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Development of slow food awareness scale and examination of the effectiveness of slow food training

Leyla Ozgen[1], Gunay Nabiyeva[2], Sami Pektaş[3]

[1]Gazi University, Faculty of Health Sciences, Department of Social Services, Ankara, Turkey - Email: lozgen@gazi.edu.tr; [2]Gazi University, Tourism Faculty, Department of Management Organization Ankara, Turkey; [3]Gazi University, Faculty of Education, Department of Measurement and Evaluation in Education, Ankara, Turkey

Summary. *Aim:* In this research, it is aimed to develop a valid and reliable scale which can reveal the awareness of the students about slow food. Moreover, the aim of the study was to provide the students with training in slow food and to determine the effectiveness of the training given. *Materials and methods*: In the scale development phase of the research, descriptive model was used. On the other hand, experimental model was used to determine the effectiveness of the training. *Study group*: The study group consists of 210 students in Abant Izzet Baysal University, Gastronomy and Culinary Arts Department and 185 students in the Cookery Program of Mengen Vocational Higher School in 2016-2017 Academic Year in Bolu, Turkey. *Results and discussion:* In the scale development stage, exploratory factor analysis was performed according to the answers obtained from the study group and it was determined that the scale consisted of 22 items collected in three dimensions. The items in the scale explained 57.98% of the total variance. In addition to this, factor load values of scale items ranged between 0.55 and 0.79. In addition to the scale development study, 185 students were also included in the scale; pretest and posttest were applied. Slow food training was given to the students by using methods and tools such as power point presentation, question-answer, group discussion, demonstration, brain storming, dramas, games and storytelling. *Conclusions and suggestions:* As a result of the education of the students, it was found that there was a positive increase in the level of knowledge of both girls and boys.

Key words: Slow Food Training, Scale Development, Experimental Design

Introduction

Slow Food movement was initiated in 1986 in the town of Bra (Italy), as the Arci Gola. The founder of Arci Gola association was the journalist Carlo Petrini. Arci Gola became Slow Food in 1989, following a protest by Carlo Petrini organized against the opening of the first McDonald's restaurant in "Piazza di Spagna" in Rome. On November 9th, 1989, representatives from several countries signed the Slow Food manifesto at "Opera Comique" in Paris. Thus, Slow Food has become an eco-gastronomic nonprofit Organization; it was established as a response to contemporary life consumed in high speed, which led to the abandonment of the local gastronomic traditions and the decrease of people's interest in authentic food (1).

Having grown over the years, slow food movement has become an important part of a transition process to eating slowly and healthfully culture which aims to promote slow food culture instead of fast food culture, which means consuming unhealthy and harmful food quickly, by adopting the principle of consuming "clean, fair healthy food" in order to protect the producers and biodiversity in 132 countries (2). Slow food does not mean cooking food on low heat. This includes the communication between food producers and consumers, the communication between the food itself and the consumer and the communication among

the persons at the table (3). According to Petrini, food on the plate must be associated with the planet and it must be good, fair and clean because the main purpose of slow food is not only "to defend good food and gastronomic pleasure and thus to support slower life pace" but also "to defend biodiversity by preserving traditional dishes, main ingredients, cultivation and processing methods" (4). In this regard, the philosophy of "clean, fair, healthy food" which constitutes slow food movement is stated as follows:

"Slow Food in terms of the Concept of "Healthy"

Healthy: It is defined as a fresh, fragrant seasonal diet that is part of the local culture and satisfies the senses (5). Çakır et al (6) state that according to slow food movement, it is necessary for a nutrition or a beverage to be called "healthy" to be a traditional part of a local culture, have its own cooking method and have special materials and service codes. Işıkhan (7) in his work, suggests that slow food products have their own equipments and methods to be preserved and served. Keskin (8) points out that when it is examined in terms of slow food, the concept of "healthy food" can be defined as products with their own look, taste and smell and not being artificial.

Slow Food in terms of the concept of "Clean Food"

Clean: It is expressed as food production and consumption which does not endanger the environment, animals and human health (5). Çakır et al (6) state that with the concept of "clean food", the fact that nutrition and beverages should be produced and consumed in such a way as not to harm human beings and the other creatures in the world is stressed. This consumption concept which has been accelerated by industrialization has brought about a decrease in world resources and an increase in waste generated by production (9).

Slow Food in terms of the concept of "Fair Food"

Fair: It is defined as reasonable prices for consumers and fair conditions and fees for producers (5). Sağır (10) in his study put forwards that *"food should be fair. Food producers should take a fair response in their work in humanitarian conditions, while protecting and valuing their rights."* Çakır et al. (6), in his study, defines the concept of "fair food" as "*A food sector where consumers can pay the monetary value of the food they buy, where the farmers and producers are able to take the labor value of the food they produce and sell as monetary value and where the conditions are fair."* In addition, it is stated that the important point of fair food is to provide the wage and working conditions that the producers deserve, and to prevent the pressure and exploitation on them.

This study is important to gain knowledge of the philosophy of "clean, fair, healthy food" in slow food movement. Moreover, it is important that students and educators are trained in terms of slow food awareness and thus slow food culture is promoted in school settings. For students and educators it is important to give food education and to promote awareness. Furthermore, this study is significant because today, the field of gastronomy tourism shifts from the spiral of sea-sun-sand culture to culture tourism and slow food tourism.

In this study, it is aimed to develop a scale that reveals the knowledge level of the university students about slow food and do validity and reliability studies of the developed scale. At the same time, it is also aimed to provide a training to the students about slow food and determine the effectiveness of this training. In light of these aims, the following sub-problems were tried to be answered:

1. What are the validity and reliability results of the scale developed to measure the awareness of the students about slow food?
2. Is there a statistical difference between the average of slow food awareness of the students before and after the training?
3. Is there a statistically significant difference between the mean scores of food awareness of the students before the training according to their sex?
4. Is there a statistically significant difference between the mean scores of food awareness of the students after the training according to their sex?

Materials and Methods

Research Design

In the first phase of the research, descriptive design was used because of the scale development process (11). In the research, it was aimed to reveal the effectiveness

of the training given the students in the gastronomy and culinary arts department and the students in the cookery department about slow food. In light of this purpose, at the first stage, the developed Scale that have 22 items was applied to the students as pre-test in order to measure their knowledge level about slow food by the researchers. At the second stage, the training about slow food was given to the students by means of several various methods such power point presentation, question-answer, group discussion, demonstration, brain storming, dramas, games and storytelling. This training lasted two months (eight weeks) and was provided to the students once a week and 30 minutes a week. In the second phase of the training, visual materials were applied to the students during the application. After the training, the developed scale was applied to the students for the second time as post-test. In this research, single group pretest-posttest design of experimental research design was used to reveal the effectiveness of the training provided. In this design, the effect of the experimental process is tested on a single group (12).

Study Group

Two different study groups were included in this study. The study groups included the students studying at the department of Gastronomy and Culinary Arts and the Cookery Vocational Higher School in Abant İzzet Baysal University in 2017-2018 Academic Year in Mengen, Bolu.

Since it is possible to reveal the effectiveness of the method in the study, it is not necessary to select the sample from the population in experimental design studies (12). The number of the students who participated in the scale development process was 210 and the experimental design process was carried out according to the answers of 185 students.

When the distribution of the demographic characteristics of the students in the second study group was examined, it was seen that 55.1% were female and 44.9% were male. It was found that the students learned about slow food through press (30.8%), internet (32.4%) and the notice boards and courses at university (36.8%).

Data Collection Tools

The research data were collected by the measurement tool developed by the researchers. "Student Personal Information Form" and "Slow Food Awareness Scale" were used in the study. The data were collected from the students by the researchers.

The Slow Food Awareness Scale

In order to determine the awareness level of the students about slow food, a literature review was conducted in the first stage (3, 4, 6, 10, 13, 14, 15, 16). In light of the literature review, 30 items in three subdimensions were formed in the item pool. These 30 items in three subdimensions were examined according to the opinions of three experts in order to decide whether they were appropriate for the aim of the study and comprehensible. In this context, inappropriate and unclear items were removed. The draft form of the scale was applied to 25 students from gastronomy and culinary arts department and cookery school and whether the items were clear enough to understand was tested. Each item in the scale is in the 5-point Likert-type (1= I totally disagree; 5=I totally agree). The items in the scale were arranged as positive and negative, and the negative items were first reversed and then scored in the analysis.

In order to ensure the construct validity of the scale, a pilot application was made to 210 students studying at the gastronomy and culinary arts and cookery departments (7 times the number of items). Validity and reliability analysis were conducted on the data collected for the pilot application.

Data Analysis

The data collected in accordance with the purpose of the study were recorded in the SPSS-21 package program. In the scale development process, the data collected from 210 students in the first study group were used to conduct the validity and reliability analysis. For the construct validity of the scale, the exploratory factor analysis was made; for the internal validity of the items, total item correlation analysis was conducted and for the internal consistency reliability of the scale and its subdimensions, Cronbach Alpha reliability analysis was performed. In the experimental study, the scale developed by the researchers was re-applied to 185 students as pre-test and post-test. Skewness and kurtosis coefficients were calculated in order to examine the distribution of the scores ob-

tained from the students. The skewness and kurtosis coefficients was observed to vary in the -1 to +1 intervals. The skewness and kurtosis values of the students' pre-test and post-test scores from the scale and its subdimensions were given in Table 1.

In Table 3, it is seen that the skewness and kurtosis values which were examined to test the normality assumption vary between -1 and +1. It is stated that skewness and kurtosis coefficients can be accepted to be between -1 and +1 as a measure of normality assumption (17). In addition, histograms of each score were examined and it was found that the data sets did not show a deviation from the normal distribution. When the homogeneity of the test variance, namely the distribution of the Levene homogeneity test, was examined, it was concluded that the test variance of the distribution of points, according to Levene statistic with $p>0.05$, was distributed homogeneously. It was seen that the distribution of the points obtained from the scale is continuous data and it is at the level of interval scale. The fact that two samples (groups) were independent of each other, the dependent variables were measured at the interval scale or ratio scale level and the assumptions of normality and homogeneity were met showed that the parametric test assumptions were realized (18). Paired-Samples T-Test was used to analyze the differences between the students' pre-test and post-test scores they obtained from the scale and its subfactors. The differences between the students' pretest and posttest scores according to their sex were examined by Independent-Samples T-Test analysis.

Table 1. Skewness and kurtosis values regarding the normality of the scores from the scale and its subfactors

		Skewness	Kurtosis
Pre-Test	Healthy	-.558	-.153
	Clean	-.862	.305
	Fair	.514	-.075
	Overall	-.039	-.092
Post-Test	Healthy	-.339	.825
	Clean	-.194	.224
	Fair	-.081	-.854
	Overall	-.291	-.448

Results

1- What are the validity and reliability results of the scale developed to measure the awareness of the students about slow food?

When the results of the Kaiser-Meyer-Olkin (KMO) and Bartlett tests, which show the appropriateness of the data to the factor analysis, are examined, it is seen that the KMO fitness measure value is 0. 91. Kaiser (19) states that the calculated value is perfect as it gets closer to 1 and unacceptable when it is under 0.50 (perfect in 0.90, very good in 0.80, mediocre in 0.70 and 0. 60, unacceptable in 0.50). The calculated Bartlett Test of Sphericity was 2758.32 with a significance level of 0.01 (X^2_{231}= 2758.32). According to these values, the KMO value in the initial application reveals that the data set constitutes a perfect structure for factor analysis. A significant calculation of the Bartlett test shows that there are high correlations between variables, in other words, the data set is suitable for factor analysis (20). The eigenvalues and exploratory variances of the final version of the factor structure resulting from the exploratory factor analysis were given in Table 2.

As shown in Table 2, there are three factors with eigenvalues higher than 1.0. The variance that is explained by these three factors constitutes 57.98 % of total variance. When initial and after rotation eigenvalues and exploratory variances of the factors were compared, it can be seen that the eigenvalue of the first factor declined to 5.62 from 8.77 and the exploratory variance declined to 25.55 % from 39.87%. It is seen that the eigenvalue of the second factor increased from 2.84 to 4.24 and the exploratory variance increased from 12.91% to 19.27%. It is observed that the eigenvalue of the third factor increased from 1.14 to 2.90 and exploratory variance increased from 5.20% to 13.16%. The variance values explained by the factors

Table 2. Factor eigenvalues and exploratory variances

	Initial Eigenvalues			Total after rotation		
Factor	Total	Variance %	Cum%	Total	Variance %	Cum %
1	8.77	39.87	39.87	5.62	25.55	25.55
2	2.84	12.91	52.78	4.24	19.27	44.82
3	1.14	5.20	57.98	2.90	13.16	57.98

before and after the rotation were decreased in the first factor while increasing in the other factors.

As shown in Table 3, the items 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 have the highest factor load values in the first factor; the items 11, 12, 13, 14, 15, 16, and 17 in the second factor; the items 18, 19, 20, 21 and 22 in the third factor. It can be seen that in the first factor, the factor loads ranged from 0.55 to 0.78; in the second

Table 3. Factor load values, item total correlation values and reliability coefficients

	Factors			Item Total Correlation	Subfactor Reliability	Total Reliability
	Healthy	Clean	Fair			
1. The principle of "healthy" defends nutrition appealing to sense organs.	0.70			0.68*		
2. The principle of "healthy" offers nutrition with its own taste, smell, colour, shape, and tissue.	0.70			0.66*		
3. The principle of "healthy" protects local and traditional nutrition.	0.66			0.71*		
4. The principle of "healthy" stresses the importance of increasing the quality of the meals and sparing time for eating.	0.76			0.73*		
5. The principle of "healthy" leads to traditional meals instead of fast food.	0.78			0.74*	0.90	
6. The principle of "healthy" does not mean cooking meals on low heat.	0.62			0.58*		
7. The principle of "healthy" defends consuming local food growing only in the related region.	0.70			0.67*		
8. The principle of "healthy" works for passing the eating/feeding culture on to the next generations.	0.72			0.70*		
9. The principle of "healthy" is beneficial for health.	0.56			0.60*		
10. The principle of "healthy" appeals to culture tourism.	0.55			0.58*		
11. The principle of "clean" aims to protect nature and environment.		0.70		0.63*		
12. The principle of "clean" promotes consuming beneficial nutrition for human health.		0.64		0.64*		0.92
13. The principle of "clean" aims to protect all animal races and all kinds of fruit and vegetables.		0.60		0.66*	0.89	
14. The principle of "clean" includes nutrition produced organically.		0.64		0.71*		
15. Appropriateness to the principle of "clean" makes me feel healthier.		0.61		0.70*		
16. The principle of "clean" stresses that products should be recycled and alternative usage areas should exist.		0.77		0.71*		
17. Unlike Fast Food, the appropriate products in terms of the Slow Food principle of "clean" removes doubt.		0.79		0.74*		
18. The principle of "fair" defends that the chain between food producers and consumers should be short.			0.74	0.58*		
19. The principle of "fair" struggles for a food sector with fair conditions.			0.76	0.61*		
20. The principle of "fair" aims to stop the pressure and exploitation on the producers.			0.70	0.56*	0.79	
21. The principle of "fair" favors providing the producers with the best working conditions.			0.70	0.53*		
22. The principle of "fair" defends that the chain between food producers and consumers should be short.			0.73	0.56*		

p<.05

factor, the factor loads of the items ranged between 0.60 and 0.79 and the factor loads of the third factor ranged between 0.70 and 0.76. According to Tabachnick and Fidell (21), it was determined that the load value of item was mediocre when it is under 0.45 critical value. In this scope, the items with factor loads below 0. 45 were excluded from the scale. After the analysis of the remaining 22 items, the reporting process was started. The Scale was observed to have three subfactors and 22 items (10 items in the "Healthy" subfactor, 7 items in the "Clean" subfactors, 5 items in the "Fair" subfactors) and it was called "Slow Food Awareness Scale".

For the reliability of the scale, the Cronbach Alpha internal consistency Coefficients regarding the three subfactors of the scale were given in Table 3. The reliability coefficient of the "healthy" subfactor is 0.90, the reliability coefficient of the "Clean" subfactor is 0.89 and the reliability coefficient of the "Fair" subfactor is 0.79. The overall reliability coefficient of the scale is 0.92. Reliability coefficients for the subscales and the overall scale show that the scale has acceptable reliability levels. It is stated that the reliability coefficient of a Likert type scale should be close to 1 as much as possible in order for that scale to be accepted as a reliable scale (22). The reliability coefficients of 0.60 and over are regarded as acceptable reliability levels (20).

2- Is there a statistical difference between the average of slow food awareness of the students before and after the training?

In the research, it was aimed to determine the effect of the training about slow food on the students' awareness and information level about slow food. In this respect, the calculations regarding the scores the students obtained from the Slow Food Awareness Scale before and after the training were performed. The results are shown in Table 4.

In Table 4, it can be seen that there is a statistically significant difference ($t_{(184)}$=14.53, p<.05) between the pretest ($\bar{X}$ =41.08) and posttest ($\bar{X}$ =47.69) scores the students obtained from the "Healthy" subfactor of the scale. Similarly, a statistically significant difference ($t_{(184)}$=9.83, p<.05) is observed between the pretest ($\bar{X}$ =30.75) and posttest ($\bar{X}$ =33.58) scores of the students from "Clean" subfactor. Likewise, a statistically significant difference ($t_{(184)}$=9.73, p<.05) is seen between the pretest ($\bar{X}$ =12.68) and posttest ($\bar{X}$ =16.58) scores of the students from "Fair" subfactor. Furthermore, there is a statistically significant difference ($t_{(184)}$=16.84, p<.05) between the total pretest ($\bar{X}$ =84.50) and total posttest ($\bar{X}$ =97.85) scores the students obtained from the overall scale.

Table 4. Paired samples t-tests results regarding the differences between the students' pretest and posttest scores from the slow food awareness scale

	Test	n	$\bar{X}$	S	t	sd	p
Healthy	Pretest	185	41.08	5.71	14.53	184	.000*
	Posttest	185	47.69	3.22			
Clean	Pretest	185	30.75	3.71	9.83	184	.000*
	Posttest	185	33.58	2.00			
Fair	Pretest	185	12.68	4.61	9.73	184	.000*
	Posttest	185	16.58	5.18			
Total	Pretest	185	84.50	9.36	16.84	184	.000*
	Posttest	185	97.85	7.15			

*p<.05

3- Is there a statistically significant difference between the mean scores of food awareness of the students before the training according to their sex?

Independent Samples T-test was used to determine whether there is a significant difference in the awareness levels of the students about slow food according to their sex before the training and the results were shown in Table 5.

In Table 5, it can be seen that there is a statistically significant difference ($t_{(183)}$=1.99, p=<.05) between

Table 5. Independent samples t-test results regarding difference between the pretest scores of the students from the scale and its subscales according to their sex

	Sex	n	$\bar{X}$	S	t	sd	p
Healthy	Female	102	41.82	5.20	1.99	183	.048*
	Male	83	40.16	6.19			
Clean	Female	102	31.23	3.48	1.94	183	.054
	Male	83	30.17	3.91			
Fair	Female	102	11.82	4.13	2.84	183	.005*
	Male	83	13.72	4.97			
Total	Female	102	84.87	8.67	.60	183	.553
	Male	83	84.05	10.18			

*p<.05

the pretest scores of the female students ($\bar{X}$ =41.82) and the male students ($\bar{X}$ =40.16) in the "Healthy" subscale. On the other hand, no significant difference ($t_{(183)}$=1.94, p>.05) is observed between the pretest scores of the female students ($\bar{X}$=31.23) and male students ($\bar{X}$ =30.17) in the "Clean" subscale. However, in the "Fair" subscale, a statistically significant difference ($t_{(183)}$=2.84, p<.05) between the pretest scores of the female students ($\bar{X}$=11.82) and the male students ($\bar{X}$=13.72) is seen. In addition to these results, there is no statistically significant difference ($t_{(183)}$=.60, p>.05) between the total pretest scores of the female students ($\bar{X}$=84.87) and the male students ($\bar{X}$=84.05) from the Slow Food Awareness Scale.

4- Is there a statistically significant difference between the mean scores of food awareness of the students after the training according to their sex?

Independent Samples T-test was used to determine whether there is a significant difference in the awareness levels of the students about slow food according to their sex after the training and the results were shown in Table 6.

In Table 6, it can be seen that there is no statistically significant difference ($t_{(183)}$=1.87, p>.05) between the posttest scores of the female students ($\bar{X}$ =48.09) and the male students ($\bar{X}$ =47.20) in the "Healthy" subscale. Likewise, no significant difference ($t_{(183)}$=1.49, p>.05) is observed between the posttest scores of the female students ($\bar{X}$=33.77) and male students ($\bar{X}$=33.34) in the "Clean" subscale. Similarly, in the "Fair" subscale, no statistically significant difference ($t_{(183)}$=1.84, p>.05) between the posttest scores of the female students ($\bar{X}$=15.95) and the male students ($\bar{X}$=17.35) is seen. In addition to these results, there is no statistically significant difference ($t_{(183)}$=.07, p>.05) between the total posttest scores of the female students ($\bar{X}$=97.81) and the male students ($\bar{X}$=97.89) from the Slow Food Awareness Scale.

Table 6. Independent samples t-test results regarding difference between the posttest scores of the students from the scale and its subscales according to their sex

	Sex	n	$\bar{X}$	S	t	sd	p
Healthy	Female	102	48.09	3.01	1.87	183	.063
	Male	83	47.20	3.42			
Clean	Female	102	33.77	1.88	1.49	183	.139
	Male	83	33.34	2.11			
Fair	Female	102	15.95	4.79	1.84	183	.068
	Male	83	17.35	5.56			
Total	Female	102	97.81	6.82	.07	183	.941
	Male	83	97.89	7.57			

*p<.05

Discussion

In this study, the structure validity of the Slow Food Awareness Scale was determined through exploratory factor analysis. When the results of the factor analysis results regarding the validity of the scale are examined, it can be seen that the scale includes three subscales and 22 items (10 items in the Healthy subscale, 7 items in the Clean subscale and 5 items in the Fair subscale). When the reliability coefficients of the scale were examined, it was determined that it has acceptable reliability level. From these results, it can be understood that the Slow Food Awareness Scale can be used to measure the students' awareness towards slow food.

In the second phase of the study, the main aim was to determine the effectiveness of the training given to the students about slow food. It was understood that the students who participated in the study learn about slow food through mostly school notice boards and courses, internet and press. Clancy (23), on the other hand, puts forwards that the information about slow food is transferred through hosting guests and making home visits and these are effective in learning and spreading the awareness and culture about slow food movement.

In these research findings, it is seen that the students' awareness level towards slow food movement and philosophy in the "Healthy" subscale is lower before the training than their level after the training. It was determined that the training given to the students about this movement increased the students' level of awareness in the "Healthy" subdimension. Similarly, the results show that the students' awareness level about slow food in the "Clean" subdimension increased after the training. In this scope, it can be said that the training given to the students affected their aware-

ness level positively due to the fact that the training appealed to the students both visually and aurally. In parallel with the increase in the awareness of the students in the Healthy and Clean subdimensions after the training, the students' awareness level in the Fair subdimension increased after the training, as well. The results showed that the training became effective in increasing the students' awareness level about slow food movement in all three subdimensions that constitute the Slow Food. This increase in the subdimensions was observed in the overall scale results in the same way; that is, the training given to the students by using such methods as power point presentations, question- answer techniques, group discussions, demonstrations, brain storms, dramas, games and storytelling brought about a rise in their awareness level about slow food. In the related studies conducted, it is stated that educators in the slow food movement expressed that they tried to reach a greater level of awareness by providing food producers and consumers with necessary trainings (1,24). KIT (25), in a study, emphasized that increasing the awareness and promoting the change in the consumption trends could be realized through slow food trainings with focus on food with high biodiversity.

Nosi and Zanni (26) in their research on university students and instructors in gastronomy and culinary arts departments state that the principle that hedonic taste and slow food are cultural phenomenon can be promoted through educational activities, conferences and workshops related to sensory taste and food culture. Yurtseven (13) states that slow food movement is important to promote the palatal delight trainings. Aytimur (27) points out that social projects and educational activities about slow food movement are necessary to preserve and promote the local and traditional cooking methods.

In the study, in the Healthy subscale, the female students have higher awareness level than the male students before they got the training about slow food. This shows that at the very beginning of the training, the female students were more aware of the slow food than the male students. On the other hand, it is seen that before the training, both male and female students have similar awareness level in the "Clean" subdimension about the slow food. However, the male awareness level was higher than the female students in the "Fair" subscale of the Slow Food Awareness Scale at the beginning of the training. When overall scores that the students obtained from the Slow Food Awareness Scale were examined, the awareness level about the philosophy and movement of slow food was similar for both female and male students before the training. It can be said that this similarity in the female and male students' awareness level about slow food is due to the fact that slow food concept is related to the students's departments. Aytimur (27) suggests that the participant below 25 yers old have lack of awareness about slow food. Çatalca (28) states that the formation of Mother Earth finds its place in the aim of the slow food movement and thus studies and attempts have been initiated to increase the capacity of the local societies in order to provide "healthy", "clean" and "fair" food. In the KIT (25) Conference, it is emphasized that food biodiversity and unique traditional products in the slow food movement and philosophy should be taught to the students and adults in order to raise their awareness and protect the available food standarts about these unique products. In addition to this, it is stressed that the number of the products in the Taste Box has increased over the last five years. Moreover, it is stated that today, there are more than 4500 products that should be accepted to the Taste Box and should be in evaluation and under protection (30).

In a study conducted by Aytimur (27), it is stated that on the basis of the slow food movement is a healthier, cleaner, better and fairer producing and consuming food and a struggle should be realized against the national and international food companies in pursuit of easy and unfair benefits in the globalised developed world.

Another finding of the study is that there is no difference between the students' awareness scores in the healthy, clean and fair sub-dimensions of the Slow Food Awareness Scale and their total scores after the training according to the students' sex. At the end of the training process, it was determined that both female and male students were aware of the Slow Food Movement and Philosophy at similar levels. Especially it is seen that the difference in the awareness level about slow food between the female and male students before the training was removed through the

training. It is determined that the training eliminated the difference in the level of awareness arising from the sex variable, meaning that training is effective in equalizing the awareness levels of both girls and boys. KIT (25) states that it is necessary to conduct activities and workshops that will increase information and awareness about Slow Food. It is emphasized that girls should be educated more and more on this issue.

Kavas and Kavas (31) put forward that it is possible to make individuals follow a health diet by means of educational activities to protect local and traditional gastronomy culture in each country and in each region in each country, which constitutes the fundemental element of the slow food movement. Mother Earth (29) in another study, states that important national and international studies, conferences and workshops have been conducted in Turkey to promote the production of slow food. On the other hand, Sağır (10) emphasizes that slow food applications and movements fall short of feeding more than 10 billion people who have starvation problems in the world because although slow food movement is an alternative way, it can only be applied in the developed countries and it cannot be adapted to the developing countries.

Conclusions and suggestions

In this study, it was observed that the posttest scores the students obtained from the Slow Food Awareness Scale and its subscales were higher that their pretest scores and there is a statistically significant difference between these scores. At the end of the study, it was seen that the students' awareness level about slow food before the training was lower that their awareness level after the training.

In the awareness level according to the students' sex before the training, it was observed that while the female students have higher awareness level in "Healthy" subscale, the male students' awareness level was higher in the "Fair" subscale. The students' awareness level does not differed significantly in the "Clean" subscale and the overall scale.

In the awareness level according to the students' sex after the training, it was observed that the students get similar posttest scores in all three subscales and the overall scale. This results show that the training eliminated the difference caused by the sex variable between the female students and male students in their awareness scores.

In light of the results obtained at the end of this study, following recommendations can be made:

1. Through constant educational activities about the philosophy of slow food on social media websites, at schools and institutions an alternative way to the industrialized agricultural applications can be provided in order to deal with starvation in the future.
2. Experts on nutrition can organize training and education programs about slow food and thus people's awareness about lack of food, malnutrition and the danger of biodiversity extinction can be raised.
3. Further studies can be conducted with different and larger study groups to obtain various realiable and valid measurement tools and thus more comprehensible data can be obtained and clear comparisons can be made.
4. Further studies with more complex models such as structural equation modelling can be conducted by using larger samples and different variables.

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Correspondence:
Leyla Ozgen
Gazi University, Gazateci Yasar Muammer Yasar Bostancı Cad. Incitas Sok. No: 15, 06500 Ankara/ Turkey
Phone: +90 312 212 35 06
Fax: +90 312 36 40
E-mail: lozgen@gazi.edu.tr