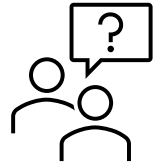


Name: _____

Activity 9: What to Ask



Part 1

Directions:

Using the resource "Survey Questions 101: Do You Make These 7 Mistakes?" (<https://www.qualtrics.com/blog/writing-survey-questions/>), complete the following activities to learn about surveys and their development.

Read the article "Survey Questions 101: Do You Make These 7 Mistakes?" and identify each of the mistakes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Using what you read in the resource above, examine the questions below and complete the following tasks: (1) Draw a green circle around the questions written correctly, (2) draw a red circle around the questions written incorrectly and (3) in purple, correct the questions that you identified as poorly written.

1. How many years have you played basketball?

- ☐ 1-2 years
- ☐ 2-3 years
- ☐ 3-4 years
- ☐ 4-5 years
- ☐ 5-6 years

2. Which instrument is your favorite?

- ☐ Saxophone
- ☐ Violin
- ☐ Flute
- ☐ Cello
- ☐ Triangle

3. To what level do you like Ben and Jerry's Ice Cream?

- ☐ Like a lot
- ☐ Like
- ☐ Neutral
- ☐ Dislike
- ☐ Dislike a lot

4. What is your favorite food?

5. Which shoe is the most attractive and best for basketball?

- ☐ Air Jordan
- ☐ AND1
- ☐ Nike
- ☐ Adidas
- ☐ Other

6. Which type of animal do you own?

- ☐ Cat
- ☐ Dog
- ☐ Rabbit
- ☐ Hamster
- ☐ Other

Why is it important to develop well-written questions for a survey?



Part 2

Follow the steps below to plan your own survey.

- Question: _____

- Target Audience: _____

4. Develop seven or more survey questions in the space provided.

- What did you enjoy the most about this process?

Name: _____

Part 3

Directions:

Now that you have gathered your data, let's determine your results.

1. Topic: _____
2. Question: _____
3. Who took your survey?

4. List the demographic information results here:

5. What are the major findings of the survey?

6. Did the demographics and responses show any trends in results? (Ex. one age group had similar viewpoints)

7. What are the overall conclusions you can draw from the survey?

8. Develop a final statement based on the results and conclusions of the survey.

How have the results of your survey influenced your thoughts on the topic?

Why is it important to gather information before making a decision?

Name: _____

Information/Data for Analysis (from an Agriscience Research Project)

Materials and Methods

The research design of this investigation is descriptive because it involves obtaining, observing and then explaining the overall results without our influence. To begin the investigation a series of questions pertaining to consumer perspectives on food labels was developed. In order to better understand what type of questions to formulate we brainstormed why consumers would want to read food labels and what important information was on a food label. We also considered that age and gender could play a role in who does or does not read food labels. A 11 question survey was created on a google document form and shared with the Elgin Review Newspaper as they agreed to publish the survey on their social media site. The survey was published and open to anyone that was a community member in Elgin, Nebraska. The survey remained anonymous and was up for 7 days. At the end of the 7 days, the data was summarized and analyzed. Using pie charts and bar diagrams, the results of the survey questions could be further broken down and correlations were made among those who completed the survey.

Hypothesis/Anticipated Results

The investigation hypothesizes that consumers rarely read food labels before buying the product and rarely understand what the food label information means. After the collection of data from the survey, it is anticipated that the majority of survey respondents do not take the time to

Name: _____

read food labels when grocery shopping and if they do read the label, it is generally not understood.

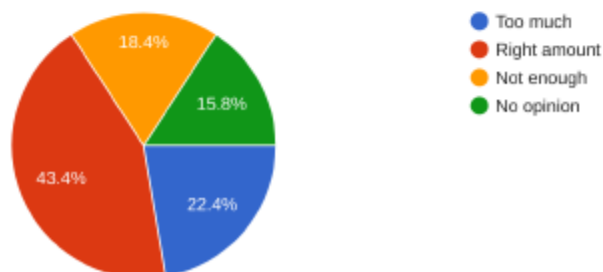
Results

The data collection method turned up a good number of respondents. Twenty-one respondents were in the eighteen to thirty year old demographic range, twenty-five responded in the thirty to fifty age range, twenty-seven responded in the fifty to sixty year old demographic and three people were over the age of seventy that turned in a survey.

Out of all the seventy -six responses, 78% of them were female and 22% male, which is a trend we see in the United States where more women versus men do the majority of the grocery shopping for the household. Concerning the questions about food labels, 73% had post-secondary education degrees, 26% stopped their education after completing high school and 1.4% of the respondents indicated they did not complete formal education. The majority of the respondents were employed, and only 5.4% considered themselves stay at home housewives. 50% did all of the shopping in the household, 32.4% did most of the shopping for their household, and 17.6% did little of the shopping for their household. 58.1% sometimes read the labels of the packages, 12.2% always read the labels of the packages, 23% rarely read the labels of the packages, and 6.8% never read the labels of the packages. 56.8% found it somewhat easy to read the labels on packages, 23% found it somewhat hard, 14.9% found it easy, and 5.4% found it hard. 43.2% thought there was the right amount of information on labels, 23% thought there was too much information, 14.9% had no opinion on the information, and 18.9% thought there was not enough information. 56.8% thought it was somewhat easy to understand information on the labels of food, 23% thought it was somewhat hard to understand information

Name: _____

about food labels, 14.9% thought it was very easy to understand information about food labels, and 5.4% thought it was very hard to understand information about food labels. 43.2% find it somewhat important to consider food labeling information, 48.6% found it very important, and 6.8% thought it minimally important, and 1.4% thought it wasn't important (Figure 1). 67.6% found not to read the labels because it was time consuming, 21.6% didn't read the labels because there was no need to, 5.4% didn't read the labels because they couldn't find the information, and 0.4% didn't read them because they didn't understand it (Figure 2). Table 1 shows a side by side comparison of respondents that consider food labels important, but at the same time, more of the respondents agreed that reading the labels was time consuming. 33.8% look for ingredients on food labels, 29.7% look for carbohydrate content, 13.5% look for protein, 12.2% look for something else, and 1.4% look for energy value, 5.4% look for sodium content, and 4.1% look for fat content. 44.5% read labels because of curiosity, 25.7% read labels because of special dietary needs, 23% read it because of percent product comparisons, and 10.8% read it because of advice from nutrition counseling. One relationship that can be made is that the higher the level of education a respondent has, the more likely they are to 1) read a label and 2) understand the label.



Name: _____

Figure 1) Pie chart showing consumers feelings on the amount of information found on a typical food label. The majority of respondents noted that they thought food labels had the right amount of information.

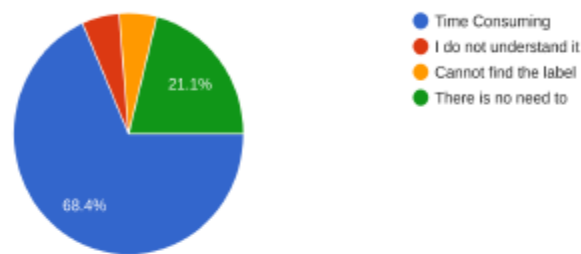


Figure 2) Pie chart showing that even though most consumers that responded to the survey feel the information on the food label was adequate, 68% also found it time consuming to read the label.

Table 1. Shows that although the majority of respondents thought that labels contained adequate information, a higher percentage (68%) of those responding agreed that it was time consuming to read food labels

