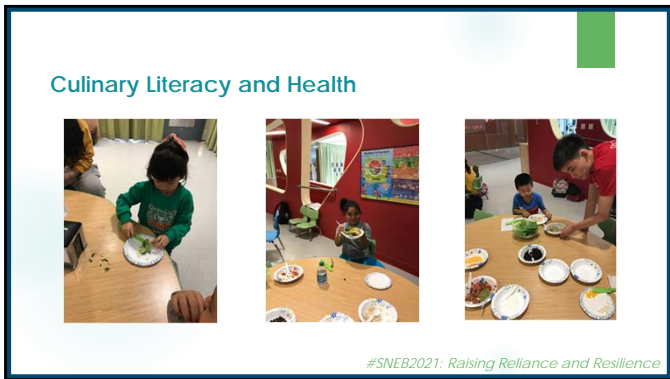
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**VIRTUAL INSTRUCTION:**  
Literature Review of  
Best Practices

Abigail David, BS, MPH



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**BEST PRACTICES IN THE LITERATURE**

Virtual Food Literacy is a new field, but already we have identified advantages and challenges:

- More economically feasible to reach a large audience
- Must be engaging for all learners
- Must maintain meaningful peer and teacher interactions
- Parental engagement is important



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**STUDY DESIGN**  
Abigail David, BS, MPH



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## FINDINGS

Abigail David, BS, MPH  
Gabriela Harrison, BS



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### FINDINGS: Participant Demographics

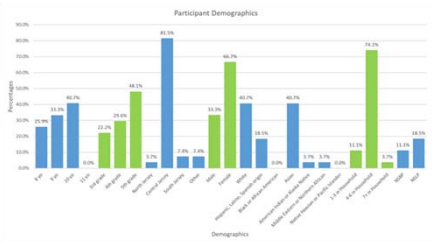
54 children recruited

↓

27 children participated

↓

18 children returned at least 1 survey



Demographic	Percentage
Age 4-5	25.0%
Age 6-7	33.3%
Age 8-9	40.7%
Age 10-11	20.0%
Age 12-13	20.0%
Age 14-15	44.4%
Age 16-17	3.7%
Age 18-19	0.0%
Age 20-24	0.0%
Age 25-29	0.0%
Age 30-34	33.3%
Age 35-39	40.7%
Age 40-44	18.5%
Age 45-49	0.0%
Age 50-54	40.7%
Age 55-59	3.7%
Age 60-64	3.7%
Age 65-69	0.0%
Age 70-74	0.0%
Age 75-79	0.0%
Age 80-84	0.0%
Age 85-89	0.0%
Age 90-94	0.0%
Age 95-99	0.0%
Age 100+	0.0%
Gender Male	51.9%
Gender Female	48.1%
Gender Other	0.0%

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### FINDINGS: Qualitative Data

Content Knowledge


- Plant Science
- Nutrition

Facilitators and Barriers

- Pedagogical Approach
- Structure
- Technology

Engagement

- Empowerment



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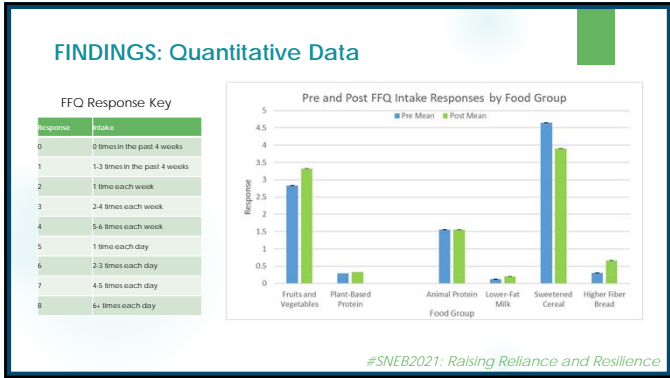
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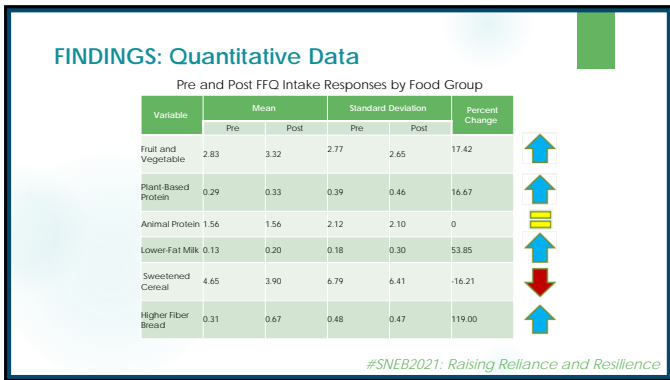
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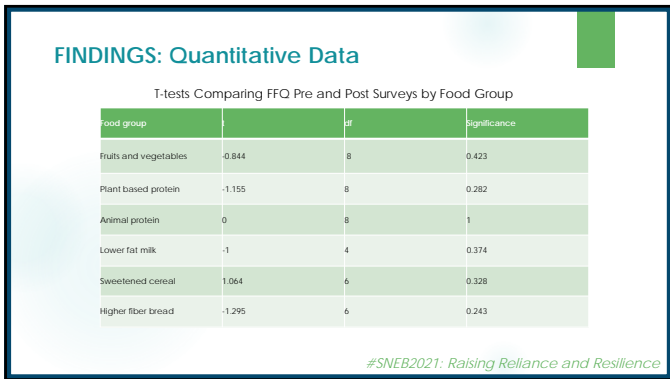
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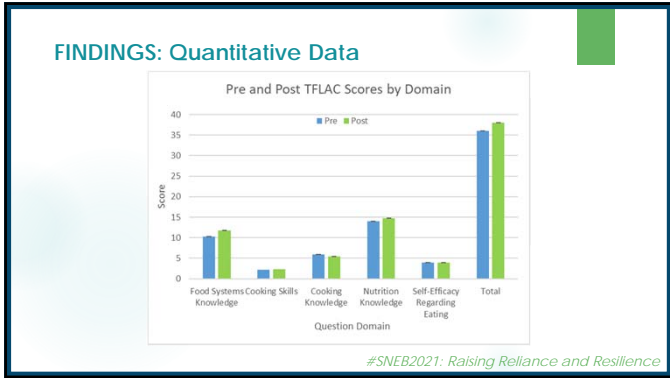
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### FINDINGS: Quantitative Data

Variable	Mean		Standard Deviation		Percent Change	
	Pre	Post	Pre	Post		
Food Systems Knowledge	10.25	11.75	2.71	0.46	5.69	↑
Cooking Skills	2.18	2.36	0.94	0.93	-12.26	↓
Cooking Knowledge	5.90	5.44	0.20	0.62	-5.18	↓
Nutrition Knowledge	14.00	14.75	1.20	0.46	4.48	↑
Self-Efficacy Regarding Eating	3.94	3.94	0.18	0.18	5.41	↑
Total	35.99	38.00	4.77	1.95	2.75	↑

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### FINDINGS: Quantitative Data

Domain	t	df	Significance
Food Systems Knowledge	-1.692	7	0.134
Cooking Skills	-1.698	6	0.14
Cooking Knowledge	2.58	7	0.036
Nutrition Knowledge	-2.049	7	0.08
Self-Efficacy Regarding Eating	-	-	-
Total	-1.856	7	0.106

\*Analysis on the domain self-efficacy regarding eating could not be computed because the standard error of difference is 0

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## IMPLICATIONS

Abigail David, BS, MPH  
Gabriela Harrison, BS



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## LESSONS LEARNED

The students who participated most enjoyed:

- Learning/practicing new culinary skills and learning about plant science/food systems
- Frequent hands-on activities
- Parental participation





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## LESSONS LEARNED

Future suggestions:

- Beginner, intermediate, and advanced versions of recipes
- Poll participants during registration to determine best technology platforms
- Have tech orientation training for students, parents and instructors






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THANKS!



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Questions?  
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<https://njhi.rutgers.edu/>



New Jersey  
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