

# 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':

#### 3.1. Syllabus

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

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**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</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</p>

<b>a description of the links)</b>	<p>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>
<b>The language in which the intensive program was conducted</b>	<p>English</p>
<b>Teaching methods used (a.o. the form of activities, such as lectures, group work, field work, project)</b>	<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>
<b>Learning outcomes (knowledge, skills and social competences)</b>	<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 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.