

A Comparative Study of Nutrition Education Methods in Cross-cultural Context

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Abstract: Nutrition education plays an important role in promoting public awareness of nutrition and health and improving dietary behavior. However, under different cultural backgrounds, there are obvious differences in the content setting, method selection and effect evaluation of nutrition education. From the perspective of comparative research, this paper analyzes the similarities and differences of nutrition education in different cultural contexts, discusses the application of traditional methods and new media means in cross-cultural nutrition education, and constructs a multiple evaluation system for the effect of nutrition education, in order to provide references for the practice of nutrition education according to local conditions.

Keywords: Nutrition education; Cross-cultural; Comparative study; New media; Effect evaluation

Introduction

With the rapid development of society and economy, nutrition and health have become the focus of public attention. To carry out nutrition education, popularize nutrition knowledge and advocate healthy diet is of great significance for preventing chronic diseases and improving national health level. However, in the context of globalization, there are significant differences in food culture and lifestyle in different regions, which puts forward higher requirements for nutrition education. From the perspective of cross-culture, how to carry out nutrition education according to local conditions and improve the effectiveness of education has become a realistic topic that scholars and practitioners pay common attention to. This study intends to analyze the characteristics and differences of nutrition education in different cultural backgrounds through comparative analysis, explore the optimization path of nutrition education methods, and provide theoretical reference for the cross-cultural practice of nutrition education.

1. Content differences of nutrition education in different cultural backgrounds

The content of nutrition education is directly related to the acceptability of the subjects and the effect of behavior change. Under different cultural backgrounds, the content setting of nutrition education should adapt to local eating habits, lifestyle and other factors. For example, in China's traditional nutrition education, the main emphasis on the medicinal value of food and the concept of dietary health care, pay attention to excavating the connotation of traditional Chinese medicine dietary culture, and the relationship between nutrition and health is more macro. However, in western nutrition education, more attention is paid to the nutritional composition and physiological function of food, emphasizing the reasonable collocation and balanced intake of nutrients, and paying attention to individualized dietary guidance.

2. Methods and means of nutrition education from a comparative perspective

2.1 Comparison of traditional methods of nutrition education

The traditional methods of nutrition education are classroom teaching, on-site demonstration and printed publicity materials. In different cultural contexts, the application of traditional nutrition education methods also presents certain differences. For example, in some Asian countries, nutrition education pays more attention to the role of school education as the main channel, incorporating nutrition knowledge into the curriculum of primary and secondary schools, and helping students establish good eating behaviors through the combination of theoretical teaching and practical operation. In Europe and the United States and other countries, the community is an important platform to carry out nutrition education, through the establishment of community nutrition consultation rooms, nutrition lectures, the distribution of publicity brochures, etc., to popularize nutrition and health knowledge to community residents.

2.2 Comparison of the application of new media methods in nutrition education

In recent years, with the rapid development of information technology, new media represented by the Internet and mobile terminals have

increasingly become an important platform for the dissemination of nutrition knowledge. Compared with traditional media, new media has the advantages of fast communication, wide audience and strong interaction, which has become a new trend of nutrition education in various countries. For example, the US Centers for Disease Control and Prevention has set up an official nutrition and health microblog, regularly publishes dietary and nutrition guidelines, and interacts with netizens online. Japan's Ministry of Health, Labour and Welfare has developed a nutrition computing APP to help people self-monitor and assess their dietary nutrition status; The Singapore Health Promotion Board works with social media platforms to spread the concept of nutrition and health to young people through innovative forms such as live streaming and H5 games.

Although new media nutrition education has been widely valued, there are still some differences in the breadth and depth of application in different countries and regions. On the whole, developed countries and regions pay more attention to the construction of professional and authoritative nutrition and health websites and apps to provide personalized nutrition advisory services; However, developing countries are more inclined to use free social media such as wechat and Facebook to spread nutrition knowledge and make content presentation more popular and entertaining. It can be seen that fully considering the media contact habits and cognitive characteristics of the audience, and choosing new media communication methods according to local conditions are the only way to improve the effectiveness of cross-cultural nutrition education.

2.3 Selection of nutrition education methods under different cultural backgrounds

A comprehensive comparison of traditional methods and new media means shows that under different cultural backgrounds, the selection of nutrition education methods should be based on national conditions and local conditions. In terms of education objects, teenagers are more likely to accept new media education, while middle-aged and elderly people are more receptive to traditional classroom teaching. As far as education field is concerned, school education is suitable for classroom teaching and practical operation, while community education is more suitable for conducting lectures, training, fun competitions and other forms. In terms of educational resources, economically underdeveloped areas can make full use of traditional media such as radio and television, while economically developed areas can vigorously build new media platforms such as nutrition websites and mobile apps. It can be seen that cross-cultural nutrition education should be based on differentiated needs, take multiple measures at the same time, and create a good social atmosphere and policy environment.

3. Cross-cultural evaluation of nutrition education effect

3.1 Establishment of the evaluation index system of nutrition education effect

Scientific evaluation of the effect of nutrition education is an important basis for improving educational strategies and improving educational quality. However, under the cross-cultural background, how to establish a set of universal and special evaluation index system is a problem worthy of in-depth discussion. On the one hand, the setting of evaluation indicators should fully reflect the goals and tasks of nutrition education, focusing on the mastery of nutrition knowledge, the improvement of eating behavior, and the improvement effect of health status. On the other hand, the evaluation index should be based on the local economic and social development level, residents' lifestyle and other factors to reflect cultural sensitivity. For example, in poor regions such as Africa, evaluation indicators focus more on the role of nutrition education in reducing malnutrition and improving child survival; In developed countries such as Europe and the United States, more emphasis is placed on evaluating indicators such as the reduction of obesity rate and the reduction of the incidence of chronic diseases. Therefore, the establishment of a scientific, comparable and culturally appropriate evaluation index system is the basis of cross-cultural nutrition education effect evaluation.

3.2 Multivariate evaluation method of nutrition education effect

Aiming at the different characteristics of nutrition education effect evaluation under different cultural backgrounds, the academic circle has explored a variety of evaluation methods such as questionnaire survey, field interview and physical examination. In quantitative assessment, cross-sectional survey and follow-up cohort study can be used to understand the awareness rate, attitude tendency and behavior change of different populations on nutrition knowledge. In terms of qualitative assessment, the subjective feelings and psychological experience of educational objects can be deeply analyzed through case interviews and focus group discussions. At the same time, the influence of nutrition education on health status can be objectively evaluated by means of body composition analysis and biochemical index detection.

It is worth noting that different evaluation methods have some differences in cross-cultural applicability. For example, in cultures with significant differences in language expression and logical thinking, simply using structured questionnaires may not accurately reflect the real thoughts of the assessed objects; In areas with low Internet penetration, the representativeness and operability of online surveys are also greatly reduced. Therefore, to carry out the effect assessment of cross-cultural nutrition education, appropriate methods should be selected according to local conditions, and multiple cross-validation methods should be adopted if necessary to improve the reliability and validity of the

evaluation results.

3.3 Comparative analysis of the effects of nutrition education in different cultures

Through the horizontal comparison of the effect of nutrition education in different countries and regions, we can find some regularity characteristics worth thinking and learning from. In general, countries with a solid foundation of nutrition education, diverse means and a strong atmosphere have a generally high national awareness of nutrition and health. For example, Japan has set up nutrition courses from the kindergarten stage, and the government, schools, enterprises and communities have worked together to create a healthy eating environment, and people have generally formed the habit of eating with vegetables and less oil and salt. Conversely, some countries with relatively weak nutrition education have an urgent need to improve their eating behavior and health status.

Cross-cultural comparison also shows that adapting to local conditions and progressing step by step is the key to achieving effective nutrition education. Nutrition education in developed countries mostly adopts the "pyramid" model from cognition to action, focusing on the popularization of nutrition knowledge first, and then guiding healthy diet, focusing on creating a good policy and institutional environment, and achieving remarkable results. The majority of developing countries need to base on their national conditions, follow the principle from easy to difficult, from tangible to intangible, disseminate the most basic nutrition knowledge through an easy-to-understand way, and cultivate healthy living habits in a form that is popular with the people.

4. Conclusion

To sum up, comparative research on nutrition education from a cross-cultural perspective is of great significance for expanding the theoretical vision and practical path of nutrition education. The comparative study reveals the different characteristics of nutrition education in content setting, method application, effect evaluation and other aspects under different cultural backgrounds, highlighting the importance of local conditions and classified policies. In the future, the practice of nutrition education should be based on the local culture, absorb and learn from the experience of other countries, seek a balance between traditional and modern, local and foreign, constantly innovate educational concepts, enrich educational means, improve the evaluation mechanism, and effectively improve the coverage and effectiveness of nutrition education, so as to make due contributions to improving the nutrition and health literacy of the whole people and promoting the improvement of national physical fitness.

References

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