Educating recycling methods to reduce waste produced

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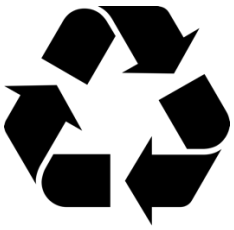

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Abstract

Recycling allows us to reduce the amount of waste that is produced. However, many people are not well educated in the methods of recycling, which increases the amount of waste created. In this experiment, we record how using an online video session, to educate people in a group increases the percent of recycled waste in the total waste generated by that group. We compare this another group that does not receive this education. By educating, people about recycling we can reduce the total waste generated by that city, which overall benefits the environment.

Introduction

Waste is an important aspect of our daily lives that we many times just ignore. Many people carelessly throw-out waste without considering if it can be recycled or not. Recycling is a great way to reduce the overall waste that is produced by us humans. A lot of waste is not recycled and ends up is land dumps, which are many times near places that people in poverty live, this waste could become the cause of sicknesses. A lot of waste also ends up in the ocean, which is why we here about plastic waste that is washed ashore. A lot of the waste from cities that is not recycled is dumped into the ocean, this waste consists of plastic that does not decompose, and many ocean species consume this waste, which leads to their death and sometimes even the extinction of species.

However, if we were to recycle this waste, we can significantly reduce the amount of waste that is produced by the city. Many times, waste that can be recycled is not, because people are not aware of objects that can be recycled. If people had more understanding of what waste to recycle and what waste to not recycle this could largely reduce waste produced by a city.

In this experiment, we will test how an online four-week video session, which explains how to recycle efficiently and increase the amount of recycled waste produced. We do this by comparing two groups that one that receives the video session and other group that doesn't and record the recycled waste percentage in each group.

Experimental procedure

To perform this experiment, we will have two different controlled groups. Two groups are going to be two different residential buildings and analyze the waste that is produced from the two buildings. We will call the two buildings building A and building B. We will educate the people in building A of recycling methods at the start of every week through online lectures for 4 weeks and for the people in building in B we will give no education at all. We will distribute the waste by recycled waste and common waste bins. The people have to decide which type of garbage goes in which trash bins. We will then record the weight of common waste and the recycled waste and find the percent of recycled waste out of the total waste. We record this data at the end of every week for the 4 weeks and also the week before the education begins. We use the percent of recycled waste in total waste to record how much of the waste was correctly categorized by the residents in the building

Materials

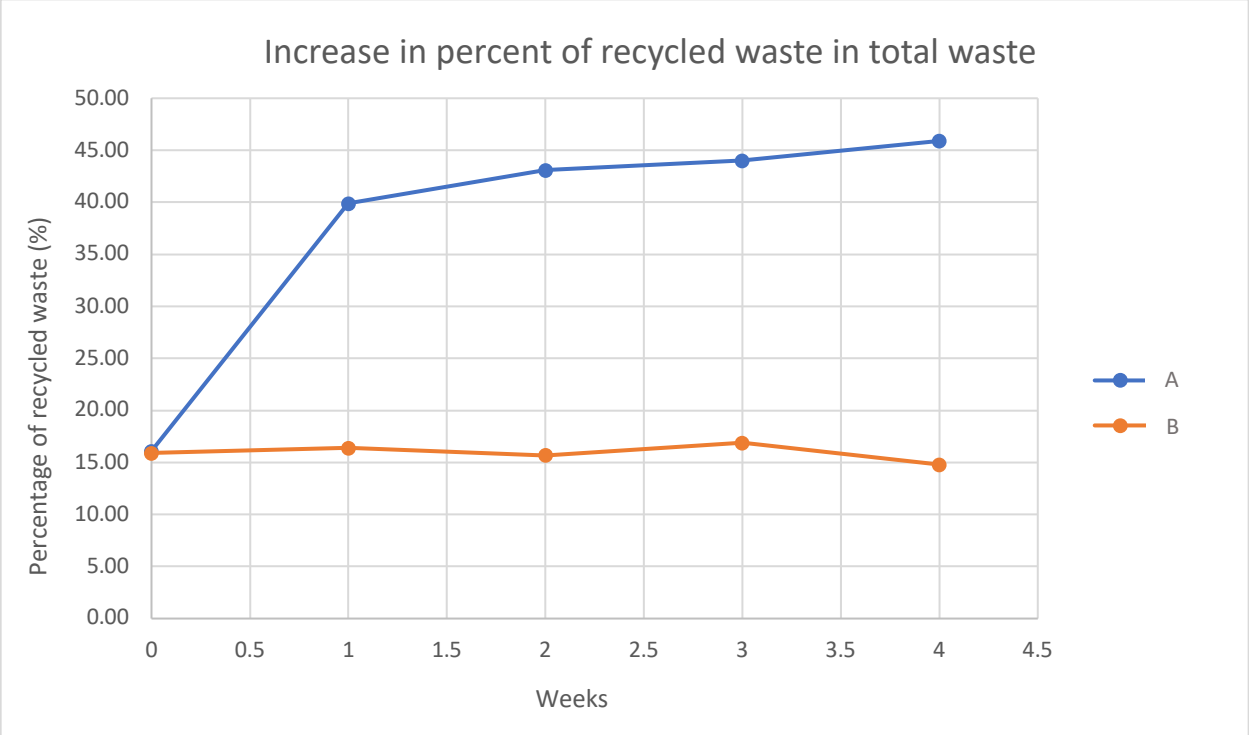
- Access to the waste of two buildings A and B
- Two bins for every floor of the two buildings to separate the waste
- Lectures about recycling building A can access online
- Scale
- Agreement of building A's residents to participate in the experiment

Results

Table

Week	Building A (percent)	Building B (percent)
0	16.10	15.90
1	39.90	16.40
2	43.10	15.70
3	44.00	16.90
4	45.90	14.80

Graph



Discussion

At the start of the week before the building A received education, the percent of recycled waste in the total waste was the lowest for both building A and building B. However, when building A received the lecture on the first week, the percent of recycled waste in total waste was drastically increased for building A. However, for building B this percentage had not changed as they did not get any education. In the later weeks, as building A residents were being more and more educated on the topic of recycling the percent of recycled waste in total waste was steadily increasing for building A, as the people in the building began to categorize the recycled waste correctly. However, for building B which did not receive any education, the percentage was mostly the same. With the help of the online lectures, which a person has to spend a maximum of 30 minutes per week for 4 weeks, it can change so much that a person knows about recycling and what needs to be recycled. If everyone in the New York City were to get this simple accessible education, it can reduce so much of the waste that could be otherwise recycled.

Conclusion

This experiment was a success, as this experiment proved that educating people about recycling allows them to recycle more as they know what waste can be recycled. Building A at the last week had a way higher percentage of recycled waste in total waste as they were able to accurately access which waste was recycled. Building B without the education had similar percentages throughout the four-week period.

References

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Semuels, Alana. “Is This the End of Recycling?” *The Atlantic*, Atlantic Media Company, 6 Mar. 2019, www.theatlantic.com/technology/archive/2019/03/china-has-stopped-accepting-our-trash/584131/.

Toto, DeAnne. “The Need for Quality Recycling Education.” *Recycling Today*, Recycling Today, 5 May 2015, www.recyclingtoday.com/article/rt0515-recycling-education-challenges/.

Reflection

The genre of this assignment is lab report. A lab report is a report of an experiment that is performed by a scientific expert or engineer. A lab report is divided into sections, the abstract and introduction, give the reader an idea of what the lab is about, and the introduction also provides the reader with the hypothesis. The experimental procedure gives a detailed step-by-step explanation in chronological order on how the experiment was performed, so anyone trying to replicate the experiment can do so easily. The materials are a list of all the materials that will be used. The results section contains all the data, in a form of table and/or a graph. The discussion and conclusion conclude the experiment, by discussing the results and comparing the hypothesis to the results.

My topic this lab report is recycling, because it was the topic that we discussed as a team. However, deciding the topic was a little confusing for me, since I missed the class before the topic was decided. However, after looking at what the other members of my team was doing for their lab, I chose recycling. Since we had to have our major, mine being computer science in the topic, I thought of an experiment where we could use online education to help recycling.

The audience for this assignment is recycling activist and the general public, because the recycling activist are the people who would be willing, to perform the experiment and put the purpose of the experiment, which is educating people to have more waste recycled. The general public is also an audience, because we need the consent of a group of people to perform this experiment, and in the end it’s the people that have to change. The purpose of the lab report is to

test if education people on the ways of recycling, through online lectures, increases the amount of waste they recycle, which we are prove with this experiment.

The genre of this assignment is an informative report because it the assignment is an informative report of the experiment that was performed and how that experiment helps the purpose of the assignment, which is to increase the amount of waste that is recycled.

One of the “Course Learning Outcomes” that are met in this assignment are develop and engage in the collaborative and social aspects of the writing processes, because for this assignment we had to do peer review online. Another “Course Learning Outcomes” met is formulate and articulate a stance through and in your writing, because in this assignment I developed the stance that educating people about recycling, will increase the about of waste that is recycled. Another “Course Learning Outcomes” is strengthen your source use practices (including evaluating, integrating, quoting, paraphrasing, summarizing, synthesizing, analyzing, and citing sources), since I used articles in the references, to develop the introduction in the lab report.

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ENGL 21007
March 17, 2020

AUDIENCE PROFILE SHEET

Reader's Name: N/A

Reader's Job Title: N/A

Education: Ability to read English

Professional Experience: N/A

Job Responsibilities: N/A

Personal Characteristics: N/A

Cultural Characteristics: N/A

Attitude Toward the Writer: No Problem

Attitude Toward the Subject: Need to understand why increasing the amount of waste to be recycled is important.

Expectations About the Subject: Subject should be understanding of recycling, and how the experiment allows the general public to recycle more.

Expectations About the Document: Know how to perform the experiment in a chronological order, understand how the experiment performed helped people recycle more.

Reasons for Reading the Document: Learn how to perform the experiment and what the purpose of the experiment is.

Ways of Reading the Document:

Skim it ___ Study It__X__ Read a portion of it ___ Which portion?

Modify it and submit it to another reader ___

Attempt to implement recommendations ___

Use it to perform a task or carry out a procedure ___

Use it to create another document ___

Other ___ Explain

Reading Skills: Good

Reader's Physical Environment: N/A