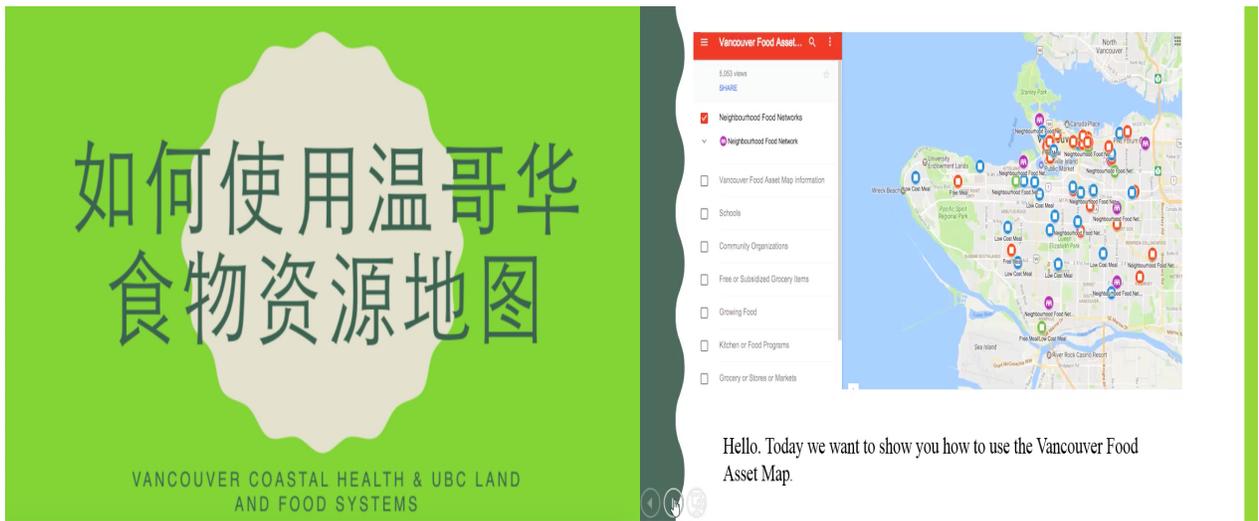


LFS 350 Community-Based Experiential Learning

Multilingual Instructional Video of Vancouver Food Assets Map

# Final Community Project Report



In collaborated with





## Introduction

Our community-based food system project is a continuing work on the Vancouver Food Asset Map (VFAM) which was initiated by Vancouver Coastal Health, UBC Land and Food Systems department and students, and other local organizations (UBC LFS 350, 2017). The major community partner for this project is Vancouver Coastal Health (VCH) which plays a major role in promoting the wellbeing of residents in BC. Until now, VCH has not only been providing health services for 25% of the population in BC, but also offer education and research opportunities on community development (Vancouver Coastal Health, 2017). Through working together with our community partners, we hope to enhance the project by creating instructional videos on VFAM in English, Mandarin and Cantonese. Our group is also going to trial the English video at UBC where most students can communicate in English and the Mandarin video at South Vancouver Neighbourhood House since the community parameters a large population of Asian immigrants, especially Chinese (City of Vancouver, 2011).

Food insecurity has been an urgent issue for a long time. While the prevalence of food insecurity has been decreasing globally, food insecurity still remains a problem in Vancouver (Broughton, Janssen, Hertzman, Innis, & Frankish, 2006). Moreover, 13% of immigrant households in Vancouver have been suffering from food insecurity to various extents. Especially for immigrants whose mother tongue is not English as they may experience more difficulties locating food resources (BC Ministry of Health, 2013). By using the VFAM, residents in Vancouver can find the location of food assets online for free. Moreover, the government and food based organizations can possibly use the map to tackle food distribution inequity in Vancouver. With additional Mandarin and Cantonese instructions and videos, we hope that more Chinese immigrants can become food secure (Vancouver Coastal Health, 2017).

There are three main objectives for our project. The primary objective is to demonstrate how to use the VFAM in a video format to the English, Mandarin, and Cantonese speakers. The second goal is to examine the effectiveness of the videos and the map by doing video trials at South Vancouver Neighbourhood House and UBC. Finally, we would like to develop a greater understanding about food insecurity in Vancouver, especially among the Chinese immigrant population. By the end of this project, we would also like to answer the following inquiry questions:

1. Is video production an informative way to educate people about the VFAM and our food system?
2. Is creating videos in other languages useful?

## Methods

### Data Collection Approach

On March 6th, 2017, we went to South Vancouver Neighbourhood House to meet with 7 Chinese speaking seniors. We introduced the purpose of our visit and asked them how much previous knowledge they had regarding food assets. We then used a projector to present the Chinese version of the video. After the video was finished, we encouraged the audience to ask questions and share their thoughts about the video by filling out a questionnaire (provided by VCH). Since the questionnaires were all written in English, we orally translated the questions into Chinese.

On March 24th, 2017, following the same process as we had with the Chinese video trialling, two of our group members went to the UBC Nest to trial our English video with English speaking students.

### Analysis

The effectiveness of this video was evaluated and analyzed based on the feedback we collected from trialling. We combined the responses from question 3 and 6 on the questionnaire (in Appendix) which can reflect the affluency of the video instructions and the probability of subsequent use in the future. We analyzed their qualitative feedback from other questions which showed their advice in terms of how to improve the video and the map.

### Ethical Considerations

Everyone in our group has successfully obtained a TCPS-2 certificate for Ethical research before data collection. A UBC informed consent form has also been provided for the participants prior to viewing the video. All participants of this study are completely anonymous and are randomly selected to reduce potential bias.

## Results

According to the data collected from the questionnaires, 83.3% Mandarin speakers and 100% English speakers stated that the video instructions were easy to follow. 84.6% of total participants indicated that they would use the VFAM in the future. (Figure 1)

After trialling, the Chinese seniors gained more of an understanding of the food system concept and realized food assets include places where they can get food resources. Some seniors indicated they would use the VFAM in the future to find food workshops in the neighbourhood. Moreover, they appreciated that we made the video in Mandarin which helped them understand the instructions easier. However, they also had concerns regarding the map itself. First, the map itself was still in English, which affects their understanding of the information provided by the map. Second, they were skeptical whether the organizations and institutions listed on the map were trustworthy?

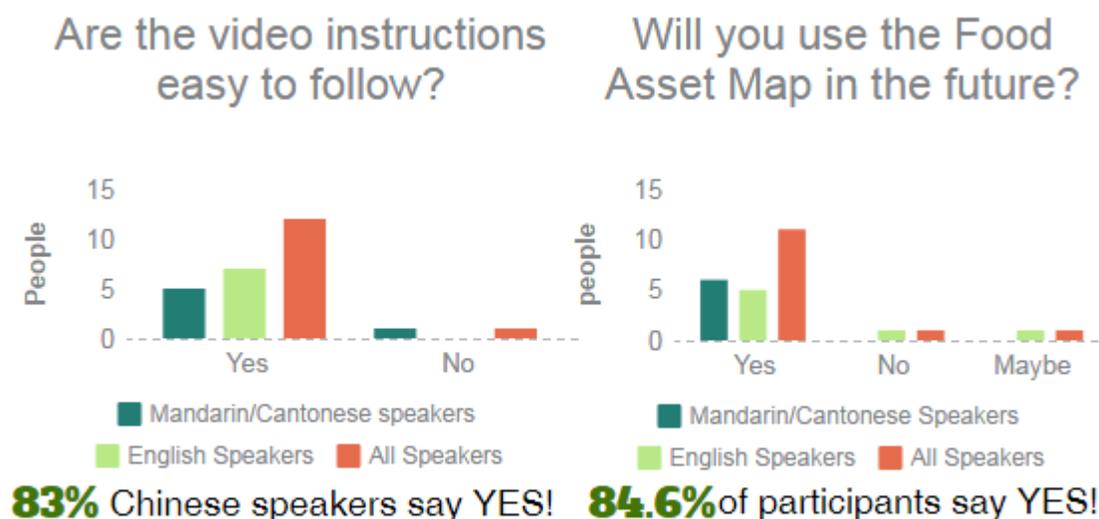


Figure 1 Major results collected from the questionnaire

## Discussion

Our results show that the instructional video is effective in raising awareness of the current available food resources and teaching individuals how to use the mapping tools in finding these resources. When the publicity of the video increases, improvements in food insecurity can also be achieved. Creating the instructional video in both Mandarin and Cantonese can reach a greater number of people and reduce the language barriers community members may face. Therefore, translating this video into more languages in the future is highly encouraged. The addition of subtitles, along with the visuals and audios further contribute to the viewer's understanding of the VFAM.

Knowing how and where to find the current food assets can increase the physical and psychological well-being of those who are food insecure. These may include college students with a tight budget or individuals with special dietary needs. It also benefits food insecure individuals by reducing their anxiety related to the lack of food supplies while indirectly increase their consumption of food in greater quantity and quality. Immigrant households with children may also be benefited as food insecurity is directly correlated with suboptimal health and development in children (Kersey et al., 2007).

While this instructional video may increase awareness and access to food resources, it cannot completely eradicate food insecurity. For instance, although this video may increase one's physical access to food resources, it does not necessarily indicate that one will have economical access in purchasing food. Similarly, even when physical and financial barriers are overcome, people may still be food insecure if they choose to purchase less nutrient dense food. Therefore, education regarding food selection is an important part in the process of eliminating food insecurity. Governments must also work with community based organizations, social planners, and public health practitioners in mitigating food insecurity (Broughton et al. 2006).

## Limitations and Feedbacks

A major limitation to this project was the sample size. The sample size was small with participants either in their early 20s or 60s, so results may not be the same with a larger sample size. In addition, all Chinese participants were trialed together in a group setting, so bias could have arisen since participants could influence each other's opinion of the video. To improve this study, a larger sample size with different age groups could be used and the video can be trialed with individuals separately.

The most common feedback from trialing the Mandarin speakers was the map itself was not in Chinese. As a result, participants were not able to understand what they were looking at on the screen despite knowing how to use the map. To solve this problem, feedback can be relayed to community partners in hopes of translating the map itself into different languages so people from different ethnicities can learn how to use the map and understand what is being said on the map. Culturally appropriate icons should also be used on the map to further facilitate user's experience with the map. In addition, feedback from the English speakers were immensely positive. Some even expressed their interest in learning more about food related topics.

## Conclusion

Vancouver has one of the world's highest standard of living so it is no surprise food insecurity is a problem and with such a large influx of immigrants, it is imperative we don't overlook the importance of language barriers. Our goal is to ultimately help people better access food sources with the VFAM. Our trialling process with the Chinese seniors helped us uncover a fundamental problem in our project. The map itself and the information on it was in English. Although the instructional video was effective in helping the audience learn how to use the VFAM, the language barrier still existed as Chinese speakers were not able to understand the information. Google Maps has a Chinese version and we hope the VFAM can collaborate with Google. We also hope the next team who works on this project can include more languages to minimize the language barrier.

## Appendix

The table part of the questionnaire

<input type="checkbox"/> Yes ✓	<input type="checkbox"/> No ✓	<input type="checkbox"/> Not Sure ✓	Comments
1. Before attending this event did you know how to find food assets in your community? e.g., free or low cost meals or groceries, food banks, community gardens, and community kitchens? (If yes, what resources do you use to find food assets?)			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Was the general information provided about the assets easy to understand? If not, what information was difficult to understand? (Please be specific).			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Were the video instructions on how to use the Map easy to follow? If not, what was difficult to follow?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there anything that needs to be added or changed to make it easier for you to use the Map to find food assets in Vancouver?			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. What food assets do you want to see in your community?			
<input type="checkbox"/>			
<input type="checkbox"/>			
6. Will you use the Food Asset Map in the future? (why or why not?)			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Student Reflections

Student 1:

Overall, my experience of this project is smooth and positive. First, the main community partner of our project, Vancouver Coastal Health, gave us detailed information about the project and explained their expectations clearly. Moreover, at the end of the project, a dietitian from Vancouver Coastal Health also offered us feedback and suggestions so that my group got chances to improve our videos. In terms of group work, I am really thankful that my teammates are all very efficient and driven. Each group member is unique and contributing some excellent ideas that I have never thought of. However, I still think that we should communicate more about the project and set specific deadlines for our assignments. Finally, the professor and teaching assistant, and the staff of UBC Land and Food systems faculty of this course, LFS 350, helped us to a great extent. For most of our group members, this is the first time that we tried to make and edit videos. The staff from the UBC LFS learning centre taught and showed us how to operate the software that we need for the video production, which made our work much easier than what we expected. In addition, the assigned readings from lectures gave me great insight into food insecurity in Vancouver. These course materials shine lights on the purpose of our project, which is to provide food assets locating tools in multiple languages.



Student 2:

As the course comes to a close, reflections can be made about our CBEL project, group work and flexible learning experiences. For myself, I really enjoyed being able to go out in the community and present our work to them. Receiving feedback was also valuable throughout my learning process in this course as the information from the community is something that is not always found in the classroom which is what I find unique about this course. The best part of this project was being able to receive feedback instantly from participants in the community and having time to go back and improve. In terms of group work, I think we distributed the work effectively and got all our work done before the deadlines. We also created relationships and got to know each other better as we spent time completing the project as a team. My experience with the flexible learning experiences was very positive. I enjoyed having the flexibility of managing my own time in order to get what I needed to get done according to a schedule that I found was most appropriate to me. Flexible learning also allowed us to have more time to engage with different members of the community. In my opinion the amount of group work, time we had in the community and flexibility of our learning really contributed to the success of my learning in this course.

Student 3:

Throughout this project, I feel like the English version of the Vancouver Food Assets Map still raised some degree of difficulties that prevents other non-English speakers from acquiring information. Despite that we have provided translation for better communication, non-English speakers are still not able to independently acquire useful resources from and manipulate the site, because all labels are in English. However, even though i am a fluent English speaker, there still exists many jargon and terms are non-translatable, as I was doing the translation for the introduction. With that in mind, it is crucial to widen the publicity and maximize the benefit of the usage in the Vancouver Food Asset Map, since Canada is a culturally diverse country and thus, implementing a multilingual version of the map for different people with various cultural backgrounds is recommended. I would like to be involved in our community by providing help to the people that has difficulties in communicating due to the presence of the language barrier, so that they can be more engaged within the society. Overall, this is an unforgettable experience.

Student 4:

This series of LFS 250 and 350 courses are really unlike any other learning experiences I've had. This is my second CBEL project and it still feels refreshing to be able to go out and make a positive difference in the community and learn at the same time. After years of exclusively learning in the confines of a classroom, I can definitely see the benefits of gaining invaluable experiences in the real world. This time around, interviewing members of the community has opened my eyes to the food security problem in our city. During lecture you hear about the problems that exist but it never resonates until you really see it. Having fortunately never experienced food insecurity myself, I was trapped in my small bubble of comfort. Despite our small sample, it has given me some insight and I was able to understand the difficulty that people go through to access food that may not have even been culturally acceptable to them. Something that was a first for me was the process of creating a video. Recording myself for a voiceover was odd and challenging while editing the video was tedious and frustrating. In spite of that, it was satisfying and in this learning process, I'll be able to carry a new skill with me to



future projects. Thankfully, working with my groupmates was more of a pleasure than working with Camtasia. We pushed together toward common goals while supporting one another. All in all it was a great experience.

Student 5:

Looking back at my experience as a LFS 350 student, I would like to share some final thoughts regarding this course and my CBEL project. I like how LFS 350 is different from a traditional course in that students must participate in a community project. This hands-on experience had not only given me insights about what is expected in a real workplace, but also, throughout the process, I gained a better understanding of myself, including my shortcomings, working style and vocational interests. The final presentation was a fun and innovative way to end the semester. Comparing to a normal presentation, I was more engaged and more willing to share a in depth conversation with those who dropped by our booth. In terms of our CBEL project, creating a video in three languages was definitely a lot more challenging than what I had initially anticipated, mostly because I wasn't familiar with the software Camtasia. On the other hand, one of the best part about this project was that I had the opportunity to interact directly with community members and hear about their perspectives. I was so happy seeing that both the younger and older generation genuinely cared about our food resources and community as well as that the older generation were willing to learn to use the online mapping tool despite having a language barrier and a technology gap.

Student 6:

This CBEL project is a very unique and meaningful experience for me. Our main task was to create an instructional video of Vancouver Assets Map. I have never created a video before which made me unconfident in term of how I can contribute to this project. Thanks to the technicians at the learning center which helped us solve many technical problems. We also received many support from the teaching team of LFS 350 and our community partners. The dietitian Teya from Vancouver Coastal Health (VCH) introduced us to this project and gave us clear instruction. One of the limitation of this project was that our sample size for video trailing was small. Despite the feedback was mostly positive, we still need more trials to determine the effectiveness of the video. Also according to the requirement from community partners, we need to upload the video on UBC LFS website and then they would put the link on the VCH page. It is good that people can access the video from either site which might increase the views. However, I don't know whether the UBC LFS or VCH website install the software which can track the number of viewers or the time viewers spend on the video. These data can provide some references for the next video creators.

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