

SUSPLUS Project:

Innovative Education towards Sustainable Food Systems

2016-1-PL01-KA203-026652

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Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programmes of partner universities

September 2016 – December 2018

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Coordinating institution: Warsaw University of Life Sciences – WULS-SGGW (Poland); Project Partners: Universitaet Kassel (Germany), Kobenhavns Universitet (Denmark), Fachhochschule Munster (Germany), Institut Superieur D'Agriculture Rhone Alpes I.S.A.R.A (France), Università degli Studi di Scienze Gastronomiche (Italy), Eesti Maalikool (Estonia), Universidad Politecnica de Madrid (Spain). All Partners contributed towards the development of the Intellectual Outputs of the project. University of Kassel was responsible of coordinating the joint international report. Contact persons: Prof. Ewa Rembiałkowska & Dr. Dominika Średnicka-Tober, tel. +48225937035/8, corresponding e-mail: ewa_rembialkowska@sggw.pl, dominika_srednicka_tober@sggw.pl. This publication reflects only the authors' views. The European Commission and Erasmus+ National Agency are not responsible for any use that may be made of the information it contains.

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Brief description

The O12 report comprises of a comprehensive analysis of possibilities, perspectives, strategies & limitations for implementing the Sustainable Food System topics, and particularly the modules (e-learning, summer course, small research projects, lectures at schools), materials, tools and approaches, used and tested within the SUSPLUS project, into curricula and existing study programmes of all partner Universities.

Each national report presented below does also discuss the actions taken so far, and the first successes in implementing the Sustainable Food System, including Sustainable Diet and Organic Food System topics, in different education programmes and activities.

At the end, a selection of SUSPLUS outcomes, with a high potential for further dissemination and implementation, has been presented.

Implementing the Sustainable Food System topics (content, generally)

Possibilities

Since 2016, the SusPlus has applied innovative educational tools (e-learning course, intensive study program/summer course, small research projects, students' lectures in schools) in eight European universities. These tools have achieved a noteworthy scientific and professional success. All partners are encouraged and are keen to apply some, if not all, of those tools, either by implementing those tools as a part of a study course, or by establishing a course, as a whole, based of SusPlus methods.

Perspectives

All SusPlus partners share a high expectation to integrate SusPlus innovative tools in their future academic work. The partners expressed different paths to take the advantage of more than two years of experience with SusPlus to develop educational methods used in current programs, or create new courses inspired by SusPlus. This may take another year because if new courses will be established, they have to be accredited.

Strategies

- Regarding the e-learning part, university partners suggest integrating e-learning as a part of an educational program or as a whole study course.

- Partners suggested that summer schools could be possible to organize in collaboration with other universities. Thus, partnerships must be established to support the summer school.
- Small research projects could be practiced as a part of an existing module and the university has to be able to match students with stakeholders to get them closer to the labour market.
- Lectures in schools were suggested by most partners to be an important activity for the students during their studies.

Limitations

- Most partners demonstrated some limitations regarding the e-learning method due to high costs or lack of needed technology and tools. Moreover, lectures in schools were addressed by most partners as a difficult method to be integrated in existing programs due to difficulties in finding collaborating schools or language barriers for international students.

Actions taken

The action taken to implement the sustainable food system topics varied among the eight universities.

The achieved success

Some achievements that were inspired by SusPlus project have started during the project's period. Other achievements are being currently planned to take place in the next years.

Some examples of those successes are:

- ❖ ISARA implemented the E-learning method in the last year as a support in some modules.
- ❖ A new partnership was established between Kassel University and Münster University of Applied Sciences to apply parallel courses and share the results. A blended learning approach (meeting personally at the beginning and end of a course) was a proposal to make an e-learning course more effective.
- ❖ Kassel University is prepared to build inter-/transdisciplinary modules in the English speaking Master programmes to be shared between different study programmes (agriculture- and food- Master programmes).
- ❖ Münster University of Applied Sciences is discussing within the department regarding the normative nature of sustainable development and whether sustainable food system topics should be integrated into each and every course as an underlying (moral / ethical) foundation.

- ❖ Eesti Maaulikool University is currently in an ongoing discussion about the possibility of applying the e-learning method as a whole course on the learning university platform in further development of study programmes.
- ❖ Warsaw University of Life Sciences had a great success organizing the summer school “Sustainable food production chain” and ‘EUR-Organic Start-Up Module’ in 2018, applying many of the SUSPLUS-originating ideas, tools and approaches.
- ❖ UNISG will start, in Summer 2019, a summer courses, where sustainable food system topics developed within SUSPLUS will be integrated.

National Reports

SUSPLUS Project:

Innovative Education towards Sustainable Food Systems

2016-1-PL01-KA203-026652

O12 Report
University of Kassel

September 2016 – December 2018

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Coordinating institution: Warsaw University of Life Sciences – WULS-SGGW (Poland); Project Partners: Universitaet Kassel (Germany), Kobenhavns Universitet (Denmark), Fachhochschule Munster (Germany), Institut Supérieur D'Agriculture Rhone Alpes I.S.A.R.A (France), Università degli Studi di Scienze Gastronomiche (Italy), Eesti Maalikool (Estonia), Universidad Politecnica de Madrid (Spain). All Partners contributed towards the development of the Intellectual Outputs of the project. University of Kassel was responsible of coordinating the joint international report. Contact persons: Prof. Ewa Rembiałkowska & Dr. Dominika Średnicka-Tober, tel. +48225937035/8, corresponding e-mail: ewa_rembialkowska@sggw.pl, dominika_srednicka_tober@sggw.pl. This publication reflects only the authors' views. The European Commission and Erasmus+ National Agency are not responsible for any use that may be made of the information it contains.

University of Kassel

O12 - Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programmes of partner universities

I. Implementing the Sustainable Food System topics (content, generally)

Possibilities

Kassel University has started heading towards Sustainability education since 1981 as the first German University to establish a professorship for Organic Agriculture. With this long-lasting commitment of education in sustainability field, Kassel University has the biggest possibilities among all other partners to apply and implement Sustainable Food System topics.

The Organic Agricultural Sciences Faculty and all Sections/Departments are considering the topics of organic farming and food systems in research and teaching. Sustainable food system topics are already taking place in national and international programs at Kassel University, such as bachelor's degree in Organic Agriculture, MSc. International Food Business and Consumer Studies, MSc. Sustainable Food Systems, MSc. Sustainable International Agriculture, as well as MSc. German Organic Agriculture.

Perspectives

Kassel University, Organic Agricultural Science Faculty, located in Witzenhausen, central of Germany, which is very well known of its habitants' tendency to adopt sustainable lifestyle.

The educational discipline and the location of the faculty provide Kassel University with high perspective to maintain and develop the situation of teaching and integrating sustainable food system topics in learning subjects in future.

Some of SusPlus learning topics and learning methods applied in SusPlus different activities (lecture, workshops, e-learning and others) is recommended to be adopted and integrated in existed course.

Strategies

Some of SusPlus innovative tools are already implemented in the educational system of Kassel University. For several years, summer schools and small research projects have been a part of the curricula. E-learning method was adopted after.

The past and current strategies of Sustainable Food System topics can be applied through individual courses, activities, workshops, university fairs and symposiums.

The scientific topics and methods that was discussed during SusPlus could be adopted, developed or amendment and integrated as a part of existing courses. Other strategy is to establish a whole new course based on SusPlus approach.

Limitations

The students' lectures in school was a new tool that faced difficulties to be applied in Kassel university. Therefore, this activity was handed over to Münster University of Applied science in exchange with the small research projects.

Actions taken?

For 30 years, the actions towards sustainability taken by the University of Kassel has been in progress. Today, the Faculty of Organic Agricultural Sciences offers a coherent Bachelor and Master programs in Organic Agriculture emphasising the sustainability concept. Distinctively, Kassel University offers a "Dual Education Program" that combines vocational and higher agricultural education. International partnerships with different countries have been put in action to spear the knowledge and experience on sustainability issues to other university, providing students the opportunity for an international study and research experience outside their countries. All the projects and partnerships emphasised the sustainability aspects within their curricula.

Moreover, in the light of SusPlus gained experience, useful partnerships with other academic and non-academic parties have been established to implement the topics and tools of SusPlus.

Any success so far?

The bachelor and master programs offered by Kassel University, Organic Agricultural Science Faculty, encounter a great success and have been excelled by the National Committee of the UN-Decade "Education for Sustainable Development" for its hands-on and action-orientated education.

One very important aspect SusPlus pivot around is the internationalism. University of Kassel is highly reputable university of its international programs and activities to encourage internationals to be engaged not only in the educational system, but also in social life, helping them to improve the language skills.

Another noteworthy success was establishing a new Specialized Partnerships in Sustainable Food Systems and Food Sovereignty last year.

II. Implementing SUSPLUS e-learning

Possibilities

E-learning, as a modern tool, has been already adopted as a part of existing courses by Kassel university.

A new possibility to be discussed is to establish a whole new accredited course based on online learning.

There are good possibilities to integrate the e-learning topics of SusPlus and add lecture videos in the existed online-classes.

Perspectives

Kassel University has a strong technology apparatus, consequently, going for more online teaching would be facilely achieved in the future. Kassel University has a strong network and can provide its students with the necessary tools to attend and reach study material online.

The course was developed in a way that encouraged and attracted the students to be engaged with all the parts of the course. The students who attend the e-learning part was very motivated to read, participate and discuss with professors and other students in topics related to Sustainable Food Systems.

Strategies

E-learning could be applied as following:

- ❖ Video classroom: a simulation (online-live lectures/ webinars) learning.
- ❖ Vertual classroom: a video/audio tape that creates demo video to train the learners.

The mentioned methods could be further integrated not only as a part of a course, during workshops and conferences and as an entire course.

Limitations

Applying a whole online course may be limited by the fact that the considered teaching/learning hours for the professors/students must be in a contact phase.

Actions taken?

There are already some modules that has adopted online-lectures in its program.

Including consultations/discussions at the University/Faculty level

Still in process.

Any success so far?

Kassel University has always encouraged new and modern educational technique. One of the successful educational activities example that implemented topics on Sustainable Food Systems was the so called ‘’Ringvorlesung: Lecture series’’, that is organized in the same format as the model-UN. This Continuing Lecture Sessions consisted of online-learning as a basic part of its approach. The ‘Ringvorlesung was awarded the Hesse Prize for excellence in teaching 2018.

Another successful example is SusFood program, that comprised e-learning as a virtual-class.

III. Implementing SUSPLUS summer course

Summer courses is an already-existing method at Kassel University. The university organizes regularly international summers schools. Organic Agricultural Science faculty is always keen to introduce sustainability concept to international students.

Perspectives

There is a great effort towards internationalism by the university of Kassel. Thus, the university is considering the summer schools as a good opportunity for more interaction with international students.

Moreover, students of Kassel University always prefer attending summer schools and consider this method of learning as a manner of having more experience substantial benefits as well as expanding the knowledge.

Integrating Sustainable Food Systems topics more in future summer school is highly expected as it is getting widely important to pay more attention to this concept.

Strategies

Kassel University is always keen to establish successful partnerships that leads to achieve the university goals and comes with best advantages for students. Therefore, the university is highly active with applying for projects and funding through which their perspectives could be accomplished in the most appropriate way.

Limitations

Sometimes finding the appropriate funding, project or partnership may constitute a barrier to achieve the hoped planned goals.

Actions taken?

There are a continues taken actions by Kassel University to reach and establish new collaboration.

Including consultations/discussions at the University/Faculty level

Any success so far?

Kassel University, Organic Agricultural Science Faculty has achieved several successes with organizing summer schools. Moreover, we consider our new partnership with Münster University of Applied Science to establish a shared course as a value-added accomplishment.

IV. Implementing SUSPLUS small research projects

Possibilities

Small research projects is an already-implemented method at Kassel University. Kassel University has taken over all research project for the German partner in SusPlus, whereas Münster University of Applied Sciences took over the students' lecture at schools.

Interestingly, the faculty of Organic Agricultural Sciences, in collaboration with the State Farm Agriculture Hesse, offers the 'Dual Education Program in Agriculture'. The importance of this

program is reflected by combining studies with practical work at the same time. The goal of the program is to interlink the theory with practice.

Perspectives

Research project is an opportunity to expand the perception of students on the next steps after graduation. More and more students tend to go for research projects and consider it as a small experience of the life after studies.

Therefore, Kassel University constantly tries to facilitate these small projects, linking students with stakeholders.

As an Organic Agriculture Faculty, all the efforts, that are put into achieving small projects, are directed into sustainability concept. The faculty is in constant searching for new associations with companies that can offers the best opportunities for students.

Strategies

Research projects can be included in the middle or at the last stage of the studies. The University of Kassel with its internal network update the students regularly about the opportunists available in companies, farms, NGOs and others. In addition to organizing events that link the students with stakeholders and providing them with tools to develop their skills for applying.

Limitations

A minor limitation could be the language barrier of the international students, as working in farms or local companies may requires a good level of German language.

Actions taken?

University of Kassel sends a regular online newsletter to students with all the existing opportunities and facilitate to students to attend big fairs in which they may be in a direct contact with the stakeholders, such as Biofach.

Including consultations/discussions at the University/Faculty level

Any success so far?

A very good success.

V. Implementing “lectures in schools”

Kassel University did not participate in this activity and have taken ‘research project’ from Münster University instead.

Possibilities

The possibility to implement this activity is limited.

Perspectives

n/a

Strategies

One strategy could be adapted to implement students’ lecture tools is by doing an event at the university campus, organized by students, and inviting pupils to attend and share the student some activities and attend lectures given by the students themselves.

Limitations

Students in international master programs may face difficulties with teaching pupils in German language. In addition, giving lectures at school by university students may face a challenge of finding a collaborating school or finding the adequate time to get good training on giving lectures to school students.

Actions taken?

n/a

Including consultations/discussions at the University/Faculty level

Any success so far?

Not yet.

What is in your opinion about added value (if any) of SUSPLUS educational activities for/at your University?

SusPlus is an enriching, full of experiences project. Some of the points that Kassel University has profited from SusPlus could be summarised by the following:

- The collaboration with other seven European partners during SusPlus has opened doors to further new projects that support and encourage the concept of sustainable food system.
- It provided the university with opportunity to extend more the knowledge on innovative learning and teaching methods by exchanging the experience with the other partners.
- The e-learning course was developed and organised to avoid the lack of interest by the students and to make them more involved and active even with non-face-to-face learning. Hence, its approach could be considered as an added value to future organized online course. Furthermore, the available learning materials provided efficiency due to re-use.
- The combinations of the innovative teaching activities on sustainable food systems during SusPlus was overall an added value to the educational methods in the related courses at the university.
- The summer school had with its scientific approaches and organized activities was a noticeable added value. In particular the ‘‘Sustainability of National Dishes’’ task that resulted in the CookBook outcome which consists of 17 national dishes developed in a sustainable way. Moreover, the summer schools offered an intensive and interactive learning environment that aided students in revising subjects studied during the previous academic year, further exploring a known subject on sustainable food systems, and discovering a new interest.

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O12 Report

Münster University of Applied Sciences

September 2016 – December 2018



FH MÜNSTER
University of Applied Sciences

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FH Münster University of Applied Sciences (MUAS)

O12 - Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programs of partner universities

I. Implementing the Sustainable Food System topics (content, generally)

Possibilities

The possibilities for implementing sustainable food system topics in general in curricula and / or existing study programs are very good. Indeed, this is already taking place in the Department for Food – Nutrition – Facilities for some time now (see below).

A slow, general trend to more interest in these issues can be observed within the department itself, the university and the student body in general.

Perspectives

The perspectives for maintenance of this status quo are excellent; perspectives for even further development in favour of the integration of such issues are good to very good. Depending on resources available, the development could go interdepartmental in a next phase.

Strategies

The current strategy within the department of Food – Nutrition – Facilities is to integrate issues within existing courses, where possible into compulsory courses and / or offer new courses addressing these issues (see also discussions at faculty level).

The issue has been integrated into routine departmental processes to ensure continued attention.

Limitations

There are some challenges to a further widespread development, though these are not very serious. One challenge lies with human resources: Staff needs to be willing to integrate new aspects for which they may need to acquire the necessary expertise and confidence, especially at the post-graduate level. Such an expansion may also necessitate more resources in intra- and interdepartmental work. While the necessary content expertise may be slightly limiting, experience has shown that engendering passion for a topic often is followed by expertise acquisition by and by (instead of looking for expert and hoping for passion).

For the inclusion of organic food system aspects it presents a negligible limitation that there is no department of agriculture at the university. However, this can be relatively easily remedied by university partnerships and guest lecturers. Furthermore, agriculture is not a central, focal point but a supporting one.

Actions taken?

The university, specifically the department has partnered with the next-door university (about 60 km away) which has a significant agriculture department and even a section devoted to organic agriculture. Furthermore, the primary working group on sustainable food systems has initiated a working partnership with a SUSPLUS partner (University of Kassel) during the time of the SUSPLUS project. This partner has a faculty focused on organic agriculture. There have also been various bilateral exchanges sought with further SUSPLUS partners; some are still in progress at the time of writing this report.

Including consultations/discussions at the University/Faculty level

An interesting point of discussion within the department has been raised regarding the normative nature of sustainable development and whether sustainable food system topics should be integrated into each and every course as an underlying (moral / ethical) foundation or whether it is to be followed in the more analytical sense necessitating subject expertise. Each path follows own strategies and own resource prioritization.

Discussions and consultations regarding established modules, courses and degree programs are ongoing as courses are continuously improved. Staff are encouraged to include content in their courses and program directors are encouraged to offer courses addressing content.

Any success so far?

There is an M.Sc.-degree program dedicated to sustainability (Sustainability in service management and food industries) on offer for ten years. The intake is currently at about 10-12 applicants per semester so that any compulsory course has about 30 students at any one time. It was the first M.Sc. program launched at the department. Today there are four M.Sc. degree programs, all of which share some modules as appropriate to their focus. In this way students of the other degree programs can benefit from courses including sustainable food systems aspects.

The main Bachelor degree program of the department (Home Economics and Nutrition Science) has today three profiles (nutrition and health, service and catering management, food business), two of which now have compulsory courses devoted to sustainable food system issues while the third at least includes some aspects.

Erasmus agreements for staff and / or student mobility have been drawn up between further SUSPLUS partners and the university (with ISARA-Lyon, Universidad Politécnica de Madrid, University of Gastronomic Sciences) during the time of the SUSPLUS project.

Implementing SUSPLUS e-learning

Possibilities

There are possibilities to include both select items from the e-learning course as well as the entire course, though the latter may prove somewhat challenging. Should another university partner be able to host the full e-learning course, participation by the department is feasible. Individual elements of the e-learning course (topic videos with self-presentation clips, hotspot clips, background presentations) can be most easily integrated into existing courses.

Perspectives

Some perspectives include offering the course as a whole

- as a kind of bridging or introductory course to sustainability specialised degree programs
- as a credited course towards the so-called Studium Generale (70 academic hours), a compulsory module in the B.Sc. degree program (Home economics and nutrition science)
- as an elective receiving ECTS (this necessitates matching academic hours and appropriate examinations)

It may also be a novel offer to interested staff for their own training and professional development.

Strategies

The strategy deemed most promising is to integrate elements of the e-learning module into existing courses in a first step, follow this up by offering it to Studium Generale, and then offering it as an elective.

Limitations

The major challenge to the adoption of the full course is the provision of a suitable online platform by the university as well as IT-support and as a minor challenge, resources to set up the course on the platform. If the e-learning module was to be offered together with partner universities in other countries, the language options of the platform would need to be addressed.

A further challenge relates to the teaching commitments of academic staff at universities of applied sciences in Germany. Professors are required to teach 18 academic hours per week (usually for a 15-week semester) in accordance with legislation at Länder level. These hours need to be contact time. Currently e-learning courses are not considered as contact time, and even the inclusion of discussion fora with set distance (virtual)-contact times would probably not cover the necessary contact time per usual course. This is likely to not encourage staff to adopt e-learning formats.

Actions taken?

The digitalisation strategy is high on the university agenda and an inter-departmental quality team is rapidly upgrading IT systems as well as offering training and testing platforms etc. As such there is a fairly good window of opportunity not only to learn about possible useful IT-systems and acquire skills but also place the needs of the e-learning module on the agenda.

It was possible to participate in one such course shortly before this report was compiled. The course offered an introduction to Panopto, a software service provider specialised in lecture recording, video streaming and video content management for (business and) education. Panopto options have been integrated into the open source learning management system used by the university: ILIAS. It is possible in ILIAS to upload media, arrange a chatroom and a forum as well as much more per any registered course offered by a staff member.

Including consultations/discussions at the University/Faculty level

The further consultations regarding the possibility of placing the full e-learning course in the learning platform ILIAS are ongoing.

There are also ongoing intradepartmental discussions with staff that have developed own video material with regard to a possible pooling of such material (where appropriate by content or function). It may be an option to take this discussion to an interdepartmental level for cross-departmental exchanges, offers or even pooling.

Any success so far?

See above.

II. Implementing SUSPLUS summer course

Possibilities

There are possibilities to include select items from the summer course, especially those that are of a task or activity character (workshops) that do not rely on the expertise of one of the teachers (the lectures).

The possibilities to implement the full summer course are currently judged as very limited (see below). Should another university partner be able to host the full summer course, participation by the department is feasible.

Perspectives

The university has a strong orientation towards internationalisation. Promoting international and intercultural competences of its students and teachers is a central concern. Hence the university is intensifying its support for international exchange and partnership. There is a rapid rise in new partnerships between departments here and in universities all over the world. Against this background implementing a summer course (summer school type) at the university is very welcome, though there are some limitations (see below).

Amongst students and staff there is more interest amongst the students, especially those that heard of the SUSPLUS summer course opportunities from their fellow students and show great interest in participating in a summer school.

Strategies

The best strategy in the short term is to partner with one or more universities to be able to offer a summer course.

Limitations

The major limitation is that of adequate financing of the necessary resources to organise and host a summer course. While there may be little further support right now, as university develops its own strategy and approach more support is bound to be forthcoming.

A minor limitation regarding the involvement of established staff is the language barrier, though this is less of a challenge for younger staff members. There is still a considerable fraction of the teaching staff that lacks the confidence to offer full English language courses, especially at a post-graduate level.

Actions taken?

One of the workshop elements of the summer course was to be used in an M.Sc.- degree module during the summer semester 2018 but ended up not being used due to time constraints. The next opportunity for this module will be in the winter semester 2019/2020.

Including consultations/discussions at the University/Faculty level

The interdisciplinary Working Group International (AG International) devoted a meeting to the topic of Summer Schools and explored formats, funding and many other options. This is a relatively new domain for the university.

Any success so far?

The sustainable food systems working group of the department plans to partner with a SUSPLUS partner (Kassel university) on some selected workshop activities, so that a course of students in Kassel and a course of students in Münster will take a course in parallel and meet to share results.

III. Implementing SUSPLUS small research projects

Though Münster did not participate in this activity, having taken on ‘Lectures in schools’ from Kassel University in an exchange, it is possible to report on this item due to ongoing activities in Münster (see below).

Possibilities

Small research projects are easily and commonly implemented as teaching instruments in Münster at the university of applied sciences. These are integrated into compulsory project modules (students can undertake projects individually or in small groups) as well as into theses (individual work). Project modules give teachers and students a large degree of freedom for the type of questions and work to be pursued, making this an ideal implementation format. This is a regular part of undergraduate and post-graduate studies.

Furthermore, depending on the estimated amount of academic hours per small research project, these can often be integrated into existing compulsory or elective modules. This is done, for example, in a number of M.Sc.-degree courses (

Perspectives

Being a university of applied sciences, it is particularly appropriate for students, but also for staff and local businesses, to collaborate on small research projects.

Münster university of applied sciences commands over an excellent and in many cases longstanding network of food & services related companies in the region and beyond. Indeed, the university is located in a so-called food business cluster region in North Rhine-Westphalia. Many of these companies are organic pioneers and sustainability leaders.

Students and companies (and staff) enjoy practical activities and often report very good experiences and results. Students are increasingly encouraged entrepreneurially.

Additionally, students report an advantage for job applications, i.e. improved employability, when they can state specific practical experiences in or with companies and ‘real-world problems’.

Strategies

n/a

Limitations

n/a

Actions taken?

n/a

Including consultations/discussions at the University/Faculty level

n/a

Any success so far?

See above.

IV. Implementing “lectures in schools”

Possibilities

The possibilities for implementing the format ‘lectures in schools’ are promising. The compulsory modules “project” and “thesis” offer a direct opportunity in undergraduate and post-graduate degree programs.

Furthermore, the format could be offered as an own, independent elective, using the experiences of other SUSPLUS partners as guidance.

Perspectives

A significant portion of students at the department indicated an interest in this format, giving any implementation a good foundation. It is also a format that, perhaps, has a lower barrier to adoption by other staff members that can connect it to their own established content.

Strategies

The primary strategy remains integration of the instrument in the project and / or thesis modules.

A secondary strategy could be integration into related courses: The department offers an elective on School Meal Systems in the B.Sc. degree program. Furthermore, there is an elective, Experiments at Schools, in the M.Ed-degree program for vocational teacher training that already offers students the opportunity of teaching in (vocational) school settings.

Limitations

There are some challenges to a more widespread integration of this instrument. They include finding schools willing to partner, and teachers willing to incorporate the students’ topics into their curriculum (sometimes the teacher has been willing but their curriculum not appropriate or vice-versa).

The modules that already exist may be challenged to include or open up to (more) sustainability topics, or sustainable food system topics, if they integrate this instrument.

Undertaking to prepare and hold a lecture at a school falls into the sphere of educational sciences. In some circumstances collaborating staff have raised the question of pedagogic and didactic training (or lack thereof) in the students undertaking the ‘lecture in school’.

Actions taken?

The department, specifically some of its staff, have previous or current contacts to schools in the city or nearby region as well as to the municipal school authorities. These relationships offer better opportunities for collaboration. Furthermore, students often still have or are willing to reinitiate contact to their own schools or that of a sibling. Such personal contacts are more easily leveraged into mutually beneficial collaborations.

Including consultations/discussions at the University/Faculty level

Discussions regarding the implementation of this instrument have taken place with staff in department and with the institute for vocational teachers training of the university.

Any success so far?

The application of this instrument has shown that learning by teaching or by preparing a subject to teach is a useful and worthwhile activity for students. It may be suitably applied in other courses, perhaps integrating aspects in some format.

During the national multiplier event, having attended the presentation of the SUSPLUS results, a colleague from a university on Sweden (SLU – Swedish University of Agricultural Sciences) asked for the lecture description and materials on “Susplus_climate-friendliest-apple” which had been described exemplarily in the results. The student was very happy to share the materials.

What is in your opinion about added value (if any) of SUSPLUS educational activities for/at your University?

There is clearly added value in SUSPLUS educational activities at Münster University of Applied Sciences. This applies equally to undergraduate and post-graduate level studies and to any connected in some way with the food system.

Just to mention some of the added value here:

- the developed tools and instruments offer additional English language modules and contents, applicable to the university’s internationalisation strategy

- the developed online-based tools and instruments as well as media offer additional and modern materials in support of the university's digitalization strategy
- the collaboration between teaching staff across European borders contributes to the university's goal of facilitating lifelong learning
- the collaboration between one or more tertiary education institutions in educational activities supports the university's strategy of alliance-seeking and active collaboration as well as supranational relationships and exchange
- the collaboration between staff, students and local stakeholders over realworld applications supports the university's strive for excellence in research, development and knowledge transfer – its Transfer 2020 initiative - as well as improved employability of students
- the dissemination of educational activities serves to underline the university's competence and fosters good public relations all round.

SUSPLUS Project:

Innovative Education towards Sustainable Food Systems

2016-1-PL01-KA203-026652

O12 Report

University of Copenhagen

September 2016 – December 2018



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Coordinating institution: Warsaw University of Life Sciences – WULS-SGGW (Poland); Project Partners: Universitaet Kassel (Germany), Kobenhavns Universitet (Denmark), Fachhochschule Munster (Germany), Institut Supérieur D'Agriculture Rhone Alpes I.S.A.R.A (France), Università degli Studi di Scienze Gastronomiche (Italy), Eesti Maaulikool (Estonia), Universidad Politecnica de Madrid (Spain). All Partners contributed towards the development of the Intellectual Outputs of the project. University of Kassel was responsible of coordinating the joint international report. Contact persons: Prof. Ewa Rembiałkowska & Dr. Dominika Średnicka-Tober, tel. +48225937035/8, corresponding e-mail: ewa_rembialkowska@sggw.pl, dominika_srednicka_tober@sggw.pl. This publication reflects only the authors' views. The European Commission and Erasmus+ National Agency are not responsible for any use that may be made of the information it contains.



University of Copenhagen

O12 - Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programs of partner universities

I. Implementing the Sustainable Food System topics (content, generally)

Possibilities

The possibilities for implementing sustainable food system topics in curricula and existing study programs are generally good. The topic could be implemented either as single lectures in different courses; as small projects outside scope of course or as whole courses.

1. Single lectures in the following courses: Thematic course Livsstil, sundhed og ernæring (Lifestyle, health and Nutrition) a 15 ETCS course for 3. Year BA students enrolled in the program Food science and Nutrition
2. Full 7,5 ETCS course offered to BA students enrolled in the Food Science and Nutrition program – Being discussed with study director for the BA program
3. Collaboration with Kassel?

Perspectives

I actually expect that we do both – here and now offer a single lecture and in the future a full course. The topic is already mentioned in one BA in FOOD and Nutrition course, but more emphasis could be made on sustainability immediately. Offering a full course and implementing it in the University course database is doable but takes a little more time.

Strategies

The current strategy is to include the topic of sustainable food systems into existing courses and in the long run, to offer a whole compulsory course.

Limitations

Resources may be a challenge. At the moment we are cutting down on all obligations not being absolutely necessary or cost-effective. Offering new courses require a cost-benefit analysis and staff who have the required expertise and are willing to integrate the topic in a new course.

Actions taken?

Partnership with other SUSPLUS partners are discussed and we will seek opportunities to make some formal partnership with Kassel University and others.

A preliminary very brief discussions with The Study Director for the Food and Nutrition BA program has been initiated and will continue.

Any success so far?

No, but very positive vibes.

II. Implementing SUSPLUS e-learning

Possibilities

YES should be offered as MOOC. Selected items from the SUSPLUS e-learning course can easily be implemented in on-going courses using the internal course platform.

Perspectives

As an external offered MOOC we are still awaiting that UCPH decide on an official e-learning platform. Using selected parts depends on curricula of specific courses and can be offered in the future.

Strategies

Trying to convince the UCPH management that we need a platform other than courser.

Limitations

Lack of suitable platform

Actions taken?

Still trying to convince the management that we need a platform

Including consultations/discussions at the University/Faculty level

yes

Any success so far?

no

III. Implementing SUSPLUS summer course

Possibilities

Absolutely and in this respect the E-learning module could be activated in a closed setting as we did before.

Perspectives

Depending on funding. At UCPH we cannot offer International Summer schools without funding as we are not allowed to ask for tuition fee and the course is not part of an already existing program. Teachers in the SUSPLUS summer course are coming from all over EU and they too need to be available and payed for their efforts

However, we have discussed with Kassel Uni to make something similar in Kassel. But slightly less ambitious and with less teachers and therefore not as broad in terms of different expert areas

Strategies

Application to EU

Limitations

Lack of time

Actions taken?

Not yet

Including consultations/discussions at the University/Faculty level

no

Any success so far?

no

IV. Implementing SUSPLUS small research projects

Possibilities

Yes, actually already part of most programs at Faculty of Science

Perspectives

This is a focus area and more and more students are doing project in practice

Strategies

All study programs have what we call a “Window of opportunities” which is one semester without any mandatory courses. During this semester, the student may do project in Practice; study abroad or stay home and take compulsory courses offered by UCPH.

The strategy is to keep inform the students about the possibilities; make a map of existing partners that have already hosted students in their Projects in Practice and participation in UCPH arranged matchmaking arrangements. UCPH arrange matchmaking events with stakeholders and students, which are very popular for both.

Limitations

none

Actions taken?

on-going

Including consultations/discussions at the University/Faculty level

Faculty is responsible

Any success so far?

Absolutely

V. Implementing “lectures in schools”

Possibilities

Absolutely and actually a very good idea. Students learn a lot and pupils get valuable input from Science and inspiration to more in-depth work

Perspectives

Time time time – in a full course it would be possible, but we would probably need to collaborate with 8-10 different schools.

Strategies

Not at the moment. Time and resources are lacking

Limitations

Again time is probably the limitation here. We have very large groups of students in the different courses and therefore collaboration with schools and high schools require time to establish and coordinate that all students are “teaching” in different schools at the same time or within a reasonable short time-frame

Actions taken?

None yet

Including consultations/discussions at the University/Faculty level

no

Any success so far?

no

What is in your opinion about added value (if any) of SUSPLUS educational activities for/at your University?

Me being only one person and UCPH having approximately 40.000 students? A drop in the ocean! However, I have so far succeeded in sparking some interest in a few colleagues and have sparked some interest in two handfuls of students. Hopefully, this will increase in the future.

Furthermore, the collaboration with teaching staff across Europe has initiated new projects that will further enhance the focus on innovative teaching activities and sustainable food systems.

SUSPLUS Project:

Innovative Education towards Sustainable Food Systems

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O12 Report

Estonian University of Life Sciences

September 2016 – December 2018



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Estonian University of Life Sciences (EULS)

O12 - Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programs of partner universities

I. Implementing the Sustainable Food System (SFS) topics (content, generally)

Possibilities

Possibilities are depending on institutes/departments and teachers. Since 2017 for master students of agricultural production and marketing the SFS topics are included in some courses: “Sustainable crop husbandry and organic farming” and “Plant breeding and seed production”.

For bachelors students of landscape protection and conservation SFS topics are covered by course – Basic principles of organic farming.

Perspectives

In perspective for promotion of sustainable development issues the SFS topics should be introduced to all study curricula for all students of EULS.

Strategies

To start with new elective course.

Limitations

Students and teachers awareness in environmental aspects of food production systems is still limited (especially in technical specialties). For students attraction to new course different innovative methods should be used.

Actions taken?

New elective course based on agroecology and SFS is planned to prepare for covering all bachelor and master students of different specialties. Later on it can develop to compulsory part in curricula.

Including consultations/discussions at the University/Faculty level

Any success so far?

On faculty/institute level there is agreement with study director in preparation of new optional course. Discussion with academic rector is in progress.

II. Implementing SUSPLUS e-learning

Possibilities

There is possible to include selected items from the e-learning course to existing courses. Certain background presentations are already integrated to some master level courses.

Perspectives

Certain items of e-learning course are planned to be integrated into new elective course.

Strategies

In a first step it is most promising to integrate elements of the e-learning module into existing courses.

Limitations

Resources for creation of suitable online platform as well as IT-support are limited. For teachers e-learning courses are not considered as contact time and that is decreasing teachers e-learning use. Students are also preferring more direct contact.

Actions taken?

The digitalisation strategy is still high in the university agenda and IT systems are developing.

Including consultations/discussions at the University/Faculty level

Any success so far?

The discussions are ongoing about the possibility of placing the full e-learning course in the learning university platform in further development.

III. Implementing SUSPLUS summer course

Possibilities

The possibilities to implement the summer course are currently very limited. Some didactic methods used in summer course (workshops, group work etc) are already used in existing courses.

Perspectives

The university is partner in Baltic agricultural universities NOVA-BOVA network for international master level courses. When to organise international SFS master course it could be possible to integrated also summer course.

Strategies

Planning in partnership to organize NOVA-BOVA course in coming years.

Limitations

Because of limited finances number of NOVA BOVA courses are small. There is missing also common online IT platform. Still the language barrier is limiting the number of interested students in international course.

Actions taken?

Including consultations/discussions at the University/Faculty level

Any success so far?

There are ongoing discussions about the possibility of NOVA BOVA course.

IV. Implementing SUSPLUS small research projects

Possibilities

Small research projects are already implemented into different compulsory master courses of EULS. University has deep contacts with agricultural, forestry and food processing enterprises. Depending on subjects students are solving practical problems and compiling reports as parts

of courses. Small Research Projects can be included in the modules such as e.g. “Sustainable crop husbandry and organic farming”.

Perspectives

Continuing deep contact with entrepreneurs prepares students for further work life and helps to find jobs. We will continue to use SRP in teaching process in several courses because thought of students it was overall a quite good learning experience.

Strategies

-

Limitations

Low number of students (eg only 4 student in master level course)

Actions taken?

-

Including consultations/discussions at the University/Faculty level

-

Any success so far

Jobs finding by students is improving.

V. Implementing “lectures in schools”

Possibilities

Students liked ‘lectures in schools’ but integration into regular courses needs rearrangements in course programs. Learning by teaching was estimated by students as very useful.

That could be offered as an independent elective course. This will be very useful for students who shall work later as teachers in vocational schools. That assumes cooperation with pedagogics department of Tartu University.

Perspectives

Part of students could be interested in this format and they as good example can motivate changes in study programs.

Strategies

In first step motivated teachers can easily integrate this instrument into certain courses.

Limitations

Partnerships between schools and university should be developed to assure mutual activities.

Actions taken?

Including consultations/discussions at the University/Faculty level

Any success so far?

Discussions about the implementation of this instrument have made with staff of the university for motivation teachers to integrate it.

What is in your opinion about added value (if any) of SUSPLUS educational activities for/at your University?

There is clearly added value in SUSPLUS educational activities at Estonian University of Life Sciences.

The most important added values:

- the developed innovative tools and instruments are significantly improving teaching methods and increasing education quality,
- good and very useful change of experiences of staff from different universities in collaboration,
- the collaboration between different universities helps to learn from each other and to synchronize the quality of education.
- the collaboration with stakeholders highlights competence of university, improves employment of students and public relations.

SUSPLUS Project:

Innovative Education towards Sustainable Food Systems

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O12 Report

Technical University of Madrid

September 2016 – December 2018



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Technical University of Madrid

O12 - Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programs of partner universities

I. Implementing the Sustainable Food System topics (content, generally)

Possibilities

The Universidad Politécnica de Madrid (UPM) has a School of Agricultural, Food and Biosystems Engineering (ETSIAAB) with different BSc, MSc and PhD programs which focus on topics related to food and agriculture.

Perspectives

Most of the study plans are fixed, however, there can be different options especially at a Bachelor level. Some of the courses already taught are very similar to the topic of Sustainable Food Systems. For example “Food production lab” or “Food processing lab”, included in the first year of studies.

Strategies

Meeting with the coordinator of studies and teachers in charge of the labs could be a good starting point. The content of Sustainable Food Systems could be included in current subjects taught in our University. Also, some elective subjects vary each year and there is a possibility of offering SFS content in a course.

Limitations

There have been launched new study plans and, until they are revised, they may not be open to changes.

Actions taken?

Not at all.

Including consultations/discussions at the University/Faculty level

No.

Any success so far?

No.

II. Implementing SUSPLUS e-learning

Possibilities

The e-learning activity is modern tool and our students are usually very happy learning through it.

Perspectives

In case, it depends on the study level.

If we refer to MSc students, there is a new opportunity in a new plan of a distance learning phase. The study plan includes face-to-face teaching, lab and exams, but also online learning. This is very convenient for foreign students (many students from South America, but also a growing group from some Asian countries).

If we refer to BSc students, they could get elective ECTS when taking the e-learning course, so it can be successful.

Strategies

Once the course is fully implemented online and all the materials are available, we will be able to propose some credits for our students in case they pass the tests.

Limitations

The schedule of the course and the way the content of the topics related to the study plan.

Actions taken?

Not yet, but it would be possible to start planning its implementation as soon as the access to the course is easily available.

Including consultations/discussions at the University/Faculty level

Not yet.

Any success so far?

No.

III. Implementing SUSPLUS summer course

Possibilities

The summer course would be a great opportunity for our students to have an international experience and we think it could be possible to implement it.

Perspectives

Students (mostly at BSc level) are willing to travel and learn abroad, so the prospects of being successful in this activity are very high.

Strategies

We would be able to offer students some ECTS in their study programs. Depending on the degree, they are able to choose educational activities from a catalog, and the summer course fits perfectly well in the activity list.

Limitations

Depending on the degree they are studying, they have up to 6, 12 or 14 ECTS of elective courses. Following the schedule of the former summer course of SUSPLUS project, we would be able to offer around 3-4 credits to students and it will be very attractive.

Actions taken?

So far, we have not started organizing it, but it would be the same process as we did when we asked for ECTS for the previous summer course.

Including consultations/discussions at the University/Faculty level

Not yet

Any success so far?

No, but we are pretty optimistic.

IV. Implementing SUSPLUS small research projects

Possibilities

This is an activity we have already carried out, so it is easy to include in our programs.

Perspectives

There are good and we hope to be successful.

Strategies

This activity can be included in one subject already taught, or can be included as Practical training activities.

Limitations

The proposal has to be reviewed by the study commission. We will have to search for different companies which are open to collaborate with the University.

Actions taken?

This activity is already included in the Market Research subject. Bachelor Students are organized in groups of three people and they collaborate in different small projects depending on the company. Another option is offering Practical training activities which have a few ECTS depending on the workload of the project.

Including consultations/discussions at the University/Faculty level

For the Practical training activities, the details of the project have to be studied, and that will be interesting provided the companies are all different and the project will deal with several topics.

Any success so far?

It is already a successful collaboration between University and companies, but it is not officially in the program.

V. Implementing “lectures in schools”

Possibilities

This activity is not so easy to implement due to the fact that Schools have to be contacted and the process is long. Although students were very happy to participate and pupils and teachers on the school side were satisfied with the experience, it was a long process.

Perspectives

We do not think this is feasible in our University the way it has been carried out as “Lectures in Schools”. However, there is a possibility of having Secondary school pupils come to the University and attend the lectures at our facilities

Strategies

During the month of November, a set of science activities are organized by Universities, Science Labs, etc, in the framework of “open days” in Madrid (“Semana de la Ciencia”). Secondary schools apply for these activities and they visit universities or companies which offer them. We could organize a group of students’ lectures and include them in the program while visiting our University.

Limitations

We do not have partnership with primary or secondary schools that would facilitate the activity of teaching in their schools, but if we modify the activity and it is finally approved, it could be successful.

Actions taken?

None

Including consultations/discussions at the University/Faculty level

No

Any success so far?

No

What is in your opinion about added value (if any) of SUSPLUS educational activities for/at your University?

SUSPLUS Project:

Innovative Education towards Sustainable Food Systems

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O12 Report ISARA-Lyon

September 2016 – December 2018



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ISARA-Lyon

O12 - Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programs of partner universities

Implementing the Sustainable Food System topics (content, generally)

Possibilities

- E-learning course
- Intensive study program/summer course
- Small Research Project
- Students' lectures in schools

Perspectives

There is a possibility to introduce some innovative teaching methods into the study program in the 4th year. Especially E-learning module or at least part of it to integrate in an already existing module. There is also a possibility to organize in the future a summer courses connected with a topic of sustainable food systems.

Strategies

- Integrate E-learning elements in some lectures or a whole e-learning course.
- Start or run an Intensive study program/summer course with other students from other universities.
- Have Small Research Projects in different modules.
- Integrate into some modules that students give lectures outside the university in schools

Limitations

- E-learning is very expensive to implement as a whole course (including technical costs and tools, training of teachers).
- No limitations identified to establish an Intensive study program/summer course.
- Small Research Project: no limitations identified.

- Students' Lectures in schools: Not possible to integrate them into actual pedagogical programs of a module and regular teaching, but a module coordinator can use them as an additional element but without giving a grade or being part of requirements to receive ECTS credits. It's time consuming to establish links to schools.

Actions taken?

We have started discussions at the Faculty level for integration of lectures at schools into pedagogical program and for long term partnership with schools.

There were also discussions at the faculty level about best strategies to disseminate E-learning tools and materials developed in SUSPLUS and to use in our teaching modules and courses.

Including consultations/discussions at the University/Faculty level

Validation of adaptation of creation of new teaching modules annually so often more time is needed before changes can be implemented. This depends also on requests from other faculty to make improvements in the pedagogical program. Although some changes are have been evaluated positively, the financial and human resources were not available or have to be first put on the budget of the consecutive year.

Any success so far?

- E-learning has been implemented in the last year as support in some modules, e.g. small tutorials, preparation for exams, small videos.
- Intensive study program/summer course exists already since several years.
- Small Research Projects already exist since several years: module called 'personal research projects' = 5 ECTS – students can come up with their own topics, so it's possible to offer them topics related to Sustainable Food Systems.

SUSPLUS Project:

Innovative Education towards Sustainable Food Systems

2016-1-PL01-KA203-026652

O12 Report

Warsaw University of Life Sciences

September 2016 – December 2018



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Warsaw University of Life Sciences

O12 - Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programs of partner universities

I. Implementing the Sustainable Food System topics (content, generally)

Possibilities

- E-learning course
- Intensive study program/summer course
- Small Research Project
- Students' lectures in schools.

Perspectives

There is a possibility to introduce some innovative teaching methods into the study programme. Especially Small Research Projects are possible to be incorporated as the elective subjects. There is also a possibility to organize in the future the summer courses connected with a topic of sustainable diet. In this case we have to apply for the incentive funds in ELLS or CASEE.

Strategies

- Integrate E-learning elements in some lectures or organize a whole e-learning course.
- Start or run an Intensive study program/summer course with other students from other universities.
- Have Small Research Projects in different modules.
- Integrate 'Lectures at Schools' into some existing modules.

Limitations

- E-learning is very expensive to implement as a whole course (including technical costs and tools, training of teachers).
- There are limitations at WULS to establish an Intensive study programme/summer course as a regular teaching activity. The main obstacle is lack of funds. The only possibility is to apply for the incentive funds to the University networks such as ELLS (The Euroleague

for Life Sciences) or CASEE (The ICA Regional Network for Central and South Eastern Europe).

- Small Research Projects: some imitations have been identified. Although this is the most possible type of didactic innovative action, still teaching schedule and approach is not flexible enough in our University. It creates the obstacles for the teachers with such innovative ambitions.
- Students' Lectures in schools: at WULS it is not possible to integrate them into actual pedagogical programmes of a module and regular teaching. It is possible in some special situations if a teacher is already involved in the cooperation with secondary schools. It's time consuming to establish links to schools, so if such links do exist, it is much easier and sometimes possible.

Actions taken?

We have started a trial to include Small Research projects into our Faculty teaching plan. We have prepared a syllabus for a subject called "Solving problems in the organic production chain". The students were very interested to take part in the Susplus small research projects, so they have supported this idea. After several meetings with the Faculty authorities we thought we were successful, because this subject was planned to be announced as the elective subject. However, after some time we have learned that the Faculty is limiting the number of hours for students and we have to select this new elective subject or our main subject "Organic food". We have decided to offer the main subject as really basic and necessary for the students. Therefore the other elective subject had to be cancelled.

We have undertaken the action last year to get funds for a summer school and we were successful. We have conducted a summer course "Sustainable food production chain" within CASEE network in July 2018. We had 20 students and 15 teachers included from 7 countries and it was altogether very successful.

Moreover last 3 years (2016, 2017 and 2018) we have applied for the incentive funds to ELLS network for a start-up-module. It is a kind of late-summer course, organized in September in order to integrate the students of a double degree in a MSc study EUR Organic. We have obtained these funds all 3 years and we have conducted the start-up-module. We had about 20 students and 7 teachers every year. All 3 courses were very successful, and a number of ideas,

tools, approaches developed within SUSPLUS was successfully implemented in these activities.

Including consultations/discussions at the University/Faculty level

As above.

Any success so far?

We consider the interest among students as a success. They have supported strongly this new subject “Solving problems in the organic production chain”. Therefore, we are planning to continue with our trial to incorporate this new subject in our regular study programme.

We consider the summer course “Sustainable food production chain” conducted within CASEE network in July 2018, as well as the mentioned EUR-Organic start-up-module, as successful actions, allowing to disseminate many ideas originating from SUSPLUS, with very positive feedback from participants.

SUSPLUS Project:

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O12 Report

University of Gastronomic Sciences (UNISG), Italy

September 2016 – December 2018



Università di Scienze
Gastronomiche di Pollenzo

University of Gastronomic Sciences of Pollenzo

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University of Gastronomic Sciences (UNISG)

O12 - Analysis: Concept for implementing Sustainable Food Systems including Sustainable Diet and Organic Food System in curricula and existing study programmes of partner universities

I. Implementing the Sustainable Food System topics (content, generally)

Possibilities

The possibilities for implementing sustainable food system topics in UNISG curricula and / or existing study programmes are very good, through the following:

- Implementing course in actual Programme
- New Master Programme
- E-learning course
- Intensive study programme/summer course
- Small Research Project
- Students' lectures in schools

This is already taking place.

Perspectives

There are several possibilities to introduce some innovative teaching methods into the UNISG study program.

Strategies

- Integrate E-learning elements in regular course and in future a Master Course in Agroecology (start 2020).
- In Summer 2019 a Summer courses connected with a topic on sustainability will start.
- Small Research Projects are used at Graduated level (Field Research projects).
- At UNISG the Educational Garden (<https://www.unisg.it/en/campus/orti-ecologici/>) attract volunteer students from any course that want to learn and contribute also in connection with locals.

Limitations

- E-learning could be time consuming in planning and implementations and need particular skills (e.i. video recording)



- To establish Intensive study programme/summer course as a regular teaching activity could be difficult. The main obstacle is that UNISG is availability of permanent professor, as we are small campus but we are developing also with visiting professor.
- Small Research Project: only some companies are really available to open their door and production secrets.
- Students' Lectures in schools: planning in advance as school need to deposit their curricula 1 year in advance.

Actions taken?

- UNISG have a good e-learning platform (Blackboard) that we already use in regular course (<https://www.unisg.it/en/services/blackboard-elearning/>)
- In Summer 2019 a Summer courses connected with a topic on sustainability will start.
- Since its founding, the University of Gastronomic Sciences has collaborated with over 300 companies and institutions <https://www.unisg.it/en/unisg-network/sostieni-unisg-entra-nel-nostro-network/> to develop action research and experiential learning.
- At UNISG the Educational Garden (<https://www.unisg.it/en/campus/orti-ecologici/>) include “School garden” and UNISG’s students are request to give 3 lectures per year at high school, elementary and kinder garden level on environmental and gastronomic topic.

Including consultations/discussions at the University/Faculty level

These issues are discussed regularly in monthly meetings at Faculty level.

Any success so far?

UNISG students are extremely active and prepositives to modern pedagogy and UNISG context is vibrant troughs innovations.

All the SUSPLUS proposed tools are now implemented into official course.



Selection of SUSPLUS outcomes

Here we list a selection of outcomes of the SUSPLUS project which have a strong potential for being implemented by university lecturers and other educators working in the area of sustainable food systems.

SUSPLUS Booklet

This booklet addresses a wide range of aspects on sustainable food systems. Thirteen authors from 8 universities in Europe (Denmark, Estonia, France, Germany, Italy, Poland, Spain) share insights and learnings. Recommended for use in secondary and tertiary education:

[SUS+ Booklet](http://susplus.eu/results/susplus-booklet/) Available on the SUSPLUS website: <http://susplus.eu/results/susplus-booklet/>

E-learning module 'Sustainable Food Systems & Diets'

This output is composed of a number of educational materials developed within the SUSPLUS project to be further used in any on-line courses within the topics related to sustainable food system. This includes a set of video lectures, presentations, on-line quizzes, 'Hotspots', and self-presentations of lecturers.

The set of materials was tested in the SUSPLUS project during the Absalon-based on-line course coordinated by the University of Copenhagen. The e-learning was an introductory phase for the following Intensive Study Programme (summer course), therefore the covered topics had an aim to give the students background knowledge and prepare them to the topics that were wider discussed during the summer course.

The output includes, among the others, 14 video lectures and 6 short hotspots recorded with the representatives of a number of key organisations and movements as well as company founders supporting the organic and sustainable food systems in different regions of the world.

All the e-learning materials are available on the SUSPLUS project website: <http://susplus.eu/suspluseducation/e-learning/>

Syllabus of the Intensive Study Programme 'Sustainable Food Systems & Diets'

This output comprises of a syllabus of intensive, 2-week SUSPLUS Intensive Study Programme 'Sustainable Food Systems & Diets' organised by SUSPLUS project consortium in the



premises of Warsaw University of Life Sciences, in Warsaw & Tatra Mountains in summer 2017.

The syllabus contains information such as title of the programme, subject area, organisations involved, aims of the programme in relation to the general aims of the SUSPLUS project, intellectual outputs linked to the intensive programme, language, educational methods used, the expected learning outcomes & methods of their verification, workload, number of ECTS gained by participants, target group(s), prerequisites, list of the expected products (effects), description of the cultural programme, methods of evaluation of the course by participants, and list of recommended literature.

Syllabus of the Intensive Study Programme as well as detailed timetable of the course (with dates, times, topics of lectures, workshops, cultural programme etc.) is available on the project website: <http://susplus.eu/susplus-education/intensive-study-programme/>

Educational materials for the Intensive Study Programme ‘Sustainable Food Systems & Diets’

This output comprises of a number of educational materials developed in the SUSPLUS project to be further used in any educational activities within the topics related to sustainable food system. This includes, among the others, a set of lectures (presentations) and workshop descriptions. The tools, materials and approaches, covering the topics of food culture, regional and traditional food, organic food, slow food, locality of the food chains, food marketing, agroecology, sensory analysis of food and many others, were tested during the above mentioned 2-weeks Intensive Study Programme.

All the Intensive Programme materials are available on the SUSPLUS project website:

<http://susplus.eu/susplus-education/intensive-study-programme/>

Cookbook

Here you can find the **SUSPLUS [cookbook](#)** „Worldwide national dishes – a sustainable approach from seventeen different countries” inspired by the outcomes of the SUSPLUS workshop „**Sustainability of National Dishes**” organized during the project Intensive Study Programme in Kiry.

<http://susplus.eu/results/cookbook/>



Conclusion

SUSPLUS projects had notable successful achievements in all partner universities. All the students participating in the interactive online-learning were keen to develop their skills and learn, not only due to their commitment to the course, but rather to earn more knowledge on the Sustainable Food Systems topic. This interest was demonstrated through their discussions on the platform among each other and with the professors.

The summer school was also a great success. Students had the chance to study and learn in an international atmosphere from 17 different countries and 8 European universities, exchanging their student-hood experience and different learning systems in different universities. Moreover, they were able to meet and listen not only to European lecturers, but also international lecturers who were invited to share their initiatives in Sustainable Food Systems with students. The students are still well connected and sharing their adventures with each other.

The small research projects and school lectures were very interesting to students even the ones who didn't have the chance to attend the online course or the summer school.

In general, according to all partners, the curricula, methods and activities that were applied during the whole SUSPLUS project, have a very good possibility to be applied and integrated in existing or in future planned programs or courses, despite the differences in limitations among the 8 European universities.

SUSPLUS project, thanks to the professional collaboration between all universities, brought undoubtedly an added value to both the under-graduate and post-graduate studies in all universities.