

QUALITY OF LIFE: Day One

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Activity: What do you need for a “good life”?

- Close your eyes and imagine that you are living the good life.
- Pair up with a partner and answer the following questions:
 - How would you define a “good life”?
 - What are the **five** things you would need for a high quality of life? (a good life)
 - Do not worry about the field labeled “QOL Category”
- Share out with the larger group

How do you think your definition compares...

- To others your age?
- To your parents?
- To you 30 years from now?
- To someone living in Alaska?

Definition: Quality of Life

- *A person's perception of their position in life in the context of the culture and value systems in which they live and in relation to their:*
 - *goals*
 - *expectations*
 - *standards*
 - *concerns*

Adapted from *Introducing the WHOQOL Instruments*

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WHOQOL: 6 categories of QOL

- Physical Health
- Psychological Health
- Level of Independence
- Social Relations
- Environment
- Spirituality

Activity: Categorize Your Top 5

- Return to your original pairs and the worksheet
 - Which categories of Quality of Life do each of your Top 5 fall under?
 - Physical Health
 - Psychological Health
 - Level of Independence
 - Social Relations
 - Environment
 - Spirituality
 - Would you like to make any changes or additions to your top 5? If so, what would you do and why?

Homework: Walking in Someone Else's Shoes

- You can use:
 - Real or fictional stories from
 - Historical stories
 - Novels
 - Newspapers
 - Magazines

QUALITY OF LIFE: Day Two

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Warm Up: Walking in Someone Else's Shoes

- Find a partner and share your answers to last night's homework assignment.
 - How do your rankings of the 6 elements compare?
 - Are they the same or different?
 - If they are different, why do you think that is?
 - Which person do you think has a higher quality of life? Why?
- Share out!

HOW CAN WE MEASURE QUALITY OF LIFE??

How can we gather data on Quality of Life?

- **Objective data:** judgment based on observable phenomena
- **Subjective data:** judgment based on an individual's feelings or perceptions

Activity: Designing a Survey

- Let's say you are interested in the relationship your fellow students have with ice cream.
- Come up with two objective and two subjective questions to understand the ice cream phenomena in the classroom.

What makes a good survey question?

- Is it clear? Do they know what you're asking?
- Does it measure what you want to measure?
- Is it refraining from pressuring the respondent from answering a certain way?
- Is there only one question in the question?

What makes a good survey question?

- Is it clear? Do they know what you're asking?
Would you enjoy the consumption of ice cream sometimes?
- Does it measure what you want to measure?
- Is it refraining from pressuring the respondent from answering a certain way?
- Is there only one question in the question?

What makes a good survey question?

- Is it clear? Do they know what you're asking?
- Does it measure what you want to measure?
What size ice cream cone do you get?
- Is it refraining from pressuring the respondent from answering a certain way?
- Is there only one question in the question?

What makes a good survey question?

- Is it clear? Do they know what you're asking?
- Does it measure what you want to measure?
- Is it refraining from pressuring the respondent from answering a certain way?
Isn't ice cream your favorite?
- Is there only one question in the question?

What makes a good survey question?

- Is it clear? Do they know what you're asking?
- Does it measure what you want to measure?
- Is it refraining from pressuring the respondent from answering a certain way?
- Is there only one question in the question?

Do you like ice cream and frozen yogurt?

How does quality of life differ for different people?!?!

EVALUATING QUALITY OF LIFE

Activity: Measuring QOL

- Divide into 6 groups and assign each one a QOL category.
- Each group should come up with:
 - Two objective questions for their category
 - Two subjective questions for their category
- Once you have the measures, pair up with another group and share.
 - Provide feedback
 - Narrow the questions down from 4 to 3 questions

Remember your groups. You will return to them later!

Always ask yourself:

- Am I comfortable answering this question
- If you're not, you should not be asking someone else to answer it either!

Finalizing the Measures

- Final share out
- As each group presents their questions, the class should help the group consider:
 - For objective questions: Be realistic, is it possible to get this data? If so, where?
 - For subjective questions: How would you feel if you were asked to answer this question? Is the question too sensitive? Is it a “good” question?
- After everyone shares, return to your group and make any necessary modifications.

Homework: Considering People and Places

- Taking the final draft of your survey questions, brainstorm what might influence how people might answer these questions.
 - Come up with a list of **18** things (one for each question) that might impact their answers.

QUALITY OF LIFE: Day Three

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Warm Up/Review

- Using your homework worksheet from last night, take turns sharing round robin **one** item off of your list of things that might impact your answers to the survey questions.
 - Do not repeat items another student already said.
 - Keep going until all possible answers were shared.
- Now, lump any related items into categories.
 - What have you identified?
 - Is there anything missing from this list?

Demographic(s)

1 *plural*: the statistical characteristics of human populations (like age or income) used to identify markets

2: a market or segment of the population identified by demographics

~Merriam-Webster

Why do we care about demographic data when we are looking at quality of life?

Activity: Demographic Questions

- Vote on the top **6** demographic categories you would like to include in our survey.
 - Individually, write your choices on a piece of paper.
 - The 6 categories to receive the most votes will be included.
- Return to your previous question developing groups.
 - You will be assigned one of the 6 chosen categories.
 - Come up with a “good” survey question for your category.

How will people ANSWER?

Answering Survey Questions

- *Closed Ended Questions*: Respondents must select answer(s) from a list that is provided.
- *Open Ended Questions*: Respondents are allowed to write in their own answers.

Answering Survey Questions

How many books do you read per month?

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0-1 2-4 4+ NA

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Answering Survey Questions

How many books do you read per month?

- *Closed Ended Questions:* Respondents must select answer(s) from a list that is provided.

0-1 2-4 4+ NA

- *Open Ended Questions:* Respondents are allowed to write in their own answers.
- *None, but I read Facebook statuses at least once per day.*

Closed Ended or Open Ended?

Closed Ended

- Does not necessarily allow for personalized answers
- Guides the respondent in answering the question
- Allows for a degree of uniformity in the answers which makes data analysis easier

Open Ended

- Allows respondents to provide potentially more specific information
- May not answer exactly what you're asking
- Has typically less uniformity in answers which may make analysis of data tricky

Close Ended Questions, Data Type & Data Analysis?

- Nominal: Categories
 - Yes/No, Male/Female
- Ordinal: Ranking
 - “From favorite to least favorite”
- Interval: Scaled
 - Lickert Scale: “Rate the degree to which you agree with this statement..”
- Ratio: There is a “true zero”
 - Amount of time you spend on your homework

Always consider including a “N/A” and an “Other” category when asking closed ended questions!

Common Analyses to Do with Data Types

Type of Data	Math	Graphs
Nominal	Percentage (5% of males) Frequency (7 males)	Pie Charts Bar graphs
Ordinal	Percentage (7% of people ranked ice cream as their 2 nd favorite food) Frequency (10 people ranked ice cream as their 2 nd favorite food)	Pie chart Bar graph
Interval	Mean, Median, Mode	Line graph Bar graph
Ratio	Mean, Median, Mode	Line graph Bar graph

Activity: Answering Your Questions

- Return to your Survey Questions Group.
- As a group determine how each of your survey questions will be answered (You should have 4 total: 3 quality of life and 1 demographic.).
 - You can have a mix of closed and open ended questions.
 - When thinking about data type, think about what would be the best fit!
 - Would you have someone rank their gender?

Why pre-test survey questions?

- Is the question clear?
- Does it ask what you meant it to ask?
- With closed ended questions, can they answer the question accurately with the answer choices you've provided?

Activity: Pre-testing and Feedback

- Join your Survey Question Group with another group.
 - Exchange survey questions
 - Answer each other's questions
 - After answering, take turns interviewing each other for approximately 8 minutes (2 minutes per survey question)
 - For each survey question ask:
 - Did you understand the question?
 - Is there a way I could have made it clearer?
 - Were the answer choices adequate?
 - What do you think I was measuring?
 - Any additional questions?

Refine the survey questions based on the feedback & submit!

Homework: Gather data

- How will we ask our survey questions?!?!
 - Internet?
 - Phone?
 - Paper?
 - Interview?
 - Mail?

BUT BEFORE YOU GATHER DATA...

Ethical Principles and Code of Conduct

1. Beneficence and Nonmaleficence
2. Fidelity and Responsibility
3. Integrity
4. Justice
5. Respect for People's Rights and Dignity

Ethical Principles and Code of Conduct

1. Beneficence and Nonmaleficence
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WHAT DOES
THIS
MEAN?!?!?!?

Ethical Principles and Code of Conduct

1. Beneficence and Nonmaleficence

Don't hurt people, help them!

2. Fidelity and Responsibility

Act professional!

3. Integrity

Be accurate and truthful!

4. Justice

Everyone should benefit from your research!

5. Respect for People's Rights and Dignity

People don't HAVE to participate - if people are participating be considerate!

What does this mean for you?

- Surveys are **ANONYMOUS!**
 - No names! Do not look at them after each person completes them.
 - Put them in a stack and ignore them.
 - Do not be disrespectful (laughing at answers, etc.)
- Ask participants if they are interested in learning about the results to the survey.
 - If so, give them the teacher's email address
- People do not **HAVE** to participate.
 - If they start but do not want to finish, they do not have to!

QUALITY OF LIFE: Day Four (Intermission from the Survey!)

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We've discussed...

- That people have some basic similarities in quality of life but that they also may vary.
- That variations may be influenced by demographic characteristics.
- That variations may be influenced by geographic characteristics.

We are now gathering survey data on QOL, **but what do these differences LOOK LIKE?**

Good Fortune – Teaser



Worksheet & Video Discussion

- Review the worksheet as a class.
- What are the sustainability issues in this video?
- What are the quality of life issues in this video?
 - How are these two issues connected?
 - How does preferences/needs for a good quality of life impact how resources are used?

Whose Resource Is It?

- **Everyone** read the description of Town “X.”
- **10 volunteers** pair off into 5 groups.
 - Each group will represent a character from Town “X.”
 - Read the description for your character.
 - Do not share your description with other groups.
 - With your partner, identify your character’s goals.
- The **remainder** of the class will be “objective” third parties.

**Take the next 10 minutes to discuss and prepare for
the Task Force Meeting!**

From Virginia Tech’s Education for Sustainable Development

Task Force Rules

- You have **20** minutes!
- Remember the task force goal:

Deciding whether or not to build the Selltech power plant

- Stay in character!
- You may:
 - Discuss perspectives
 - Identify trade offs
 - Compromise
 - Develop solutions
- At the end of the 20 minutes, everyone must vote!

Task Force Debrief

- How do you feel about the task force decision?
- Will anyone's quality of life be improved by this decision?
How?
- Will anyone's quality of life be degraded by this decision? How?
- Will anyone's quality of life be both improved AND degraded?
- How do **you** think the decision ties into the concepts of quality of life and sustainability?

QUALITY OF LIFE: Day Five

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Warm Up: Oh No! Now what?

- You've each received an Excel sheet that has all the data from all the surveys on it.
- Pair up with a partner and reflect on how you can display this data in a way that tells something meaningful.
 - Reflect on skills you've acquired in various classes.
 - How can you apply what you've learned in this session? English? Math? Science? Other classes?

Review: Ways to have your data “tell a story”

- Numerically
- With graphs

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Mean, Percentages, Frequencies

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Review: Ways to have your data “tell a story”

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Mean, Percentages, Frequencies

- With graphs

Bar graphs, Pie charts, Line graphs

Typically we can use a combination of both!

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Activity: Data Analysis

- Return to your Survey Question Group – you are now responsible for analyzing the survey questions you designed.
 - Analyze ALL of the survey questions as one group (i.e. 70% of all respondents felt that...)
 - Analyze the survey questions based on demographic data (i.e. 30% of men and 10% of women felt that...)

Be prepared to present the data to the class.

Share out!

- Everyone take turns sharing the information and images they've constructed.
- What do our findings tell us?