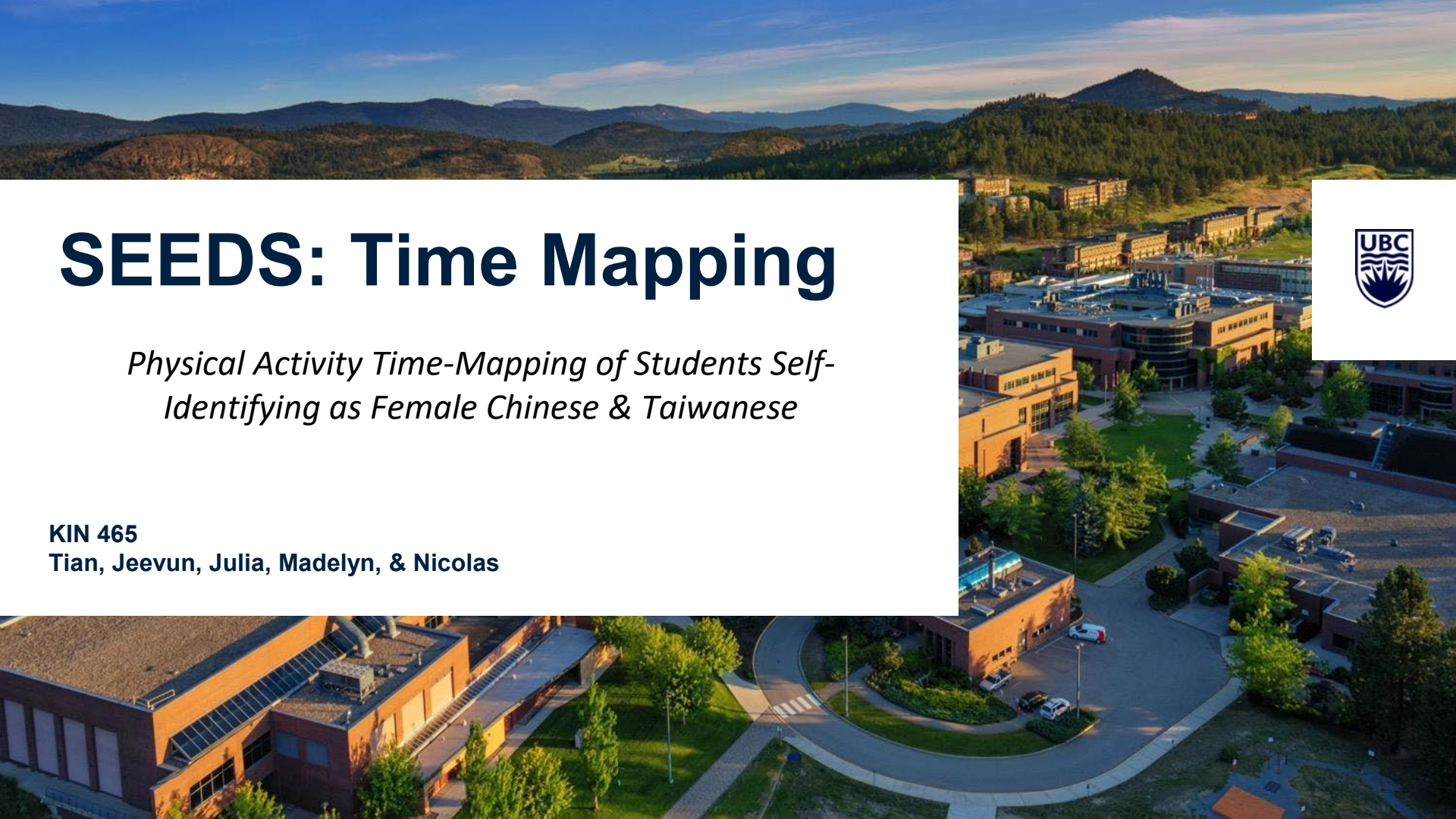


SEEDS: Time Mapping

Physical Activity Time-Mapping of Students Self-Identifying as Female Chinese & Taiwanese

KIN 465

Tian, Jeevun, Julia, Madelyn, & Nicolas



EXECUTIVE SUMMARY



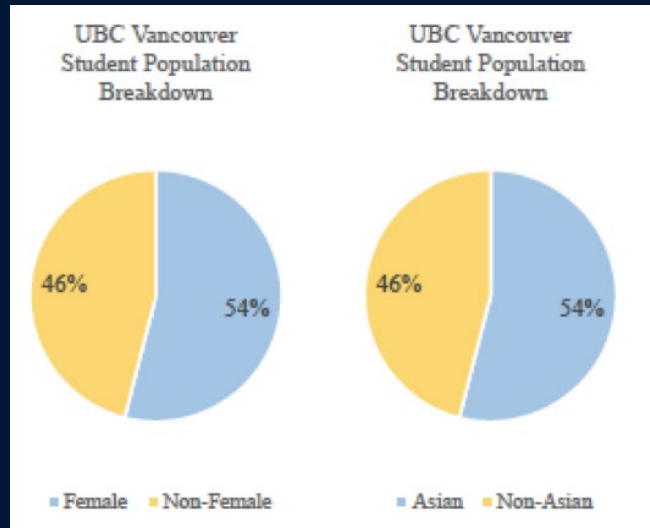
PURPOSE

- To understand how and why female students who self-identify as Chinese or Taiwanese (including Hong Kong and Macao) plan and prioritize the amount of time that is dedicated to physical activity (PA) on a regular basis



PROJECT BACKGROUND

- UES & IPAQ concluded that female Asian UBC undergraduates have the lowest self-reported levels of PA
- Gap in research on female Asian UBC students and their PA participation exists



OBJECTIVES

- To show greater depth of understanding in why self-identified female Asian UBC undergraduates have low self-reported PA participation
- To generate appropriate recommendations based on study findings that may assist with increasing PA participation for this population



METHODS

1. Met with our community partners to discuss our project strategy
2. Performed a literature review
3. Created **survey on qualtrics**
 - a. Chose a survey rather than focus group
4. Created **excel sheet**
5. Advertised study
6. Analyzed Qualtrics and excel sheet results



OUTCOMES & FINDINGS

1. Barriers for fitting PA into their schedule varied as follows:
 - Gym culture
 - Busy schedules
 - The individual's mood
 - Commute time
 - Facility issues



OUTCOMES & FINDINGS

2. Participant-suggested methods to overcome these barriers:

- Making exercise a higher priority
- Changing their current schedule
- Having a better support system

3. Suggestions on how UBC can assist participants to overcome barriers:

- Programs
- Advertisements
- Affordability



COLLABORATION WITH COMMUNITY PARTNERS

- Met up with community partners over 2 meetings to discuss potential routes for methodology
- Consistent email communication regarding current and past literature on the subject area



RECOMMENDATIONS



RECOMMENDATIONS FOR ACTION & IMPLEMENTATION

- Utilizing strong communication channels, such as social media; have advertisements catering to all athletic levels (Belanger, Bali, & Longden, 2014)
- Female-only gym times (Craig & Liberti, 2007)
- Create infographics or pamphlets promoting physical literacy (Otten, Cheng, & Drewnowski, 2015)
- Promote programs which involve moderate-levels of commitment to cater to students' varying schedules and time commitments (Baker et al., 2005)
 - Focus on creating fun physical activity environments (Williams, 2013).



NEXT STEPS

- Explore a heterogenous mixture of Asian populations
- Conduct time-mapping studies on different ethnic cohorts & varsity student athletes
- Set guidelines on the definition of PA
- Explore participant turn-out in low-commitment PA programs



REFLECTION ON PROCESS AND EXPERIENCES



REFLECTIONS ON PROCESS & EXPERIENCE

- **Limitations**

- Challenges regarding participant recruitment & sample size
- Protocol limitations
- Lack of prior literature on time-mapping
- Lack of depth on qualitative responses



REFLECTIONS ON PROCESS & EXPERIENCE

- **Enjoyable Experiences**

- Learned research protocol and data analyses measures
- Contributed to furthering literature in this area
- Gained knowledge on the use of Qualtrics and developing appropriate survey questions
- We were able to reflect on and make connections to the barriers that exist in our personal lives with respect to physical activity



RELATIONSHIP TO COURSE CONTENT

- The project served as a way for us to practice and have discussions revolving around multiculturalism/interculturalism.
- Relevant to class discussions on “Engaging Girls and Women in Physical Activity and Sport”
 - Discussed that girls and women participate in physical activity at a far lower level than boys and men.
 - “Newcomers On the Move” project



RELATIONSHIP TO COURSE CONTENT

- Liv's presentation on "Immigrant Women's Experiences in Health and PA - *in context*"
 - Allowed us to see importance of PA for individuals of ethnic minorities
- We were able to make connections to our IPA presentations
- "Engaging Girls and Young Women from Diverse Ethno-Cultural Communities"
 - Guided our survey questionnaire



REFERENCES

- Baker, L. A., Cahalin, L. P., Gerst, K., & Burr, J. A. (2005). Productive activities and subjective well-being among older adults: The influence of number of activities and time commitment. *Social Indicators Research*, 73(3), 431-458.
- Belanger, C. H., Bali, S., & Longden, B. (2014). How Canadian universities use social media to brand themselves. *Tertiary Education and management*, 20(1), 14-29. doi:10.1080/13583883.2013.852237
- Canadian Association for the Advancement of Women and Sport and Physical Activity. *Engaging Girls and Young Women from Diverse Ethno-Cultural Communities*. Retrieved from https://www.caaws.ca/onthemove/e/racialized_girls/documents/MHC_CulturalAware_July2013.pdf
- Craig, M. L., & Liberti, R. (2007). "Cause that's what girls do": The making of a feminized gym. *Gender and Society*, 21, 676-699. Doi: [10.1177/0891243207306382](https://doi.org/10.1177/0891243207306382).
- Kopelow & Fenton. (2018). Actively engaging girls women UBC KIN Sept 20 FINAL [file format] [in class lecture]
- Otten, J. J., Cheng, K., & Drewnowski, A. (2015). Infographics and public policy: Using data visualization to convey complex information. *Health Affairs*, 34(11), 1901-14A. doi:<http://dx.doi.org.proxy.library.ubc.ca/10.1377/hlthaff.2015.0642>
- Williams, L. (2013). Commitment to sport and exercise: re-examining the literature for a practical and parsimonious model. *Journal of Preventative Medicine & Public Health*, 46, 35-42. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3567317/>
- Yoon, L. (2018). Immigrant Women's Experiences in Health and PA - *in context*. [in class lecture]





THE UNIVERSITY OF BRITISH COLUMBIA

Thank you!

THE UNIVERSITY OF BRITISH COLUMBIA