Bachelor Thesis
How is food literacy measured? – a systematic review of existing instruments

A healthy and balanced diet helps with the prevention of non-communicable diseases such as obesity, diabetes, and cardio-vascular illnesses. There are multiple factors influencing a person’s food choice. One of these factors is the degree of knowledge one has about nutrition and food choices. The overall term for this kind of knowledge is called food literacy (Krause, Sommerhalder, Beer-Borst, & Abel, 2018). Food literacy, an inherent concept of health literacy, has many definitions, but they all tend to incorporate “a broader spectrum of theoretical and practical knowledge and skills” (Krause et al., 2018) regarding food choice. These skills and knowledge also need to be applied to food choices to reflect on their effect on one’s personal health and on the impact they might have on a societal level (Krause et al., 2018). To this date, multiple food literacy measurement instruments have been developed and validated (e.g., Gréa Krause, Beer-Borst, Sommerhalder, Hayoz, & Abel, 2018; Poelman et al., 2018). The question arises to which extent these instruments differ from each other.

Thus, the aim of the present review is to compare the existing food literacy instruments with each other to highlight their similarities and differences. This research work is important because it shows how food literacy is interpreted and implemented by researchers to further understand expectations related to food literacy.

Tasks
- Literature Review
- Instrument comparison
- Writing Thesis (English or German)

Further information and application to:
Beginning of thesis upon mutual agreement

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References
