

# GOODFOOD Project

## Good teaching practices in experiential learning for effective education in embedded food systems



Project No. 2020-1-PL01-KA203-082209

### O2 - E-learning course on 'Food systems embedded in territories':

#### Introduction into all the output documents

Project timeframes: 1st November 2020 – 31st October 2023

Copyright CC BY-NC 4.0

GOODFOOD coordinating institution: Warsaw University of Life Sciences – SGGW (Poland); Project Partners: FH Münster University of Applied Sciences (Germany), I.S.A.R.A (France), University of Gastronomic Sciences (Italy), Agricultural University - Plovdiv (Bulgaria), University of Oradea (Romania). Intellectual Output Coordinator: Dominika Średnicka-Tober, Warsaw University of Life Sciences, email: dominika\_srednicka\_tober@sggw.edu.pl. All GOODFOOD Partners contributed towards the development of this Intellectual Output of the project. The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the  
Erasmus+ Programme  
of the European Union

## Table of Contents

Introduction to GOODFOOD.....	3
Understanding Embedded Food Systems.....	3
The GOODFOOD Initiative.....	3
The O2 GOODFOOD output – e-learning courses.....	4
O2 files available on the Erasmus+ Projects Results Platform .....	8



## **Introduction to GOODFOOD**

The GOODFOOD project represents a significant step towards addressing the pressing need for innovative, multidisciplinary education within the European Union. This initiative focuses on fostering inclusive higher education systems that are closely connected to local communities and labour markets. Against the backdrop of the renewed EU Agenda for higher education, the GOODFOOD project emerges as a response to these challenges. This Erasmus+ project, officially known as “Good Teaching Practices in Experiential Learning for Effective Education in Embedded Food Systems (GOODFOOD),” is designed to revolutionize education, aligning it with contemporary needs and realities.

### **Understanding Embedded Food Systems**

Embedded food systems, a core focus of the GOODFOOD project, represent a crucial paradigm shift in agricultural and culinary landscapes. These systems are intricately linked to specific geographical locations, emphasizing viability for both producers and consumers. This emphasis sparks the development of short supply chains, fostering environments like farmers' markets, community-supported agriculture, and local shops. However, embedded food systems extend beyond economic implications; they serve as catalysts for social and environmental change. By intertwining ecological and societal concerns, these systems pave the way for resilient food networks grounded in circular economy models.

### **The GOODFOOD Initiative**

The primary objective of the GOODFOOD project is to establish a network comprising European universities and rural food communities and territories. This collaborative endeavour aims to develop, test, and implement experiential learning activities and approaches. Through these initiatives, both students and lecturers are empowered to delve into embedded food systems, exploring best practices for their development and implementation. This happened in GOODFOOD through a series of education activities – Intensive Study Programmes, for which GOODFOOD e-learning courses served as introductory parts.

## The O2 GOODFOOD output – e-learning courses

The O2 output comprises of the complete e-learning course on “Food Systems Embedded in Territories”, which was evolving consequently during 3 years of the project (3 e-learning rounds, in 2021, 2022, 2023), in line with the participants detailed feedback, and consortium observations, and reached the stage of being considered as a highly acceptable and effective educational tool, which could be used either as a preparatory phase before the on-site courses (as it was in GOODFOOD 2022 and 2023), but also as a self-standing activity. This second option is particularly important, due to the common problem of funding limitations. The O2 e-learning course is cheap and easy to be implemented, contains a set of ready-to-use materials and instructions, and is designed to minimize the necessity for the constant and time-consuming lecturers supervision. It allows students to attend sessions depending on their availability/schedule, which makes it easy to offer it (nationally or internationally) to students representing different universities or study programmes, and having different schedules of weekly activities.

The O2 output is composed of a number of materials, including short (usually 10-15 minutes) e-lectures, reading materials (selected publications/reports), quizzes (to check participants knowledge on the studied topic), questions to be posted on the discussion forums (and discussed by students during the course), templates of the “case study group reports” and “learning group reports”, instruction for the Case Study Task, and template for the Case Study Presentation/Report. There is also a section called “Meet our lecturers” containing short presentations of all teachers providing content to the course.

The course is divided into 5 thematic blocks, spread over 8/9 weeks, and covering the following topics:

### **Block 1: General introduction (1 week)**

Online lectures:

- Food system – components/structure/definitions by Carola Strassner
- Concept(s) and definitions/dimensions of embedded food systems by Caroline Brand
- How Food became a commodity (Nature Metropolis Book) by H el ene Brives



Didactic goals of the block: Getting general information/background knowledge about the embedded food systems; To become familiar with the e-learning structure, content, goal.

### **Block 2: Products (2 weeks)**

Online lectures:

- Different types of production systems: conventional, organic, biodynamic by Ivan Manolov
- Agroecological practices by Aurelie Ferrer
- Processing (various aspects) by Adrian Timar
- Product: quality and safety of organic food by Dominika Średnicka-Tober

Didactic goals of the block: Common understanding of diverse production and processing management systems, food quality and safety standards and environmental footprint/impact of the production and processing systems in the context of EFS.

### **Block 3: Food chain and stakeholders (2 weeks)**

Online lectures:

- Stakeholders - relational aspects within the food systems by Anamaria Supuran
- Food Distribution from Wholesale to Retail and Horeca by Carola Strassner
- Tool video on Rich Picture by Anamaria Supuran & Charlotte Prelorenzoz

Didactic goals of the block: Getting insight/understanding of the different elements of food system and the roles of the involved stakeholders; Understand practices (public, private, community initiatives) that provide a direct consumer-producer link and valorizes the price for the producer as well as practices that allow the circulation of local products among the various actors of the local food system (collective catering, restaurants, cooperatives, etc.); To understand the food distribution in food systems, the sales channel perspective, wholesale and B2B distribution, B2C distribution in retail and horeca, E-Commerce – getting virtual products to real consumers, dominant and alternative distribution approaches in food systems.



#### **Block 4: Consumption and policies (2 weeks)**

Online lectures:

- Taste, consumers perceptions, food culture (incl. gender, religion, ethnicity, age, geography, globalisation, taboos, ... etc.) by Carola Strassner
- Nutrition, sustainable diet, health by Dominika Średnicka-Tober
- EU food policy & policy on local, regional, traditional, quality products by Rositsa Beluhova-Uzunova
- Social justice & food sovereignty by Paola Migliorini
- Food governance: how food has re-emerged on local authorities agendas by Caroline Brand

Didactic goals of the block: To understand the diverse elements at stakes in EFS for consumers; To understand that taste is influenced by situation + circumstances + ecological experience, that taste is the paradigm of embodied knowledge; To understand how consumers feel about the product, brand etc., the influence and role of brand and labels on consumers' perception of the product; Understanding of the role of EFS for sustainable diets that integrate health and culture issues; Understanding of the term and importance of social justice in relation to EFS; To get acquainted with the food policy frameworks & where to search for information on the local adaptation of the food policy.

#### **Block 5: Relation to territories for a diverse and resilient food system (1 week)**

Online lectures:

Diversity and resilience – what type of diversity and resilience exists in food systems; Spatial, social, economic, cultural, environmental aspects of food systems – a summary; Comparison of the methodology to assess sustainability of the food system – TAPE, OASIS + intro on what is diversity; what is resilience - by Paola Migliorini



Didactic goals of the week: To reflect on/understand the roles/importance of embedded food systems for the overall food system sustainability for diversity and resilience of the food systems.

One interactive component of the programme was a Kick-off session, which is of significant importance, due to its role in building students motivation, bringing them together and initiating cooperation and integration. Another set of interactive components include students learning group and case study group meetings (organized every week by themselves, according to their availability, and with the use of media of their choice). The last interactive components were three workshops offered by the GOODFOOD lecturers during the 9 weeks of the e-learning (one on the understanding of Embedded Food Systems terminology, second on the Rich Picture of the food system and third summing up the most important EFS aspects and their role in the food systems resilience and sustainability). These, however (even though interesting and surely enriching) are not compulsory and could be skipped in case of limited resources.

The GOODFOOD e-learning course was developed and tested on the Moodle (eSGGW) e-learning platform, making use of all available features of the platform. However, it can be easily located on other similar platforms (depending on availability).

Students participating in the e-learning course had a task to analyze and characterize selected embedded food systems cases from their home regions/countries, taking into consideration dimensions studies in the subsequent e-learning thematic blocks. The developed case study reports were then presented by the students at the e-learning closing session (2021) or during the ISP (2022, 2023), with feedback provided by the lecturers.



## **O2 files available on the Erasmus+ Projects Results Platform**

All the documents, videos and other files comprising O2 Intellectual Output of GOODFOOD and characterizing the e-learning courses developed within the project have been provided in the form of separate, independent files on the Erasmus+ Projects Results Platform, to facilitate their potential use by any educators planning organization of the e-learning Programmes in the future. These files include in particular:

- Complete syllabus of the GOODFOOD e-learning programme and of each of the e-lectures (characterizing titles of the lectures, their goals, major content, quiz questions, reading materials, discussion forum questions)
- Presentation developed for the e-learning kick-off session, containing all important information about the structure, content, goals and rules of the GOODFOOD e-learning course
- All (18) e-lectures in the video format (slides with voice recording)
- All (18) e-lectures in the pdf format
- e-SGGW (Moodle) platform guide for students
- e-SGGW (Moodle) platform guide for lecturers
- Students group report template
- Students group presentations - evaluation template for lecturers
- Templates of certificates for e-learning course participants
- E-learning course evaluation questionnaire
- Transcripts of selected video lectures translated into Polish language