Evaluation: Proposal and Challenges
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**Kids' Nutrition: Feed the Monster**

Research shows that knowledge and skills children learn today help them choose healthier foods tomorrow and into adulthood. The Feed The Monster Game appears to be directed at middle school students. We could not find information on exactly what age group this was targeted at. The game requires a fairly good reading ability and due to the fact that it is a timed game requires that they be able to ready and comprehend quickly to score well.

**What knowledge are you measuring?**
The knowledge being assessed would be the ability to identify foods and quickly sort them into the correct food groups.

**What are the educational objectives?**
The educational objective of the game is to help kids identify different foods and choose from the different food groups based on the food guide pyramid. There is a secondary objective of teaching kids about the nutritional value of the foods they fed the monster. But this objective is questionable because many of the multiple choice bonus questions are merely trivia.

**How will you assess learning? (for example, pre and post test, attitude measurement, interview?)**
We think this game requires qualitative assessments of learning. This can be done with pre and post tests and face to face interviews.

There can be two different pre and post tests. The first set can use images of different foods and students will have to choose the correct food group from a multiple choice list. The second set of pre and post test could be modeled on the bonus multiple choice questions from within the game and measure the retention on this information.

Also, an attitudinal interview could be done after the students play. This could hopefully assess if it was easier or more pleasurable to learn this way.

Another assessment tool could be built into the game itself. Users could be required to log in before they play and programming within the game could keep track of their speed and accuracy.

**Who will you measure the learning of?**
Students from the target age group.

**What will be the evaluation environment... in the homes of the evaluator? self report on a form online?**
We thought the best way to evaluate would be to do the pre and post tests online and the face to face interviews in the classroom.

**How will you be sure the learning occurred from the game itself?**
We would have a control group and an experimental group of students. All of the students would take the pre and post tests but the experimental group would play the game and the control group would receive the same content in lecture form.
What are you not able to measure?
If the students have or gained knowledge of serving sizes, portions, and nutritional values of the different foods they selected.

How can your evaluation give inaccurate or invalid results?
First, prior knowledge of the food guide pyramid is essential. If students do not have this prior knowledge then they would basically be guessing. If the assessment is done online there is no way to tell if the game player is of the target group. Because the game is timed, students may opt to skip the bonus questions in order to complete the level and we would therefore get no data or inconsistent data on this content.