

# GOODFOOD Project

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



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

### O3 - Syllabus of 2 Intensive Study Programmes 'Food systems embedded in territories'

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## **Introduction**

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: Fostering Experiential Learning**

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.

## **Defining Embedded Food Systems in an Educational Context**

Within the context of the GOODFOOD project, defining the term "embedded food system" holds pivotal importance. In the educational sphere, an embedded food system signifies a localized network where products are deeply rooted in a specific place. This context emphasizes



close connections to territorially circumscribed production frameworks. Importantly, an embedded food system encompasses a wide spectrum of stakeholders. While farmers and consumers are central, the network also incorporates actors from various food chains, such as food processing entities, community organizations, policymakers, and funders. By embracing this multifaceted perspective, the GOODFOOD project not only imparts knowledge but also nurtures a comprehensive understanding of embedded food systems, enhancing the resilience and sustainability of these vital components of regional economies and societies.

In this report, we delve into the development of educational materials centred around embedded food systems in territories. Through the insights gained from the GOODFOOD project, we explore innovative pedagogical approaches and best teaching practices, aiming to contribute significantly to the evolution of contemporary education within the EU.

### **Aim of the 'O3' deliverable:**

The O3 Syllabus for the Intensive Study Programmes (ISPs) on 'Embedded Food Systems in Territories' represents a comprehensive document, offering a detailed framework for the successful execution of these educational initiatives within the context of the GOODFOOD project. This syllabus outlines the structure and content of the ISPs, ensuring a cohesive and purposeful learning experience for participants.

The syllabus begins by presenting a detailed timetable, specifying the dates, times, and venues for various activities, including lectures, workshops, visits, and cultural programs. It provides essential organizational information, the participating organizations, and how they align with the overarching objectives of the GOODFOOD project. Additionally, the document articulates the specific objectives of the ISPs, ensuring clarity regarding the intended learning outcomes.

Within this framework, the syllabus outlines the intellectual outputs generated through the ISPs, encompassing research findings, reports, and other outcomes. It delves into the educational methods employed during the programs, such as action learning, workshops, interviews, and group discussions, providing insights into the pedagogical strategies utilized.

A significant focus is placed on learning outcomes and their verification. The syllabus defines the skills, knowledge, and competencies students are expected to acquire and elucidates the

methods through which these achievements will be assessed and verified. Furthermore, it outlines the workload in terms of hours, allowing students to be aware of the level of commitment required. The document also clarifies the academic recognition in the form of European Credit Transfer and Accumulation System (ECTS) credits awarded upon completion of the ISPs. Furthermore, it highlights the target audience, specifying whether the ISPs are tailored for bachelor, master, or PhD students. Additionally, it outlines the prerequisites, detailing the prior knowledge or skills necessary for students to actively participate and engage effectively in the ISPs.

Moreover, the document provides insights into the participants, it describes the expected products, encompassing research results, presentations, educational materials, and final reports to be presented to stakeholders, fostering transparency regarding the outcomes anticipated from the students' efforts.

Finally, the syllabus includes a curated list of recommended literature and references. These resources serve as supplementary materials, enriching students' understanding of embedded food systems and encouraging further exploration beyond the structured learning environment.

In essence, this syllabus serves as a guiding compass, ensuring that the ISPs are not only well-organized but also intellectually enriching, fostering collaborative learning, and promoting a deeper understanding of embedded food systems within diverse territories.

## **Teaching methods used**

The teaching methodology employed in the GOODFOOD ISP offers a dynamic and immersive learning experience for students focusing on embedded food systems in diverse territories. Rooted in action learning, the ISP engages a multinational group of residential students for 8-9 days, encouraging deep exploration of local food systems. The approach combines farm visits, discussion groups, workshops, and presentations, fostering collaborative learning and analytical skills.

The ISP is structured into three phases: preparation, farm/case visits with interviews, and group analysis/presentation. During the preparation phase, students analyse a home case, select a case from the ISP, and prepare for semi-structured interviews. The subsequent farm visits allow



students to explore various facets of the chosen territory by interacting with stakeholders. In the final phase, students collaboratively analyse findings, considering concepts like terroir products and sustainability, leading to the creation of comprehensive reports and group presentations.

Additionally, the ISP includes outdoor activities such as hiking, foraging, and tasting sessions, promoting experiential learning and sensory exploration. Interactive workshops, group discussions, and presentations enhance collaborative learning, enabling students to actively participate in the exploration of sustainable food practices. The ISP also integrates online learning components, ensuring a well-rounded educational experience. Through these varied activities and teaching methods, participants gain practical insights, theoretical knowledge, and critical skills, enriching their understanding of embedded food systems and their impact on territories.

## **Learning outcomes (knowledge, skills and competences)**

The GOODFOOD Intensive Study Programmes (ISP) featured a diverse range of activities and teaching styles aimed at providing students with a comprehensive understanding of embedded food systems in territories. The programme incorporates immersive educational visits to community gardens, farms, and local food producers, fostering hands-on learning experiences. Participants engage in reflective sessions with the GOODFOOD team and partners, encouraging critical thinking and knowledge exchange.

This method develops students' teamwork, communication, problem-solving, and intercultural competences, emphasizing a systems approach and problem-oriented learning. The ISP not only facilitates active learning and knowledge creation but also encourages students to adopt a holistic view, promoting engagement with different components and scales within a food system.

The approach has proven powerful, providing students with skills that extend beyond core competencies, including dialogue, participation, reflection, and visioning. Regular debriefings enhance the learning experience, ensuring a comprehensive understanding of the intricacies of embedded food systems.



## ISP Programs & Case Studies

### ISP in Italy, Melle, July 2023 – programme

#### **Day #1 - Friday, 14th of July 2023**

- 15:00 Welcoming and Opening of ISP at UNISG in Pollenzo, Italy
- 17:00 Departure by private bus: Pollenzo - Melle
- 18:30 Arrival in Melle - getting to know the place - break till dinner
- 20:00 Dinner

#### **Day #2 - Saturday, 15th of July 2023**

- 09:00 Breakfast
- 10:00 Departure with public bus from Melle to Piasco
- 11:00 Visit of the **MILPA community garden**
- 13:00 Lunch
- 15:00 Reflection session with GOODFOOD team
- 17:00 Departure with public bus from Piasco to Melle
- 18:00 Back in Melle - break till dinner
- 20:00 Dinner

#### **Day #3 - Sunday, 16th of July 2023**

all day E-learning restitution

#### **Day #4 - Monday, 17th of July 2023**

- 08:00 Breakfast
- 09:30 Hike to Val Mala [6 km] > 45min
- 10:30 **Juri restaurant farm to fork**
- 13:00 Lunch
- 14:30 Go back to Melle



15:30 Reflection session with GOODFOOD partners

17:00 Break till dinner

18:30 Tasting activity

20:00 Dinner

### **Day #5 - Tuesday, 18th of July 2023**

07:30 Breakfast

08:30 Departure by private bus leaving from Melle to Bellino

09:30 Arrival in Bellino

10:00 **Foraging and healing plant session with Ennio & Monica Lavantur**

12:30 Lunch + reflection

16:30 Reflection session with GOODFOOD partners

17:30 Departure by private bus to Melle

18:30 Back in Melle - break till dinner

20:00 Dinner

### **Day #6 - Wednesday, 19th of July 2023**

07:30 Breakfast

08:30 Meeting point: walk to case study in Melle

09:00 Visit **Tumin del Mel** (Cheese DOP and Persidum SF): Producer ROGGERO to see cheese production [https://www.comune.melle.cn.it/archivio/pagine/Tumin\\_dal\\_Mel.asp](https://www.comune.melle.cn.it/archivio/pagine/Tumin_dal_Mel.asp)

11:00 Change of location

11:30 Visit **CSA horticulture: CAMPI A MELLE**: Sharing pick-up your own moment <https://noisiamocresco.it/come-funziona>

13:00 Lunch

14:00 CSA presentation and exchange

15:30 Walk back to our room/space

16:00 Reflection session with GOODFOOD partners





17:30 break till dinner

20:00 Dinner

### **Day #7 - Thursday, 20th of July 2023**

all day Group work

### **Day #8 - Friday, 21st of July 2023**

all day Group work presentation & Reflection

### **Day #9 - Saturday, 22nd of July 2023**

Morning Farwell Breakfast & Departure to Turin

13:00 Closing of the ISP 2023 at train station “Torino Porta Susa”

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## **ISP in Italy, Melle, July 2023 – Case Studies**

### **La MILPA Orto Collettivo > [La Milpa](#)**

La Milpa is a project of a collective garden settled in Piasco, the first municipality of the valley (CN). The project started in 2013 and aims to give its members the opportunity to **collectively cultivate** and manage a plot of approximately **2,500 m<sup>2</sup>** for self-consumption, and to organize community gatherings and *events and courses on agroecology and permaculture*. Currently, about **30 people** participate in the management of the garden, in which the **main crops** are legumes, vegetables and small fruits, but also cereals such different varieties of corn. The group has designed and manages the land following the **principles of permaculture** therefore **not using chemical** fertilizers, pesticides or herbicides. The **seeds** used in the garden come from the members themselves or from informal exchanges, and are **reproduced on site** to remain independent from the large seed companies. Internally, Milpa members also agreed on a **set of rules based on self-control, trust and reciprocity**. *[Members work in the garden as much as they can or want, and harvest what is needed for their household. Whenever possible, they work together. The design of the garden and the seasonal planning are defined in meetings to which each member is invited to participate.]* [source <https://www.italiachecambia.org/mappa/la-milpa-orto-collettivo/>]



## **REIS Cibo Libero di Montagna** (farm to fork restaurant) > [Reis](#)

The restaurant is placed in the Valmala valley, a small lateral valley of the Varaita Valley [*in the old family village*].

It is a **mountain farming restaurant** with almost zero impact on the environment: in fact it is a restaurant from farm to fork where the environment and territories are at the centre of the work and the production. Specifically, the restaurant production is based on the **seasonality** of products and almost total **productive autonomy**: this means that products come from the restaurant gardens and the animals raised by the team. In fact, the people of these project have different backgrounds, and they work between the kitchen, the dining room, the vegetable gardens and the mountains. They work together respecting an agricultural system based on the human-nature symbiosis. Regarding the greatest effort and objective of the project is to stop managing the kitchen in a conventional way, following instead the principle of minimizing the use of external inputs and reducing the environmental impact. Regarding the ETHICS of this initiative, the team **collaborates** with other actors and agri-food producers of the valley, because they believe in the **value of network** and community as well as they believe in the **communicative power of cooking** to open minds towards an agroecological future.

Source <https://reisagriturismo.com/Chi-Siamo>

## **The Locanda Enventoour**

It is a restaurant, placed in Bellino (at 1500 mt of altitude), is managed by Ennio and Monica. The owners propose a cuisine that they define as "frontier cuisine", not only for its geographical location but also being a cuisine rooted in the territory but influenced by the Provençal Mediterranean winds. Moreover, it is a cuisine that combines the simplicity of the gestures of the past with the new gastronomic trends, enriched with [a pinch of] mountain botanical knowledge. **The result of this 'frontier cuisine' is an unusual and at the same time simple cuisine created with the resources of the surrounding nature especially wild herbs.** Source <https://www.enventoour.eu/chi-siamo/>

*Some menus are written in Occitan because the idea is to propose a gastronomy that also speaks of the culture of the area, of the desire to gather in a banquet to rediscover the simplicity of fun and sharing.*



*With these menus they also want to tell of the shattered dreams (or in any case relegated to oblivion) of a land that has experienced moments of glory, well-being and prosperity where the watchword was "Paratge" (equality).*

### Azienda agricola Roggero

It is one of the 4 cheese producers in Melle Municipality. The activity of this farm is based on the breeding of bruna alpina (**alpine**) and pezzata rossa italiana (**red spotted / red patched**) **breeds that are** raised in pastures. The ended products are a variety cheese, yogurt and butter. Since they carefully choose each animal, and they **follow the entire production chain** step by step, they ensure the highest quality of products. Moreover, In is a **family-run business** where the people caring for and feeding the livestock are the same ones transforming the milk into cheeses and other products in the **family laboratory**. Their best product is call Tumin dal Mel is a Slow Food Presidia being is a fresh cheese produced with raw milk in an artisanal way by farmers [*and let it coagulate at room temperature.*] Beyond quality and passion, the production of the farm is based on tradition. Indeed, their experience passed on from generation to generation.

Source <http://www.aziendaagricolaroggero.it/produzione>

### The CSA Cresco

Cresco is a CSA (community sustained agriculture) and they have **four vegetable gardens**, between the municipality Melle and Rossana, and a fifth plot where there are small fruits, in the old family lands. They cultivate between 500m and 900m above sea level. This year they are also trying to grow mountain rye. In total they cultivate about **7500 m<sup>2</sup>** of land. This CSA really creates a **direct relationship** between farmers and citizens, called members, who decide to produce food together. This CSA is a **community** in which responsibilities, risks and benefits are shared and it is based on the values of participation, trust, understanding, transparency and cooperation. The CSA has three cornerstones: Solidarity economy, Agroecology, Food sovereignty.

### How does it work?

STRUCTURE



CRESCO works as a CSA, therefore, the cost of the weekly vegetables box is given by the budget for the agriculture season divided by the number of quotas and the **participation fee** is paid in part at the beginning of the year to give **direct support to the farmers** in the preparation of the fields and sowing. While, the agricultural **production is equally divided among all members**. It is required to all members allocating some of the time to community activities. **What CRESCO said is that Half a day a month dedicated to agricultural activities**, can already give a great contribution to the community.

Source <https://noisiamocresco.it/come-funziona/>

*At the beginning of the year*, CRESCO prepares the budget of the expenses for the agricultural season and presents it to the members. At the same time, based on the extension of the cultivated land, it defines the number of quotas of vegetables that it is able to produce weekly between mid-May and mid-December. The budget is then divided by the number of quotas. This cost corresponds to a share of the CSA, which can be purchased by members.

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## ISP in Germany, Münster, July 2022 – programme

### Programme of the course

The programme started with the following intro: “In the ISP 2022 you will be learning about the food system of Münster and the surrounding area we call the Münsterland to further study Embedded Food Systems in Territories. We have put together a programme that will introduce you to a number of people and establishments locally as well give you ample opportunity to experience Münster and its food system yourself. In the e-learning course we asked you to choose and study a food product for your university-group studies. Your group’s results will be presented during the ISP in our evening sessions. The concepts and content of the e-learning lectures can now be applied again in the ISP at the organisational level in a new territory. For the ISP we have chosen four organisation-type cases for our visits and studies; these include a small-scale farm, a clinic’s professional kitchen, the central city’s market, and an organic wholesaler. We start visiting them right away on Day 2 (21<sup>st</sup> July), Day 3 (22<sup>nd</sup> July), Day 4 (23<sup>rd</sup> July) and Day 6 (25<sup>th</sup> July). Each of these cases will be examined in more depth by a mixed student group (i.e. comprising members from each university) and each student group will



present their analysis of the cases at the end of the ISP. Your overall task is to analyse the case study as regards its embeddedness in Münster and the Münsterland region and you will be given some more task descriptions at the kick-off. Interviews during the excursions and meetings with food system peoples as well as instances for observation and immersion are provided. Time for study and reflection as well as preparation of the presentation is also scheduled in the programme. Lecturers and tutors from the GOODFOOD project will provide support and guidance during the ISP in Münster.”

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### **ISP in Germany, Münster, July 2022 – Case Studies**

The host of the ISP in Münster was FH Münster University of Applied Sciences (Germany). Most ISP activities were done at the university - welcome meetings, reflection sessions, and work on case studies, case study presentations and even meals. The students were accommodated in a hostel. Every day, students arrived at the university in the morning. On four days students visited organizations they should analyse in their case study. The visiting was carried out as follows:

#### **ISP Case Study #1: Weiling Organic Wholesaler.**

The wholesaler is situated outside Münster, in Coesfeld

- Departure from the University to Muenster train station by city bus. Travel by train to the town of Coesfeld where Weiling Organic Wholesaler is situated;
- A person from the wholesaler informed students about the organization's history, development and main activities. Students could ask questions after his presentation;
- Visit the storehouses and shop of the wholesaler, guided by the host. Students continue to ask questions about the Weiling Organic Wholesaler;
- Finally, there was refreshment from the hosts for students. During refreshment, the discussions with the host continued.

#### **ISP Case Study #2: LWL Clinic Münster**

- The visit started with a short meeting at the University where the Business Director of the LWL introduced the LWL Clinics by slide presentation and answered some student questions;



- Traveling by city bus to LWL Clinics;
- Visit some facilities of the clinic, greenhouse and park.

### **ISP Case Study #3: Markt am Dom farmers' market**

- Students together walked from the hostel where they were accommodated to Markt am Dom in the city center and freely browsed the market stalls. They were divided into two groups for a session with the market spokesperson.

### **ISP Case Study #4: Gärtnerhof Entrup 119 CSA**

- traveling by hired bus, due to complicated public transport travel to the farm (transferring several buses and waiting for a long time at the stops);
  - the farmer introduced the students to the farm's history and present activities. There was a continuous discussion between the students and the farmer during the tour of the farm's fields of plants, animal barns and storehouses. The visit ended with refreshments.
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## Call for Applications for all ISPs

### For the ISP in Münster in 2021 (cancelled due to covid-19)

#### **GOODFOOD Intensive Study Programme ‘Embedded food systems in territories’ Münster, Germany, July 2021**

Here we announce an interdisciplinary, international **summer course** on ‘**Embedded Food Systems in Territories**’, organized and **fully funded** by Erasmus+ GOODFOOD project!

An 8-days Intensive Study Programme will take place in July 2021 at the Münster University of Applied Sciences (Germany), in collaboration between 6 European universities (MUAS, Germany; ISARA-Lyon, France; UNISG, Italy; WULS, Poland; AUP, Bulgaria; UO, Romania) and will be preceded by an introductory obligatory e-learning module (May-July 2021), full of team-building group tasks and interactive discussion forums.

The course consists of exciting field trips, workshops and lectures, and will equip the participants in high quality, interdisciplinary knowledge, in a wide range of topics in the area of embedded food systems, e.g. regional and traditional food, slow food, food sovereignty, locality of the food chains, organic food and farming, food communities. There will be a range of various educational activities, but also the opportunity to develop intercultural, international relations with colleagues from all above mentioned universities.

#### **Most important information about the course:**

**Time:** 18<sup>th</sup>-25<sup>th</sup> July 2021 (8 days) + preceding introductory e-learning module (May-July 2021) **Location:** Münster, Germany\*

**Number of participants:** 4 students from each Partner University (24 students in total)

**Prerequisites:** BSc (2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> year), MSc or PhD students in food science, agriculture, horticulture, agroecology, environmental sciences and related disciplines), interested in learning more about embedded food systems and concepts, fluency in English, availability for participation in the entire period of activities (e learning and Intensive Study programme).

**Costs:** All costs (travel and subsistence) will be covered by Erasmus+ program within the GOODFOOD project.

**Number of ECTS:** Students positively completing the Summer Course (attending all compulsory activities and passing final evaluation), together with the preceding e-learning module, will be awarded 4 ECTS.

#### **Application procedure:**

If you are interested to participate in the GOODFOOD Summer Course + introductory e-learning module, please send your completed and signed Application Form (in English) to your local University GOODFOOD coordinator:



WULS: Assoc. Prof. Dominika Średnicka-Tober  
[dominika\\_srednicka\\_tober@sggw.edu.pl](mailto:dominika_srednicka_tober@sggw.edu.pl)

UNISG: Prof. Paola Migliorini [p.migliorini@unisg.it](mailto:p.migliorini@unisg.it)

ISARA: Prof. Alexander Wezel [awezel@isara.fr](mailto:awezel@isara.fr)

MUAS: Prof. Carola Strassner [strassner@fh-muenster.de](mailto:strassner@fh-muenster.de)

AUP: Prof. Ivan Manolov [manolov\\_ig@yahoo.com](mailto:manolov_ig@yahoo.com)

UO: Dr. Adrian Timar [atimar@uoradea.ro](mailto:atimar@uoradea.ro)

**Deadline for application: 15 February 2021.**

You can also contact your local University GOODFOOD coordinators in case of any questions related to the content or organizational aspects of the Summer Course.

We are looking forward to meeting you in Münster!

*GOODFOOD Project Team*



\*Due to the COVID-19 pandemic, we are taking into consideration a potential need for planning of the hybrid Summer Course programme, so we plan and hope for a physical meeting with you all in Münster, but if necessary, the Summer Course will be moved on line – we will keep you posted about further decisions in due course.



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## For the ISP in Münster in 2022

### **GOODFOOD Intensive Study Programme ‘Food Systems Embedded in Territories’ Münster, Germany, 20th-27th July 2022**

Here we announce an interdisciplinary, international **summer study programme** on ‘**Food Systems Embedded in Territories**’, organized and **funded** by the Erasmus+ GOODFOOD project!

An 8-days field stay will take place in July 2022 at Münster University of Applied Sciences (Germany), in collaboration between 6 European universities (MUAS, Germany; ISARA-Lyon, France; UNISG, Italy; WULS, Poland; AUP, Bulgaria; UO, Romania) and will be preceded by an introductory obligatory 9-weeks e-learning module (May-July 2022), filled with team-building group tasks and interactive discussion forums.

The summer programme consists of exciting field trips, workshops and lectures, and will equip the participants in high-quality, interdisciplinary knowledge, in a wide range of topics in the area of embedded food systems, e.g. regional and traditional food, slow food, food sovereignty, locality of the food chains, organic food and farming, food communities. There will be a range of different educational activities, and also giving much opportunity to develop intercultural, international relations with colleagues from all above mentioned universities.

#### **Most important information about the programme:**

**Time:** 20<sup>th</sup>-27<sup>th</sup> July 2022 (8 days summer course)<sup>1</sup> + preceding introductory e-learning module (9 weeks, May-July 2022, on-line on Moodle platform).

**Location:** Münster, Germany<sup>2</sup>

**Number of participants:** 4 students from each Partner University (24 students in total)

**Prerequisites:** BSc (2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> year), MSc or PhD students in food science, agriculture, horticulture, agroecology, environmental sciences and related disciplines, interested in learning more about embedded food systems, adequate fluency in English, availability for participation in the entire period of activities (e-learning and summer course).

**Costs:** Costs (travel and subsistence) will be covered by Erasmus+ program within the GOODFOOD project.

**Course Certificate:** Students positively completing the summer study programme (attending all compulsory activities and passing final evaluation), together with the preceding e-learning module, will receive a certificate at the end of the course.

#### **Application procedure:**



If you are interested to participate in the GOODFOOD summer study programme + introductory e-learning module, please send your completed and signed application form (in English) to your local University GOODFOOD coordinator:

WULS: Assoc. Prof. Dominika Średnicka-Tober [dominika\\_srednicka\\_tober@sggw.edu.pl](mailto:dominika_srednicka_tober@sggw.edu.pl)

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UO: Dr. Adrian Timar [atimar@uoradea.ro](mailto:atimar@uoradea.ro)

**Deadline for application: 07th March 2022.**

You can also contact your local University GOODFOOD coordinators in case of any questions related to the content or organizational aspects of the summer study programme.



We are looking forward to meeting you on-line & in Münster!

*GOODFOOD Project Team*

*<sup>1</sup>Programme of the summer course begins on the 20th July 2022 afternoon and finishes on the 27th July 2022 evening – please plan your travels accordingly; <sup>2</sup>Due to the COVID-19 pandemic, we are taking into consideration the need to plan for a possible hybrid summer study programme; if necessary, the summer study programme will be moved on-line. However, we plan and hope for a physical meeting with you all in Münster – we will keep you posted about further decisions in due course. Important: participation in the Summer Course in Münster will depend on your COVID-19 vaccination status.*

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## For the ISP in Melle in 2023



### **GOODFOOD E-learning and Intensive Study Programme 'Food Systems Embedded in Territories' Pollenzo-Melle, Italy, July 2023**

Here we announce an interdisciplinary, international **summer study programme** on **'Food Systems Embedded in Territories'**, organized and **funded** by the Erasmus+ GOODFOOD project!

An **9-days field stay** will take place **14<sup>th</sup>-22<sup>th</sup> July 2023** at Melle, in Val Varaita organized by University of Gastronomic Science (Pollenzo-Bra, Cuneo, Italy), in collaboration between 6 European universities (MUAS, Germany; ISARA-Lyon, France; UNISG, Italy; WULS, Poland; AUP, Bulgaria; UO, Romania) and will be preceded by an introductory **obligatory 9-weeks e-learning module (May-July 2023)**, filled with team-building group tasks and interactive discussion forums.

The summer programme consists of exciting field trips, workshops and lectures, and will equip the participants in high-quality, interdisciplinary knowledge, in a wide range of topics in the area of embedded food systems, e.g. regional and traditional food, slow food, food sovereignty, locality of the food chains, organic food and farming, food communities. There will be a range of different educational activities, and also giving much opportunity to develop intercultural, international relations with colleagues from all above mentioned universities.

#### **Most important information about the programme:**

**Time:** 14<sup>th</sup>-22<sup>th</sup> July 2023 (9 days summer course)<sup>1</sup> + preceding introductory e-learning module (9 weeks, May-July 2023, on-line lectures and meetings on Moodle platform + self-study time: approx. 4-6 h/week).

**Location:** Melle, Val Varaita (Cuneo) Italy

**Number of participants:** 4 students from each Partner University (24 students in total)

**Prerequisites:** BSc (2<sup>nd</sup>, 3<sup>rd</sup> or 4<sup>th</sup> year), MSc or PhD students in food science, agriculture, horticulture, agroecology, environmental sciences and related disciplines, interested in learning more about embedded food systems, adequate fluency in English, availability for participation in the entire period of activities (e-learning and summer course).

**Costs:** Costs (travel to Pollenzo (round trip) and subsistence) will be covered by Erasmus+ program within the GOODFOOD project. For MUAS, Germany; WULS, Poland; AUP, Bulgaria; and UO, Romania students travel budget up to 270 euro. For ISARA-Lyon, France students up to 180 euro and for UNISG, Italy students no travel budget needed.

**Certificates:** Students positively completing the summer study programme (attending all compulsory activities and passing final evaluation), together with the preceding e-learning module, will be awarded course completion certificates.



### **Application procedure:**

If you are interested to participate in the GOODFOOD summer study programme + introductory e-learning module, please send your completed and signed application form (in English) to your local University GOODFOOD coordinator:

WULS: Assoc. Prof. Dominika Średnicka-Tober

[dominika\\_srednicka\\_tober@sggw.edu.pl](mailto:dominika_srednicka_tober@sggw.edu.pl)

UNISG: Prof. Paola Migliorini [p.migliorini@unisg.it](mailto:p.migliorini@unisg.it)

ISARA: Prof. Alexander Wezel [awezel@isara.fr](mailto:awezel@isara.fr)

MUAS: Prof. Carola Strassner [strassner@fh-muenster.de](mailto:strassner@fh-muenster.de)

AUP: Prof. Ivan Manolov [manolov\\_ig@yahoo.com](mailto:manolov_ig@yahoo.com)

UO: Dr. Adrian Timar [atimar@uoradea.ro](mailto:atimar@uoradea.ro)

**Deadline for application: 3rd of February 2023.**

You can also contact your local University GOODFOOD coordinators in case of any questions related to the content or organizational aspects of the summer study programme.

We are looking forward to meeting you on-line & in Italy!



*GOODFOOD Project Team*

<sup>1</sup>*Programme of the summer course begins on the 14th July 2023 in Pollenzo at 15.00 and finishes on the 22th July 2023 in Torino at 12.30 – please plan your travels accordingly.*

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## Application Form

# APPLICATION<sup>1</sup> GOODFOOD

## E-learning and Intensive Study Programme 'Food Systems Embedded in Territories'

E-learning (May-July 2023) and ISP in Pollenzo-Melle, Italy (14th until 22nd July 2023)<sup>2</sup>

Mr./Ms.	
First name	
Surname	
Email address	
Mobile phone no.	
Passport number /National ID number	
Date of birth	
Nationality	
Home university	WULS / UNISG / ISARA / MUAS / AUP / UO
Educational background (study programme/field)	
Study level & year	2 <sup>nd</sup> year BSc / 3 <sup>rd</sup> year BSc / 4 <sup>th</sup> year BSc / 1 <sup>st</sup> year MSc / 2 <sup>nd</sup> year MSc / 1 <sup>st</sup> year PhD / 2 <sup>nd</sup> year PhD / 3 <sup>rd</sup> year PhD
Motivation/reasons to participate in the e-learning & Summer Course <sup>3</sup>	
English language skills <sup>4</sup>	



Dietary requirements <sup>5</sup>	
Other information <sup>6</sup>	

I hereby confirm that, if positively selected by the GOODFOOD team, I will participate in the full GOODFOOD Summer Course organized in Pollenzo, Italy, from 14th until 22nd July 2023, and the preceding introductory e-learning module from May until July 2023.

.....

*Date, Signature*

<sup>1</sup>Application deadline: 28<sup>th</sup> February 2023; <sup>2</sup> Programme of the course begins on the 14th July 2023 in Pollenzo at 15.00 and finishes on the 22th July 2023 in Torino at 12.30 - please plan your travels accordingly; <sup>3</sup>Max. 1500 characters incl. spaces; <sup>4</sup>Please provide information on your English language skills (e.g. an official proof of your language skills or information on completion of study programmes/modules/courses in English etc.); <sup>5</sup>None/vegetarian/vegan/gluten free/lactose free etc.; <sup>6</sup>Please share any information about yourself that may be of relevance with regard to your participation in the GOODFOOD Summer Course.

# Guidelines for Organizing an Intensive Study Programme (ISP) on Embedded Food Systems

## Most important planning considerations

### 1. Defining the Aims and Audience:

Educational Objectives: Define clear learning outcomes, focusing on developing practical skills, enhancing intercultural competence, and fostering critical thinking.

Target Groups: Identify specific cohorts, ensuring a diverse mix of students from relevant disciplines.

### 2. Curriculum Development:

Interactive Modules: Develop a detailed curriculum, integrating lectures, workshops, farm visits, and group projects, ensuring a balance between theoretical knowledge and hands-on experience.

Language Proficiency: Assess participants' language proficiency beforehand, organizing language support sessions if necessary, ensuring effective communication during the program.

### 3. Partner Collaboration:

Collaborative Planning: Conduct regular virtual meetings with partner universities to coordinate activities, share responsibilities, and align teaching methods. Establish a communication platform for real-time updates.

Local Engagement: Involve local communities and stakeholders early in the planning process, fostering a sense of ownership and facilitating seamless integration during the ISP.

### 4. Resource Allocation:

Budget Planning: Create a detailed budget, allocating funds for transportation, accommodations, meals, materials, guest speakers, and contingency. Explore cost-sharing options among partner universities.

### 5. Program Logistics:

Accommodation Selection: Choose accommodations centrally located and equipped with necessary facilities. Negotiate group rates to optimize costs while ensuring participants'

comfort.

Transportation: Arrange shared transportation, considering environmental impact. Explore options such as private buses, shared vans, or public transport passes, aiming for efficiency and eco-friendliness.

Local Guides: Employ local guides for site visits, ensuring participants gain insights from knowledgeable professionals deeply rooted in the community.

## **6. Experiential Activities:**

Diverse Experiences: Plan diverse experiences, including visits to organic farms, artisanal workshops, local markets, and gastronomic events. Arrange interactive sessions with farmers, chefs, and food entrepreneurs for real-world insights.

Hands-On Workshops: Include workshops on local, sustainable farming practices, traditional culinary techniques, and food entrepreneurship, enabling participants to actively engage and learn.

## **7. E-Learning and Pre-Program Preparation:**

Interactive Modules: Develop engaging e-learning modules covering foundational concepts, local food systems, and cultural nuances. Use multimedia elements, quizzes, and discussion forums to enhance participant engagement (GOODFOOD e-learning course presented in O2 output).

Pre-Program Briefing: Conduct virtual pre-program briefings, addressing travel details, accommodation specifics, and cultural etiquette. Distribute reading materials and introductory videos to prepare participants.

## **8. Educational Methodology:**

Action Learning: Emphasize action learning methodologies, including group discussions, case studies, and problem-solving activities. Facilitate reflective sessions, encouraging participants to connect experiences with theoretical knowledge.

Peer Learning: Promote peer-to-peer learning, enabling students from different backgrounds to share insights and cultural perspectives, enriching the overall learning environment.

## **9. Evaluation and Assessment:**





Continuous Feedback: Implement continuous feedback mechanisms, allowing participants to express concerns, share suggestions, and provide input on the program's effectiveness.

Peer Evaluation: Incorporate peer evaluations / peer-feedback for group projects, encouraging participants to assess their peers' contributions, enhancing accountability and collaboration.

## **10. Safety and Communication:**

Emergency Protocols: Establish clear emergency protocols, including contact numbers and accessible medical facilities.

Communication Channels: Set up multiple communication channels, including a dedicated WhatsApp group, email correspondence, and regular briefings. Assign a communication focal point in each group.

## **11. Documentation and Reporting:**

Multimedia Documentation: Appoint a multimedia team to document the ISP, capturing photos, videos, interviews, and participant testimonials. Create a visually appealing and informative summary video for dissemination. Collect signed consent forms from the participants, allowing for the use of the developed material.

Comprehensive Reports: Prepare comprehensive reports detailing participant achievements, challenges faced, lessons learned, and recommendations for future ISPs.

## **12. Budgeting, Travel, Accommodation, and Logistics:**

Budget Allocation: As far as the budget allows, allocate a significant portion to accommodation, transportation, and cultural experiences, ensuring participants have a well-rounded immersive experience. Be sure to make use of on-campus resources as much as possible to potentially reduce costs.

Travel Coordination: Coordinate travel itineraries for participants arriving from different locations, optimizing flight schedules and ground transport. Consider group discounts and arrange airport transfers for seamless arrivals.

Accommodation Logistics: Negotiate with local hotels for group rates and ensure accommodations are within close proximity to educational venues. Verify amenities, meal options, and internet connectivity for a comfortable stay.

Local Transportation: Collaborate with local transport providers to arrange daily transfers

between accommodation, educational sites, and cultural excursions. Prioritize eco-friendly transport options.

Cultural Immersion: Plan cultural immersion activities, such as cooking classes, traditional music performances, and community engagement events. Involve local artisans and entrepreneurs, contributing to the local economy and enhancing participants' experiences.

## **Other important planning considerations**

### **1. Cultural Sensitivity:**

Local Customs and cultural origin of participants: Understand the cultural norms and traditions of the and differences between the students home- and host countries. Provide participants with cultural sensitivity training to promote respectful interactions.

### **2. Collaborative Learning:**

Interdisciplinary Approach: Encourage collaboration between students from diverse disciplines. Include sessions that integrate different fields of study, promoting a holistic understanding of embedded food systems.

Team Building: Organize team-building activities at the beginning to foster a sense of connection among participants. Strong bonds enhance collaboration and learning.

### **3. Logistics:**

Local Guides: Employ knowledgeable local guides who can provide insights into the region's history, culture, and food systems.

### **4. Guest Speakers and Experts:**

Invite Experts: Arrange for guest lectures or workshops with local experts, farmers, chefs, or entrepreneurs. Their first hand experiences add depth to the learning experience.

Networking Opportunities: Organize informal networking sessions where participants can interact with guest speakers, fostering meaningful connections.

### **5. Flexibility and Adaptability:**

Backup Plans: Have contingency plans for outdoor activities in case of unexpected weather conditions. Indoor venues for workshops and discussions should be readily available.



Adapt to Participants: Be flexible with the schedule if participants show keen interest in a particular topic. Adjust the itinerary to accommodate unplanned but valuable learning opportunities.

## **6. Documentation and Reflection:**

Reflection Sessions: Allocate time for daily or periodic reflection sessions. These discussions help participants process their experiences and connect theory with practice.

Documentation Team: Assign a team responsible for capturing moments through photos, videos, and written content. Create a digital or physical scrapbook for participants as a keepsake.

## **7. Engagement and Participation:**

Interactive Sessions: Prioritize interactive workshops, hands-on activities, and group discussions. Engaged participants are more likely to retain and apply the knowledge gained.

Student Presentations: Allocate time for students to present their findings and reflections. Public speaking enhances confidence and communication skills.

## **8. Sustainability and Responsible Tourism:**

Sustainable Practices: Promote eco-friendly practices. Minimize waste, encourage recycling, and choose accommodations and venues with sustainable certifications.

Respectful Interactions: Educate participants on responsible tourism. Encourage respectful interactions with local communities and environments.

## **9. Post-ISP Activities:**

Surveys and Feedback: Conduct post-ISP surveys to gather feedback. Analyse the responses to understand the program's impact and areas for improvement.

[Optional] Follow-Up Webinars: Organize webinars where participants can share their post-ISP projects, research findings, or initiatives. This promotes ongoing collaboration.

## **10. Celebration and Recognition:**

Closing Ceremony: Host a memorable closing ceremony to celebrate participants' achievements. Recognize outstanding contributions, projects, or teamwork efforts.

Certificates and Recognition: Provide participants with certificates of completion.



Acknowledge the efforts of teachers, organizers, and partners during the event.

## **Common challenges when organizing an ISP**

Organizing an Intensive Study Programme (ISP) involves overcoming several challenges.

Logistics and Planning: Coordinating travel, accommodations, and activities for participants from various locations requires meticulous planning and early bookings. Clear communication with all stakeholders and having a dedicated logistics person/team are essential.

Cultural Differences: Participants from diverse countries might have varied cultural norms and communication styles, leading to misunderstandings. To address this, conducting cultural sensitivity training at the beginning of the program fosters understanding. Open dialogue and ice-breaking activities also encourage respect for diverse perspectives.

Time Management: Balancing a packed schedule with meaningful learning experiences without overwhelming participants requires careful planning. Creating a well-structured itinerary with breaks for reflection and prioritizing essential activities ensures a balanced program. Flexibility to adjust the schedule when necessary is also vital.

Weather and External Factors: Unpredictable weather or other external factors can disrupt outdoor activities or travel plans. Having backup indoor activities or venues and staying updated on local weather forecasts help in managing such challenges. Contingency plans for travel disruptions are essential.

Student Engagement: Sustaining student engagement throughout the program, especially during long lectures, is crucial. Incorporating interactive sessions, group discussions, hands-on workshops, and site visits maintains participant interest. Rotating facilitators and encouraging active participation and collaboration enhance engagement.

Feedback and Improvement: Gathering comprehensive feedback and assessing the program's impact for continuous improvement is essential. Regular feedback sessions during the program and post-program surveys help in understanding participants' experiences. Analysing feedback and implementing changes based on findings contribute to program enhancement.

Budget Constraints: Limited budgets may restrict venue, activity, or speaker choices. Prioritizing activities aligned with learning objectives and negotiating group discounts for accommodations and activities is beneficial.



[if budget permits] Post-Program Follow-up: Sustaining participants' learning and engagement after the program concludes requires thoughtful planning. Organizing follow-up webinars, online forums, or collaborative projects and encouraging participants to stay connected with peers contribute to continued learning and networking opportunities. Providing resources for further learning enhances participants' post-program engagement.

Addressing these challenges proactively ensures a successful and impactful ISP experience for all participants involved.

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# Evaluation of the GOODFOOD Intensive Study Programme - questionnaire



## ***Evaluation of the GOODFOOD Intensive Study Programme 'Food Systems Embedded in Territories' Melle, Italy, 14th – 22nd July 2023***

Thank you very much for your participation in our GOODFOOD course in Melle! We would appreciate your opinions, comments, and suggestions for improvements. Your feedback is very important to us.

<b>Please rate the following statements about the course in Melle:</b>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The course in Melle broadened my knowledge and skills in the area of embedded food systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of participating students was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of participating lecturers was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course in Melle provided plenty of opportunities for building networks that might help further my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course in Melle provided plenty of opportunities to talk to senior researchers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course in Melle and the preceding e-learning course complemented one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge gained during the e-learning part of the programme helped me to work on the given subject in Melle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The quality of the educational activities undertaken during the course in Melle was good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The educational methods/approaches applied during the course in Melle were good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecturers' knowledge on the subjects was good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The balance between case study visits, workshops, reflection sessions (including group work), presentation sessions and other activities was optimal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The selection of Melle case studies was interesting and adequate for the studied topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The objectives of the course in Melle were clear and clearly presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The delegated teaching materials provided during the e-learning part of the programme as well as all instructions and support provided during the course in Melle were relevant and covered well all aspects necessary for the elaboration of my ISP Case Study task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was provided in the right time with all necessary information regarding the course in Melle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teachers were sufficiently active and supportive during the course in Melle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have obtained the following intended learning outcomes for this course: To develop basic understanding on what the embedded food system notion (EFS) is; To understand the multiple perspective of EFS; to know how to identify an EFS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, I think the course in Melle was profitable for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course in Melle met my expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending this course was worthwhile.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Please rate the following statements regarding the group work on case studies in Melle:</b>	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The ISP Melle group work task was clear (provided instructions were clear).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The criteria of group work outcome's evaluation were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The size of working groups was good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The composition of working group was OK.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The selected case studies were interesting, especially from the perspective of studying their embeddedness in the Melle food system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was enough time to prepare the group work presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ISP Case Study sessions (when we were presenting our group task outcomes) were well planned & organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>How satisfied were you with the following aspects of the course in Melle?</b>	Not satisfied at all	Not quite	Neither satisfied nor unsatisfied	Satisfied	Very satisfied
The overall organization of the course in Melle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The agenda of the course in Melle (including scheduled breaks, starting and finishing times)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Keeping the timetable as planned in the agenda?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information via email provided before the course in Melle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information (reg. organisational matters etc.) provided during the course in Melle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Necessary materials provided during the course in Melle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ad hoc dealing by the organizers with unexpected difficulties you experienced during the course (or when planning your participation in the course) in Melle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The international character of the course (possibility of meeting and exchanging with colleagues and lecturers from other countries)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall workload on the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional level of the programme/course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The leisure activities in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amount of free time available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study visits in general?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study visit 1 (MILPA community garden)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study visit 2 (Juri restaurant farm to fork)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study visit 3 (Foraging and healing plant session with Ennio & Monica Lavantur)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study visit 4 (Tumin del Mel (Cheese DOP and Persidum SF): Producer ROGGERO)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Case study visit 5 (CSA horticulture: CAMPI A MELLE)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The overall course location (Melle)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The lecture halls and study facilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The accommodation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The catering/food?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welcome session on Day 1?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E-learning Case Study Sessions (presenting outcomes of the e-learning)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback received from the lecturers on your e-learning Case Study presentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISP Case Study Sessions (presenting outcomes of the course in Melle)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback received from the lecturers on your Melle Case Study presentation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ISP final reflection session (Programme harvest, Personal reflection)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**If you were not satisfied with any of the above aspects, please tell us why, so that we could try to improve these aspects in the future courses.**

**In my opinion, the workload on the course in Melle was:**

Way too little / A bit too little / Appropriate / A bit too high / Way too high

**In relation to my own prerequisites, I find the professional level of the course in Melle:**

Way too low / A bit too low / Appropriate / A bit too high / Way too high

**Please rate the overall quality of the course in Melle (1 – lowest, 5 – highest)**

1 / 2 / 3 / 4 / 5

**Would you recommend the course in Melle to your colleagues?**

Yes / No / I'm not sure

**If you could go back in time, would you have decided again to take part in this course in Melle?**

Yes / No / I'm not sure

**What worked well with this course? (positives)**

**What didn't work well? What challenges have you faced and why? (negatives)**



**What would you suggest to improve & how?**

**What was the main outcome of the course for you? the main learning? The main "take home message"? The main benefit?**

**At which University do you study?**

MUAS / ISARA / UNISG / WULS / AUP / UO

## Certificates for ISP participants

### Certificates for students

Template of a certificate provided to the students on the ISP-Melle completion:



**CERTIFICATE  
OF COURSE COMPLETION**

This is to certify that

...

from the ..., ...  
has completed the

**Intensive Study Programme  
'Food Systems Embedded in Territories'**  
on 12<sup>th</sup> May-12<sup>th</sup> July 2023 (e-learning) & 14<sup>th</sup>-22<sup>nd</sup> July 2023 (on-site course in Melle, Italy)

**COURSE CONTENT**  
8-days onsite Intensive Study Programme focused on exploring food system of Melle and the surrounding area and analysis of selected food system case studies as regards their embeddedness in the territory, preceded by a 2 month on-line course covering various dimensions of embedded food systems.

The course is part of the GOODFOOD project  
'Good teaching practices in experiential learning for effective education  
in embedded food systems' (Project No. 2020-1-PL01-KA203-082209)

GOODFOOD Project Coordinator

Assoc. Pr of. Dominika Średnicka-Tober,  
Warsaw University of Life Sciences

 Erasmus+ E-learning programme was hosted on the Moodle (eSGGW) platform of the Warsaw University of Life Sciences, Poland  
On-site course was hosted by the University of Gastronomic Sciences, Italy






## Certificates for Case Study representatives

Template of a certificate provided to the Case Study representatives, in recognition of their support towards the ISP-Melle execution:

**CERTIFICATE OF APPRECIATION**

Presented to

••••

In recognition of outstanding support of the

**Intensive Study Programme**  
**'Food Systems Embedded in Territories'**  
Organised on 14<sup>th</sup>-22<sup>nd</sup> July 2023 in Melle, Italy

The programme was a part of the GOODFOODproject  
'Good teaching practices in experiential learning for effective education  
in embedded food systems' (Project No. 2020-1-PL01-KA203-082209)

GOODFOOD Project Coordinator


Assoc. Prof. Dominika Średnicka-Tober,  
Warsaw University of Life Sciences

Intensive Study Programme in Melle was  
coordinated by Assoc. Prof. Paola Migliorini,  
University of Gastronomic Sciences of Pollenzo

## Certificates for lecturers

Template of a certificate provided to the lecturers on the ISP-Münster completion:






# CERTIFICATE OF CONTRIBUTION

This is to certify that

...

from ...

has significantly contributed to the organisation & participated as a lecturer in the

## Intensive Study Programme 'Food Systems Embedded in Territories'

on 13<sup>th</sup> May-15<sup>th</sup> July 2022 (e-learning) & 20<sup>th</sup>-27<sup>th</sup> July 2022 (on-site course in FHM, Germany)

**COURSE CONTENT**

8-days onsite Intensive Study Programme focused on exploring food system of Münster and the surrounding area and analysis of selected food system case studies as regards their embeddedness in the territory, preceded by a 2 month on-line course covering various aspects of embedded food systems

The course is part of the GOODFOOD project

### 'Good teaching practices in experiential learning for effective education in embedded food systems' (Project No. 2020-1-PL01-KA203-082209)



GOODFOOD-2022 Intensive Study Programme Coordinator

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E-learning programme was hosted on the Moodle (eSGGW) platform of the Warsaw University of Life Sciences, Poland

On-site course was hosted by the FH Münster University of Applied Sciences, Germany

## Complete syllabus of the programme

### Syllabus of the Intensive Study Programme

Developed within the Strategic Partnership project GOODFOOD

<b>Number of the project</b>	2020-1-PL01-KA203-082209
<b>Title/name of the intensive program</b>	<b>Food Systems Embedded in Territories</b>
<b>The overall scope of the project</b>	<p>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. 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.</p> <p>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.</p>
<b>The institutions organising the intensive program (the name of the University in the national language, Erasmus code, country)</b>	<ul style="list-style-type: none"> <li>• Coordinator – Szkoła Główna Gospodarstwa Wiejskiego w Warszawie PL WARSZAW05</li> <li>• Germany – Fachhochschule Münster – D MUNSTER02</li> <li>• Italy – L'Università degli studi di Scienze Gastronomiche di Pollenzo – I BRA01</li> <li>• France – Institut Supérieur D'agriculture Rhone Alpes I.S.A.R.A – F LYON17</li> <li>• Bulgaria – Agraren Universitet – Plovdiv - BG PLOVDIV01</li> <li>• Romania – Universitatea Din Oradea - RO ORADEA01</li> </ul>
<b>The objectives of the intensive program (how the program contributes to the achievement of the objectives of the project)</b>	The GOODFOOD Intensive Study Programmes (ISP) featured a diverse range of activities and teaching styles aimed at providing students with a comprehensive understanding of embedded food systems in territories.
<b>If applicable, the results of intellectual work associated with the intensive program (with a description of the links)</b>	<p>Intensive programme is strongly linked to all Intellectual Outputs of the GOODFOOD project:</p> <p>O1 - Analysis of students' understanding of 'Embedded food systems' and expectations towards education within this subject area – results of the analysis were taken into consideration in planning of the ISP activities.</p>

	<p>O2 - E-learning course on 'Embedded food systems in territories' – the O2 e-learning course precedes the ISP, giving the ISP participants a background knowledge to be further employed during the practical food system analysis.</p> <p>O3 - Syllabus of 2 Intensive Study Programmes 'Food systems embedded in territories' – the syllabus elaborated here constitutes part of the O3 output.</p> <p>O4 - Educational materials for 2 Intensive Study Programmes 'Food systems embedded in territories' – the O3 syllabus determined the programme, methods and materials developed for the ISP.</p> <p>O5 - Collection of embedded food systems case studies from Europe as educational tools – these were developed during the e-learning and ISP courses.</p> <p>O6 - Catalogue of innovative teaching practices and best teaching tips for embedded food systems education – the catalogue contains various practices and tips, also those tested, experienced and explored during the ISP.</p>
<p><b>The language in which the intensive program was conducted</b></p>	<p>English</p>
<p><b>Teaching methods used (a.o. the form of activities, such as lectures, group work, field work, project)</b></p>	<p>The teaching methodology employed in the GOODFOOD ISP offers a dynamic and immersive learning experience for students focusing on embedded food systems in diverse territories. Rooted in action learning, the ISP engages a multinational group of residential students for 8-9 days, encouraging deep exploration of local food systems. The approach combines farm visits, discussion groups, workshops, and presentations, fostering collaborative learning and analytical skills.</p> <p>The ISP is structured into three phases: preparation, farm/case visits with interviews, and group analysis/presentation. During the preparation phase, students analyse a home case, select a case from the ISP, and prepare for semi-structured interviews. The subsequent farm visits allow students to explore various facets of the chosen territory by interacting with stakeholders. In the final phase, students collaboratively analyse findings, considering concepts like terroir products and sustainability, leading to the creation of comprehensive reports and group presentations.</p> <p>Additionally, the ISP includes outdoor activities such as hiking, foraging, and tasting sessions, promoting experiential learning and sensory exploration. Interactive workshops, group discussions, and presentations enhance collaborative learning, enabling students to actively participate in the exploration of sustainable food practices. The ISP also integrates online learning components, ensuring a well-rounded educational experience. Through these varied activities and teaching methods, participants gain practical insights, theoretical knowledge, and critical skills, enriching their understanding of embedded food systems and their impact on territories.</p>
<p><b>Learning outcomes (knowledge, skills and social competences)</b></p>	<p>The GOODFOOD Intensive Study Programmes (ISP) featured a diverse range of activities and teaching styles aimed at providing students with a comprehensive understanding of embedded food systems in territories. The programme incorporates immersive educational visits to community gardens, farms, and local food producers, fostering hands-on learning experiences. Participants engage in reflective sessions with the GOODFOOD team and partners, encouraging critical thinking and knowledge exchange.</p> <p>This method develops students' teamwork, communication, problem-solving, and intercultural competences, emphasizing a systems approach and problem-oriented learning. The ISP not only facilitates active learning and knowledge</p>

	<p>creation but also encourages students to adopt a holistic view, promoting engagement with different components and scales within a food system.</p> <p>The approach has proven powerful, providing students with skills that extend beyond core competencies, including dialogue, participation, reflection, and visioning. Regular debriefings enhance the learning experience, ensuring a comprehensive understanding of the intricacies of embedded food systems.</p>
<b>Methods of learning outcomes verification (e.g. assessment / exam form)</b>	Evaluation of students short written reports and presentations.
<b>The student's effort, including the number of ECTS credits assigned to the program</b>	Number of ECTS credits assigned to the programme: 4 (condition: positively completing the intensive study programme together with the preceding e-learning module)
<b>Level of study for which intensive program has been prepared</b>	Master degree, >=2 year of Bachelor degree, 1st-2nd year of doctoral studies.
<b>Prerequisites</b>	BSc (2nd, 3rd or 4th year), MSc or PhD students in food science, agriculture, horticulture, agroecology, environmental sciences and related disciplines, interested in learning more about embedded food systems, adequate fluency in English, availability for participation in the entire period of activities (e-learning and summer course).
<b>If applicable, the products resulting from the implementation of the intensive program (e.g. the results of the work of students, presentations, teaching materials, teaching aids, reports, etc.)</b>	Teaching materials in the form of multimedial presentations prepared by ISP hosts and teachers involved in the programme; several syllabi of the workshops conducted by teachers during the programme, evaluation questionnaires and guides, students presentations and reports.
<b>If applicable, the cultural programme proposed to the participants of the course</b>	cultural immersion activities, such as cooking classes, traditional performances, and community engagement events (i.e. picnicks and branches with local food system representatives); with the involvement of local entrepreneurs, contributing to the local economy and enhancing participants' experiences.
<b>Methods for the evaluation of intensive course by students and teachers (e.g. evaluation survey, interviews with participants)</b>	Extensive ISP evaluation questionnaire, covering various aspects related to the substance, logistics, organisation, case studies and overall experience, with both closed and open questions (template available as one of the O3 attachments).
<b>Additional comments from the beneficiary</b>	The GOODFOOD intensive programmes were inspiring, innovative and enriching for the students and lecturers. The downsides noted during the intensive programmes will be taken into consideration to improve similar initiatives in the future.





## **Attachments for the O3 deliverable**

Some of the documents presented in this deliverable, have been also 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 Intensive Study Programmes in the future. These documents include in particular:

- Complete syllabus of the programme
- Call for applications
- ISP application form
- Comprehensive version of the ISP1 programme in Münster
- Templates of certificates for programme participants (students, lecturers, case study representatives)
- ISP evaluation questionnaire