Impulses for Innovative Teaching

For university lecturers interested in the transformation of sustainable food systems

Best practice examples from teaching all over Europe

tefsi

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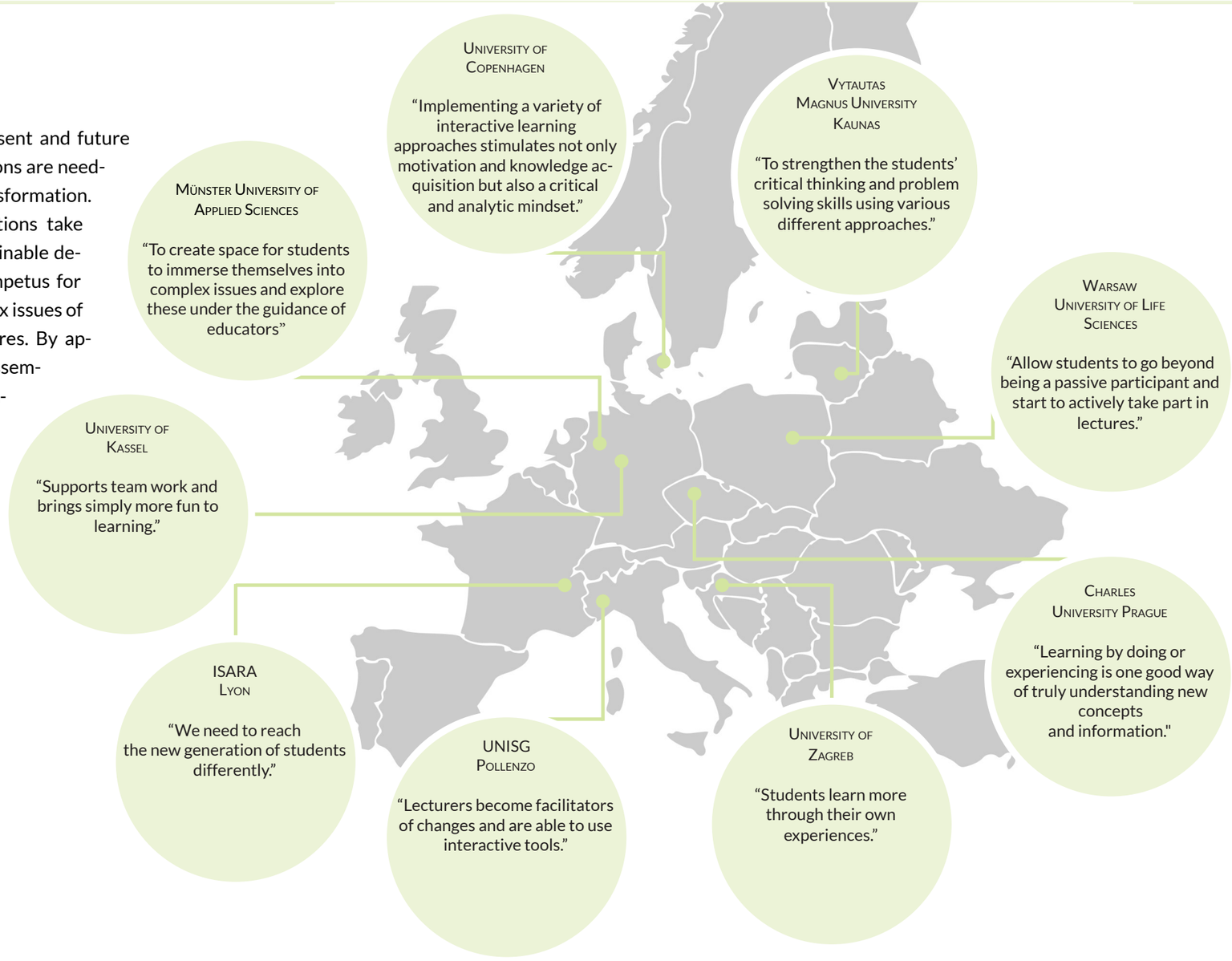
Find further information about the concepts at tefsi output - training materials

Content

About TEFSI

Facing the complexity of our present and future food system, strategies and solutions are needed towards a sustainable transformation. Hence, Higher Education Institutions take part in the contribution of a sustainable development. TEFSI provides the impetus for lecturers to implement the complex issues of sustainability into everyday lectures. By applying, developing and widely disseminating innovative teaching methods all stand to benefit from the strength of transnational exchange to transform our food system.



University of Copenhagen

"Implementing a variety of interactive learning approaches stimulates not only motivation and knowledge acquisition but also a critical and analytic mindset."

Münster University of Applied Sciences

"To create space for students to immerse themselves into complex issues and explore these under the guidance of educators"

University of Kassel

"Supports team work and brings simply more fun to learning."

ISARA Lyon

"We need to reach the new generation of students differently."

UNISG Pollenzo

"Lecturers become facilitators of changes and are able to use interactive tools."

Vytautas Magnus University Kaunas

"To strengthen the students' critical thinking and problem solving skills using various different approaches."

Warsaw University of Life Sciences

"Allow students to go beyond being a passive participant and start to actively take part in lectures."

Charles University Prague

"Learning by doing or experiencing is one good way of truly understanding new concepts and information."

University of Zagreb

"Students learn more through their own experiences."

What is your idea of innovative teaching?

Preface

Transforming our world – what are nine universities in Europe doing together in a project called TEFSI? The acronym stands for Transformation of European Food Systems towards Sustainability by Transnational, Innovative Teaching. Educators at these higher education institutions (HEIs) are developing, using and continuously improving innovative teaching approaches, materials, methods and tools in subjects available to aspects of food systems, better yet, sustainable food systems.

A food system is understood as a system that includes all the actors and activities related to the production, processing, distribution, marketing, packaging and consumption of food. Research is uncovering the deficits in food and nutrition security, environmental degradation and loss as well as socio-economic issues that have developed along with the dominant food system globally. Hence there is increasing mobilisation in all sectors of human endeavour around the world to turn our food systems into sustainable food systems.

Education – both in terms of providing access to facts and knowledge, as well as imparting skills to work with these, and empowering young people to contribute to making the necessary changes, is a key factor in responding to the challenges on the road to achieving sustainable food systems. Educators, teachers and instructors are at the fulcrum and can provide learning and experiential opportunities throughout a learner's path. In this handbook educators share their approaches and insights into their practice with you.

Imagine a world where knowledge is shared equitably; where innovative learning opportunities are co-created between educators, stakeholders and students. Imagine lectures, courses and study programmes including the science of sustainability; imagine flexible, effective, IT-based, multidisciplinary and labour-market oriented teaching approaches. Then imagine it all contributing to growing the sustainable food and service industries sector through well-educated and highly skilled graduates.

We hope that this handbook provides inspiration and guidance for you to implement into your own teaching and contribute in this way to the transformation to sustainable food systems.

Dr. Dominika Średnicka-Tober
(TEFSI coordinator)

Dr. Carola Strassner
(handbook coordinator)

How to design your course in a different way

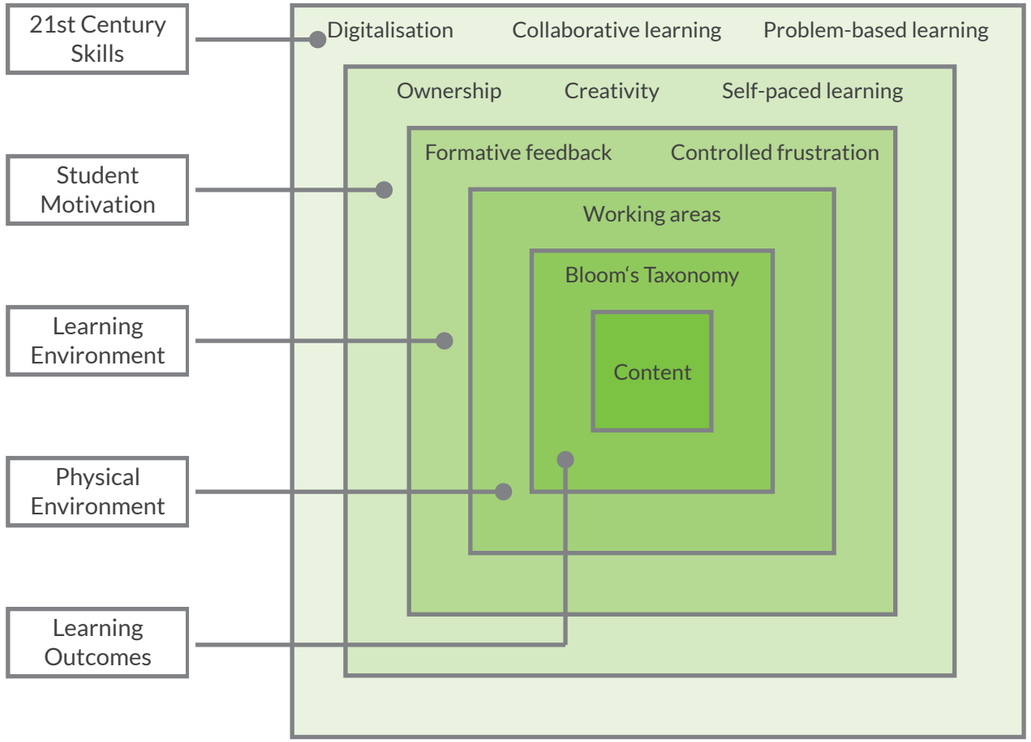
A Talk to ...

Lars Klingenberg from the University of Copenhagen about Framing Teaching.

What is Framing Teaching? Framing Teaching is a conscious course structure that includes different concepts and tools to support students' learning process. This approach builds on concepts such as constructive alignment, experiences and reflections made for facilitating learning in courses. By using the Framing Teaching approach you as a lecturer set the frame around teaching subjects to better support the learning process of your students. Thus, instead of only focusing on your content or research of literature, you include further aspects to facilitate optimal learning. For example, you may move the class outside into the field, or build challenges into the course. The main idea is to create the best platform for the subject by framing the teaching. Here it is important to set the scene properly, so the students are tuned to the learning process and get the most out of it. This is pivotal for the students' ability to acquire the competencies needed in their education. By implementing a variety of interactive learning approaches you stimulate not only motivation and knowledge acquisition but also a critical and analytic mindset. Framing Teaching can be done on several layers: learning outcomes, physical environment, learning environment, student motivation, and 21st century skills (see right side). By addressing all these layers, learning can be facilitated immensely.

How can you take this into everyday lectures? The approach can be implemented in small steps. All the concepts and tools work more or less independently and as such, Framing Teaching can be a work in progress where you acquire knowledge and experience at each teaching event. Consequently, preparation is limited to the concept or tool you find feasible to implement. If you have not prior experience with the concepts or tools it is recommended to spar with colleagues and/or pedagogical staff. It is advisable that implementing new approaches should be thoroughly evaluated with the students. They need to be able to see the purpose of the concept and/or tools. Thus, evaluating with the students is essential. Afterwards, it is important to reflect on the implementation: Did it bring new and important competencies to the students and to the educator?

Good to know Framing Teaching can be used at all levels, no requirements needed of the students. The approach is generic and suitable for all subjects. The concepts and tools are applicable in different aspects of teaching. Thus, the elements presented should be applied in the teaching activities where they haves value (e.g. the competence mapping tool, Belbin roles and phases of groups in group work and the constructive alignment in course design, etc.). Additional concepts and tools can be implemented in other types of teaching activities.



National Dish

A take home exercise to give students an entry point for developing a personal approach to the sustainability of food systems and diets

Johannes Kahl from the University of Kassel and Susanne Gjedsted Bügel from the University of Copenhagen share a multidisciplinary approach, enabling students to give background information about a selected dish, its preparation as well as health and other sustainability aspects.

National Dish is a written assignment within existing or new courses (preferably 30 students) and can be implemented as one part of a blended learning module. You can apply it in international courses or summer schools, where your students choose their own "national dish" or in regular courses, for any level, where your students choose a "regional dish".
By the personal approach of choosing a familiar dish, your students will grasp the socio-cultural and ecological dimensions and health aspects related to the food. With a parallel input from you and external partners the students will gain a better understanding of how our daily meals depend on sustainable food systems.

The aim of the task is to provide a hands-on experience to understand how our diet is linked to sustainability and health issues. Using something familiar and personal like a traditional meal, helps the students to explore new and complex issues in terms of sustainable food systems. At the same time, they critically reflect the environmental output and health aspects. Consequently, your students develop strategies for improvement towards better health and sustainability.

Good to know Blended Learning is a combination of online learning (providing lectures, materials and interactive online forums) and traditional place-based classroom methods.

Outline of the students' tasks

The format of the assignment

The task includes a written report with the following outline:
Title: A personal approach to sustainable diets – Name of meal or dish; Table of contents; Description of the meal; Sustainability and health aspects of the meal; Potential improvements towards enhanced sustainability; A short summary of the learning outcomes, including a reflection, change of habits or view regarding our food system; References.

Parallel to the written report your students should present their results within a 7 minute oral presentation and a short discussion afterwards. The task requires the use of scientific language to discuss and explain problems (recommended in English for practice), both in the report and the oral presentation.

Start

Part 1

Description of the National Dish

Your students should consider the following steps while writing the first part of the assignment:

- Select a traditional meal or dish from their home region.
- Describe the ingredients, their origin and production (including pre-processing).
- Describe the recipes for each part of the meal, including tradition and cultural background.
- Describe the qualities of the dish, including ways of eating and preparation.

Analysis of the sustainable impact

Analyse the impact of the ingredients of the dish as well as process and product related qualities. The impact is measured using different indicators.

Possible indicators for environmental sustainability: product carbon footprint, water footprint, use of local and seasonal food.

Possible indicators for the food quality: nutritional value, taste, diversity of the ingredients.

During this analysis you will provide lectures and materials so your students learn how to implement the different indicators.

Part 2

Part 3

Developing new strategies and completion of the task

After acquiring the knowledge on the different issues, the students develop strategies to improve the dish. This includes the way of production towards better health and sustainability on all levels (incl. ingredients, recipes, preparation). Finally, they present and discuss their results and reflect their acquired skills.
At the end of the course your students prepare their national dishes and everyone eats together.

MAESTRO

A professional work-life simulation for students

Joël Robin from ISARA shares his approach of transdisciplinary learning.

MAESTRO is the management of different demands from external clients of the food sector with a project. Based on scientific research your students work together in teams and design individual concepts and devise solutions for the clients. You take on the role of a tutor and supervise the groups during the whole project. At ISARA the course is offered for first year Master students. The course is provided for a total of 20 groups (each group 3 to 4 people). However, the concept is adaptable to other course structures, too.

The aim is to learn how to manage a project in all its dimensions. The students implement different project management tools as well as develop soft-skills like client and project communication. Through interacting within a group, the students take over different team-roles and responsibilities. In the projects your students practice transdisciplinary learning and get a deeper understanding of how sustainable solutions can be implemented in the food sector.

Preparation Contact local potential clients and discuss possible tasks, problems, challenges or queries. Afterwards match the collected demands to the structure of the course. Make sure that your students comply with the requirements on technical skills (e.g. statistics, communication, use of tools like GIS), developed separately during previous courses. After finalizing the partnership agreements with the external clients, you will introduce the different projects to the students. This meeting is set up 2 weeks before the course starts, on this day your students can choose three of their favourite projects. Having a work-life simulation implies the interaction with new team members. Therefore, it is your responsibility to coordinate the group formation. After the meeting you form groups of 3 to 4 persons for each project, under consideration of the ranked choices of your students.

7-week programme with a weekly reporting to lecturer and client

1. In the first week of the course you present the group constellations and team-work rules. After the first day you prepare a meeting to introduce the students to the clients.
2. Your students define the objectives of their project. Furthermore, they are responsible for the coordination of the financial management. Therefore, they create an expense sheet, including travel and accommodation costs and purchases of consumables which are paid by the client.
3. In this week the task for the students is to acquire in-depth knowledge by research process and literature review.
4. The project teams choose a methodology to achieve their objectives.
5. The groups collect data for the project.
6. After the operational work of collecting the data the students analyse their data.
7. The teams write a final report (30 pages max.) with recommendations to the clients and give an oral presentation of the project results (20 min. presentation, 10 min. questions by a 4-lecturer jury). In addition, you prepare a meeting with the clients. In that meeting both sides discuss the quality of the projects. For an assessment it is helpful to use criteria such as the operational value of the results, the skills developed by the students and the communication. In parallel you arrange a meeting with your students for the assessment of their individual competences. According to a group reflection and a self-evaluation the students assess their achieved competences (know-how, delegating and soft skills) during the course.


Revenue Streams

How to solve a problem in a creative way

A Talk to ...

Carola Strassner from Münster University of Applied Sciences about problem-solving.

What are the approaches to problem-solving? Usually, we will find something messy or a situation that is in a mess. There is our problem, we have found it. Our next step is to give the problem a clear, sharp distinct definition. And then we decide how we are going to solve that problem: analytically, or creatively. Analytical and creative problem-solving rely on different skill-sets. Analytical thinking is also known as logical or vertical thinking. It carries a chosen idea forward, to meet the problem head-on. Creative thinking is also known as lateral thinking. It provokes fresh ideas or changes the frame of reference, or in other words: to go around the problem. Naturally, we can use a mixture of both approaches but here we will focus on the creative way.

Good to know So how does innovation differ from creativity? Innovation is the use of a new idea, concept or method. It is usually assumed to mean the successful uptake of a new idea. It carries with it a sense of change from the idea or method used before. That change may be small or large, incremental, iterative or a breakthrough innovation. Innovation has the additional element of implementation. We could say creativity plus implementation leads to innovation.

Can you take this into everyday lectures? Creative problem-solving approaches may contribute to resolving complex issues in sustainable development that have no simple polar answer such as “yes” or “no”. Your role as an educator can be to create opportunity as well as safe space, to encourage and impart skills. It is a managed process! There are many creativity techniques available, some of which are best implemented with a skilled supervisor to overcome potential barriers.

Design Thinking - A practical example from Münster Together with the external facilitator and consultant Christoph Spahn, Carola Strassner designed a Think!Workshop for her Master students with the topic: “What does our food system look like in a post-fossil world in 2050?” At first they looked back 200 years at our food system at the time and created posters for different epochs. After that, they took an outlook towards the future within the planetary boundaries. The students visualized different topics (mobility, agriculture, resources, work and economy) on large posters, displaying the trends for 2050 which they found during their research. In the end, they undertook a creative process to model the future, looking at the four dimensions: social, environmental, economic and technical. The ideas that emerged were adapted into short films and were presented and discussed at the BioFach Organic Trade Fair.

Examples for creativity tools

Edward de Bono’s technique - 6 Hats:
The underlying principle of the 6 Thinking Hats Method is to wear one hat at a time and think one type of thinking at a time. If you change your hat, you change your thinking. There are 6 different imaginary hats that you can put on or take off. Each hat has its own colour and each colour represents a different type of thinking.
Concept of Synectics - The Secret of Innovation:
Synectics comprises 3 elements; the first one is Creative Thinking, a technique to generate new ideas. The second element is Creative Action by implementation of new ideas with experiment and innovation. The third element Creative Behaviour includes the behavioural skills required to create a supportive climate so necessary for both Creative Thinking and Creative Action.

Fishing Game

A simulation game to learn about the "Tragedy of the Commons"

Dana Kapitulčinová from Charles University shows us a way to support systems thinking.

Fishing Game is a simulation game in which your students learn how sustainability principles work and why human society depends on natural resources and their efficient use. For this experimental exercise groups of students represent fishing fleets with the aim to get as much profit as possible by acting in their role as fishers. Over time (game rounds) and under consideration of the limited fish stock (as in real life) the fish population declines and the game ends. The game can be included in a regular course of 8 to 30 students and is applicable for any level.

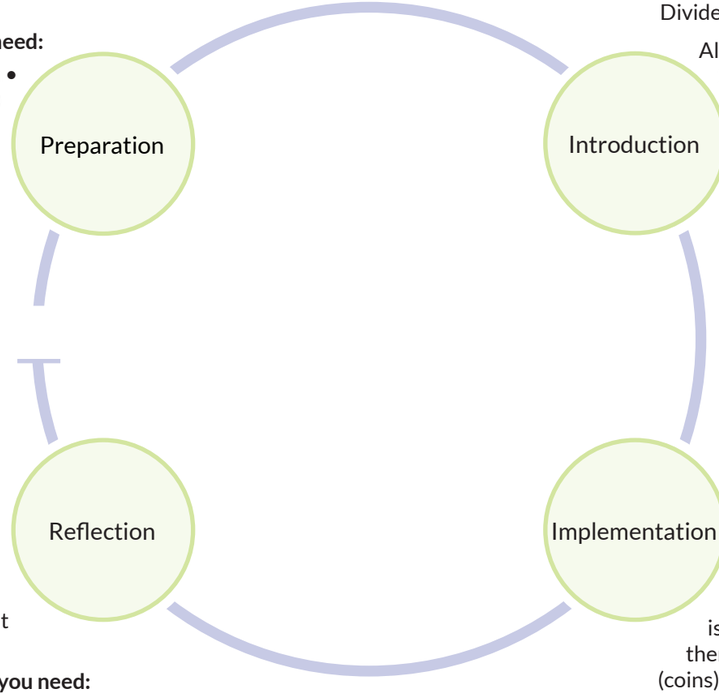
The aim of this game is to learn about the key link between the use of natural resources and the well-being of our society in terms of long-term social and economic benefits.

Good to know "The Tragedy of the Commons": Resources such as fisheries, water, land or air are 'commons' on which we all depend, these commons need to be responsibly handled and protected. The tragedy is thereby that as long as humans have free access to 'commons' we act in selfish ways until the resources are depleted. The Fishing Game is one way for students to learn what it means to act in cooperative and long-term ways to sustain natural resources for the benefit of all.

At first you need to find enough space for the game. It can be outdoors, where it is possible to split your students into 2-6 groups (with preferably 4-5 members) in a way that they don't overhear one another's conversations. For the reflections afterwards arrange seats for students around a flipchart. Additionally, you need to prepare all the equipment for the game.

What you need:

- Opaque container (ideally blue to represent a lake with enough space for 50 coins or buttons (fish stock) and that has to easily allow in a hand to retrieve the coins)
- 250 coins or buttons (fish stock)
- One basket per each group (fish storage) with group number or name
- 10 slips of paper per group
- Flipchart or poster with all game rules, information and instructions
- Large paper with the fish regeneration curve (visible for all students)



Now you need all of your prepared equipment. Put 40 of the 250 coins into the blue container (fictitious lake) and prepare the team baskets (fish storage) for each fleet with 10 slips of paper. Set the flipcharts or poster where all information for the game is written on and arrange the large paper with the fish regeneration curve visible for all students. You as the game facilitator introduce the rules to your students. Divide them into at least 2-6 groups of 4-5 people each.

Altogether the game lasts for approx. 50-80 min. (30 min. game procedure and at least 20 min. for reflection). Ideally allow another 20-30 min. game procedure after the reflection just for a few rounds with the same team constellation, thus to make sure that your students understood the principles of sustainable fishing. For further details, click here (page 67-75).

The students are told that they are part of fishing fleets that fish for a living. Their goal is to earn as much profit as possible (1 fish = 1 coin). The lake can support maximum 50 fish. The game starts with 25 to 50 fish (don`t tell them the exact number - this is also not known in real life). The game lasts for 6 - 10 years (each round = one year of fishing).

Each fleet can ask for 0 to 8 fish per year. They do so by agreeing in the group and writing the number of desired fish on a slip of paper and placing it in their team basket. You collect all the group numbers and deal with the 'orders' randomly, giving fish to the fleets one after another. If the number of the desired fish exceeds those in the lake, the fleet does not get any fish in that year.

After the fleets have returned to the harbour (collect all team baskets) the fish stock in the lake will regenerate based on the fish regeneration curve. You ought to replenish the lake in the following way (without telling the exact number to the students): if there are between 25-50 fish left - add as many fish needed to make the total of 50 fish (coins): if there are less than 25 fish - add the double amount of the remaining fish.

Keep repeating the fishing years one after another until the fish stock in the lake collapses. You can let the game continue for 1-2 more rounds until the students realize that there are no fish left. Follow-up with a short discussion afterwards.

If the fish population does not collapse in 10 rounds, then stop the game, congratulate the students and follow-up with a short discussion.

At the end of the game moderate a discussion. Talk about what has happened and why. Is there a winner or not? Most groups typically fail to fish sustainably when playing this game for the first time. Explain the fish regeneration graph and - together with the fleets – think about what can be a fair share for them. Also talk about the profits gained for each fleet. Talk about what could be done differently in the game to ensure sustainable fishing. The reflection on the game is a very important part of the exercise and needs to be always included when playing this game.

What you need:

- Seats for students around a flipchart
- Pen and paper
- Flipchart or poster with game rules, information and instructions
- Large paper with the fish regeneration curve

Learning through experience

An action-based learning concept in international food systems

Paola Migliorini and Charlotte Prelorentzos from UNISG share with us their activities of implementing action-learning and focusing on the inner and outer development of students.

Learning through experience is an action-oriented learning, which uses reflection to turn experience into knowledge. It refers to the collaboration between students, educators and external stakeholders to approach transdisciplinary learning. It shifts the focus from knowledge to skills and focuses on the inner and outer development of the students. Students are trained in skills. Knowledge is developed in a cyclical way. Students learn through reflecting their experiences and putting practice and theory together, as well as from each other through sharing peer to peer and collaboration. The shift from linear to cyclical learning leads also to a necessary shift from lecturer to learning facilitator, who trains students in focussing on development of competences, which are needed to transform food systems. Such a shift in roles can be applied in all kinds of didactic activities.

Good to know At UNISG, as an example, this approach is implemented during the thematic study trips. During these activities the objective is to expose students to an action learning approach experiencing real cases in agrofood systems, spread over the three years bachelor programme. It is facilitated in three phases: (1) Preparation session (½ day); (2) Experiential phase (4-5 days) e.g. farm visits; (3) Reflection & Evaluation session (½ day). The course takes place with a bachelor cohort of 100 people. For group work activities students are split in groups of 5 and the cohort is divided into three to four rooms. In each room a facilitator conducts the sessions. This method uses the PGI methodology where Plenary - Group - Individual class activities are developed: a combination of frontal lessons and plenary discussion, small group sharing and individual reflection.
On the next pages a scheme for a course design implementing “learning through experience” is presented.

How to integrate learning through experience into your course-design: an example

START: Before the course starts, prepare a presentation which guides the students through the process, include guiding questions and time management. Upload the course materials on an e-learning platform, so that the students can access the material and prepare themselves for the class.

Start → Phase 1 → Phase 2 → Phase 3

Preparation session (½ day)

15 min. Introduce your students to the course theme and get them familiar with the complex reality of a multi-perspective approach of the specific experience planned (technical, ecological, economic, social, cultural). Explain the importance of taking their skills into consideration for the interaction with stakeholders.

25 min. Moderate a discussion about your students' understanding and connection to the course theme (use tools like Fishbowl).

20 min. Give a theoretical introduction to the course theme.

30 min. Discuss the course theme (use tools like World Café).

10 min. Introduce the students to the second phase agenda (experiential activities).

15 min. Break

60 min. Split your students into groups of 5 people. Based on the students' previous knowledge and prior discussion, the student groups design a knowledge map showing their knowledge about the course theme and its context by using a multi-perspective approach. In a second step students mark their blank spots and prepare questions for the 2nd, the experiential, phase (What I would like to know more about?).

5 min. Upload the output (knowledge map) on the e-learning plattform.

Experiential Phase (4 - 5 days)

The second phase targets bridging practice and theory and focus on learning through experience. It helps filling the gaps of students' knowledge. During this phase students can personally communicate with stakeholders, food producers, farmers and people responsible within the food supply chain. This phase includes seminars with stakeholders, visits to farms and agricultural enterprises. During the experimental phase students develop, practice and improve their soft skills. At UNISG the Tutor Office organises the experiential phase. They get in contact with the external partners for the visits of the didactic trips.

Reflection and Evaluation session (½ day)

25 min. Introduce the day's activities. Main target in this phase is the recap and the reflection of the trips, as individuals and by group work activities. Based on the experiences, the students will deepen their knowledge and reflect on their gaps pointed out during the 1st phase.

15 min. Break

45 min. Split your students into the same groups as in the 1st phase and provide them with some reflection activities (e.g. questions). The students should reflect on an individual and on a group level the 2nd phase experiences.

45 min. The student groups use their reflected experiences and add their new gained knowledge to their knowledge maps of the 1st phase (use tools like moodboards).

5 min. Upload the output (knowledge map) on the e-learning platform.

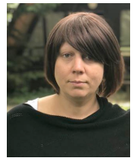
15 min. Break

30 min. Bring all students back to plenary. Give students the floor to answer questions of each other and set up a discussion in which your students include their experiences gained during all three phases.

30 min. Set up a knowledge assessment to check the performance of your students.

After the session: In order to improve for next time activities, students evaluate the activities by a written online feedback survey.

About the consortium



Dominika Średnicka-Tober

Warsaw University of Life Sciences, Warsaw – Poland
Department of Functional Food, Organic Food and Commodities

Developing strategies to improve sustainability of current food production and consumption models is a massive challenge. She sees Europe in a leading role that needs well-educated and skilled university graduates.

Renata Kazimierczak

Warsaw University of Life Sciences, Warsaw – Poland
Department of Functional Food, Organic Food and Commodities

As a lecturer, she is involved in teaching about raw materials and organic foods. From her point of view, increasing teachers' awareness of the importance of sustainability issues in food systems is a crucial step towards sustainability.

Marcin Baranski

Warsaw University of Life Sciences, Warsaw – Poland
Department of Functional Food, Organic Food and Commodities

Marcin sees the responsibility of university teachers to make young people aware of problems such as global environment changes. He holds them also responsible for acquiring knowledge and skills to develop strategies for improving sustainability of current food production and consumption models.

Joël Robin

ISARA, Lyon – France
Department Agroecology and Environment

As a professor, he believes that teaching sustainability can shape new socio-ecological behaviours to become more environmentally-friendly in the future.

Alexander Wezel

ISARA, Lyon – France
Department of Agroecology and Environment

He accentuates that our students and future professionals have to include a holistic view on the challenges of the future. Therefore, integrating sustainability in lectures is indispensable.

Dana Kapitulčinová

Charles University, Prague – Czech Republic
Environment Centre

In her opinion, sustainable food systems are essential for the long-term well-being of our societies. Therefore, she is certain that it is important to teach future leaders who will reflect this in their positions.

Jiří Dlouhý

Charles University, Prague – Czech Republic
Environment Centre

He emphasizes the importance of using modern educational tools to support critical thinking in sustainable development.

Živilė Tarasevičienė

Vytautas Magnus University, Kaunas – Lithuania
Faculty of Agronomy

In her view, integrating sustainability issues in her courses will empower students to become sustainability literate in order to compete in the future job-market more successfully.

Judita Černiauskienė

Vytautas Magnus University, Kaunas – Lithuania
Faculty of Agronomy

In her opinion we all together are responsible for our future. Especially students need to understand the importance of sustainability in order to create innovative products, systems and production processes.

Paola Migliorini

University of Gastronomic Sciences, Bra – Italy

Paola has been studying and reflecting on the meaning of sustainability for decades. She is integrating these issues into her courses in order to have a holistic, participatory as well as systemic way of thinking in order to create awareness in future protagonists of food systems.

Charlotte Prelorentzos

University of Gastronomic Sciences, Bra – Italy

She thinks there is a strong need for change in our societies - especially regarding the way of work. In order to prepare students for challenges „outside" the universities, we need to activate their creativity and support them in developing core competences.

Susanne Gjedsted Bügel

University of Copenhagen, Copenhagen – Denmark
Department of Nutrition, Exercise and Sports

In her opinion, it is obvious that sustainability is the major global challenge for the future. Consequently, it is essential to consider all aspects of sustainability in order to prevent misunderstandings.

Lars Klingenberg

University of Copenhagen, Copenhagen – Denmark
Department of Nutrition, Exercise and Sports

Lars is convinced that learning happens when students work with the subject instead of just listening to a lecturer or reading a book – they need to work with the subject actively.

Marianne Erichsen

University of Copenhagen, Copenhagen – Denmark
Department of Nutrition, Exercise and Sports

Marianne participates in TEFSI due to her increasing interest in sustainability issues, teaching and learning methods. The TEFSI Project gives her the opportunity to combine new teaching methods with sustainability issues.

Renata Bažok

University of Zagreb, Zagreb – Croatia
Department of agricultural zoology

To her, participating in projects like TEFSI is a great opportunity for all teachers. She and her students will benefit from new ideas, innovative methods and new perspectives of the TEFSI project.

Mirna Mrkonjić Fuka

University of Zagreb, Zagreb – Croatia
Department of microbiology

In her opinion, it is essential to integrate sustainability into lectures because sustainability concepts should be part of our daily life and way of thinking. Education is an important and sometimes critical step in achieving this state of mind.

Johannes Kahl

University of Kassel, Kassel – Germany
Department Organic Food Quality and Food Culture

He taught at the Universities of Kassel, Copenhagen, Barcelona, Sao Paulo and Warsaw. According to him, examining the contextual relationship between healthy diets and sustainable food systems is the central theme in teaching, research as well as knowledge transfer.

Ulrike Eberle

University of Kassel, Kassel – Germany
Department Organic Food Quality and Food Culture

Ulrike finds interactive tools and methods helpful in learning, supporting teamwork, embracing new ways to understand as well as to practice. On top of that, it is simply more fun to learn.

Carola Strassner

Münster University of Applied Sciences, Münster – Germany
Department of Food, Nutrition & Facilities

In her eyes change towards more sustainable systems can only follow if we first become aware of the connections between our lifestyle and sustainability issues and then learn why something needs to be transformed.

Transformation of European Food Systems towards Sustainability by Transnational, Innovative Teaching

"In this handbook educators of higher education institutions share their approaches and insights into their practice with you. We hope that this handbook provides inspiration and guidance for you to implement into your own teaching and contribute in this way to the transformation to sustainable food systems."

- Dr. Carola Strassner (handbook coordinator)