Evidence-Based **Learning Activities**

The following activities encourage you to explore the research evidence in more detail and consider how scientific findings are interpreted and communicated.

Article one

Zhang T. et al. (2024) Associations between different coffee types, neurodegenerative diseases, and related mortality: findings from a large prospective cohort study. *Am J Clin Nutr* 120; 4:918-926.

1. What associations are seen between coffee consumption and neurodegenerative disorders?
2. By how much did Alzheimer's-related risk decrease for coffee drinkers in this study?

Article two

Zhang Y., Liu Y., Li Y. et al. (2026). Coffee and Tea Intake, Dementia Risk, and Cognitive Function. *JAMA*, 335(11):961–974.

1. What is one strength and one limitation of this study, and how might this affect your interpretation of the results?
2. Why do you think the researchers analysed caffeinated and decaffeinated coffee separately, and what did they find?

Article three

Riera-Sampol A. et al. (2022). Caffeine Intake among Undergraduate Students: Sex Differences, Sources, Motivations, and Associations with Smoking Status and Self-Reported Sleep Quality. *Nutrients*, 14(8), 1661.

1. What do the authors consider to be excessive caffeine intake?
2. Do you agree with the conclusion and why or why not?