



Co-Funded by the European Union

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



TRAINING SESSION 3:

Action and Experiential Learning Approach

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**4th CAPACITY BUILDING COURSE OF TEFSI PROJECT, Charles University Environment Centre,
Prague, Czech Republic, 19th - 21st February 2020**

Field trips at UNISG



We organise a total of

120 Study trips / each year

Around the globe to bring our students to see the world of food differently.

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Università di Scienze
Gastronomiche di Pollenzo
University of Gastronomic Sciences of Pollenzo

Field trips at Undergraduate

The didactic trip is a unique way of exploring international food systems and gastronomic cultures of the world, integrating the educational path of the classroom with a direct and personal field experience.

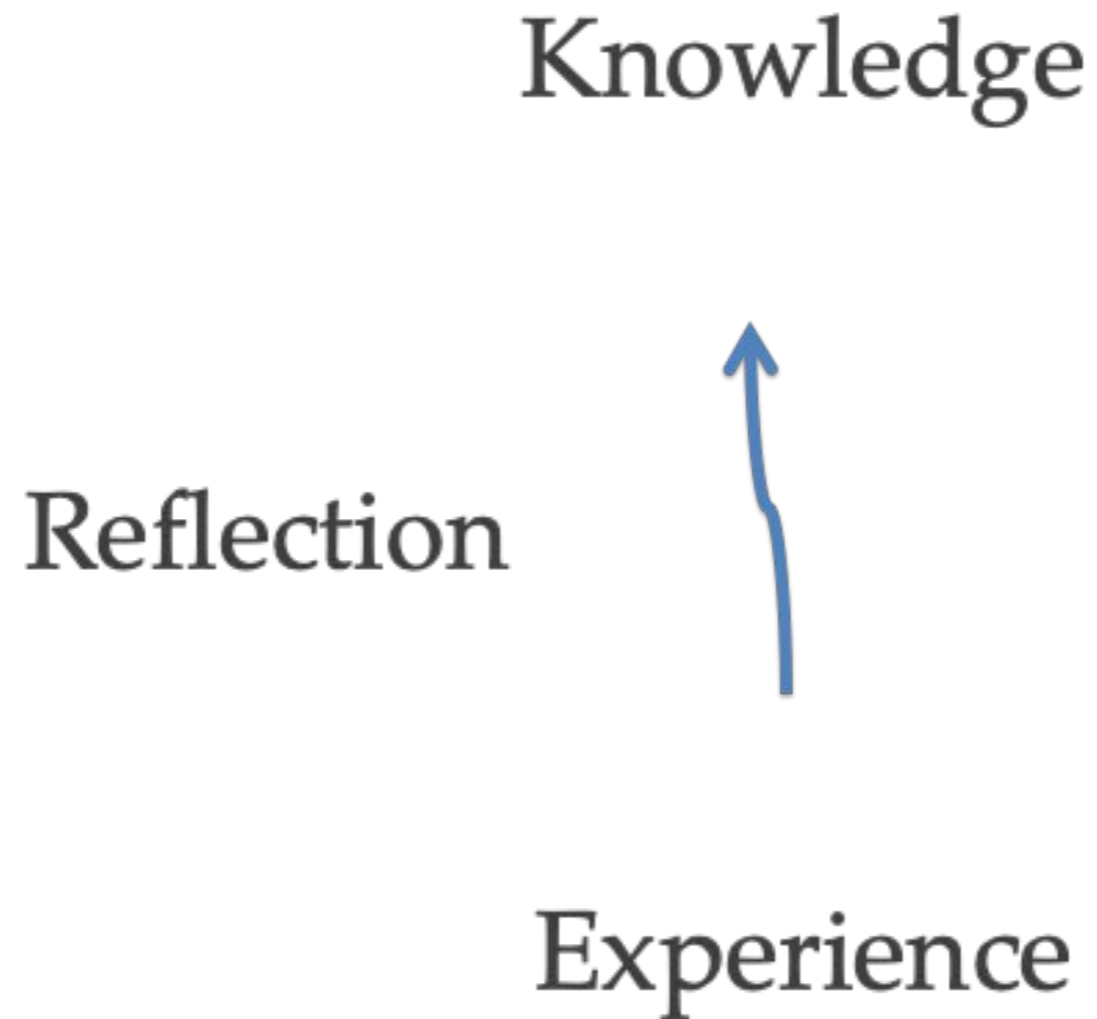
Study Trip	1st year	Credits	2nd year	Credits	3rd year	Credits
1	Coffee	1	Oli	1	Beverages	1
2	Agri-food Systems #1	1	Pasta & Rice	1	Wholesale	1
3	Italy A	1.5	EU	1.5	EU	1.5
4	Italy B	1.5	Extra EU	1.5	Extra EU	1.5
5	Mountain Pastures	1	Agri-food Systems #2	1	Islands	1
Tot		6		6		6 ↑

Travel list and CFU in 2018/19

Territorial study trips = green; Thematic study trips = yellow



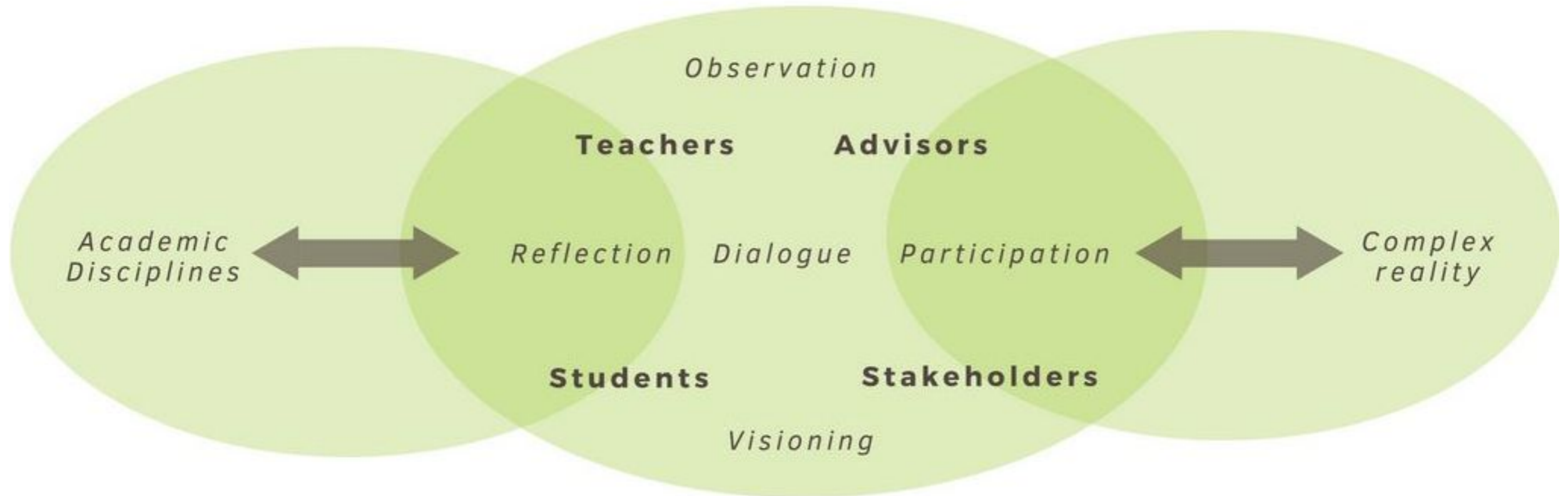
Experiential learning



The Model & 5 Core Competences



COLLABORATIVE AND ACTION-ORIENTED LEARNING



Observation - Dialogue - Reflection - Participation - Visioning



Thematic field trip at Undergraduate

Study Trip (thematic)	# Year of Triennale	Core Skill Introduction / Focus (* <u>in focus</u> and only in practice)	Examples for WS Elements to practice
1 Agri-food Systems #1	1 st	<u>Observation</u> and Dialogue*	FishBowl, World Café, 1-2-4-Plenum dialogue, Rules/Advices for Collaboration, Active Listening, etc.
2 Coffee	1 st	<u>Dialogue</u> and Observation	
3 Oli	2 nd	<u>Reflection</u> and <u>Participation</u>	Rich Picture (mapping + sharing), How to Give Feedback Session,, Walk 'n' Talk, etc.
4 Pasta	2 nd	Reflection and Participation	
5 Agri-food Systems #2	2 nd	<u>Visioning</u>	Story-Board/Prototyping, Creating Moodboards, etc.
6 Food Retail	3 rd	all in practice	
7 Beverages	3 rd	all in practice	

Migliorini, Prelorentzos, Rastrogueva, Lieblein (2018) *The Didactic Purpose of the thematic study trips at University of Gastronomic Science, NEXTFOOD H2020 project, WP1.*



Observation Competence

... is the competence of carefully examining situations in the “world out there” with which you are confronted, before you make any judgements about the situation. This has the intention of an unbiased examination.



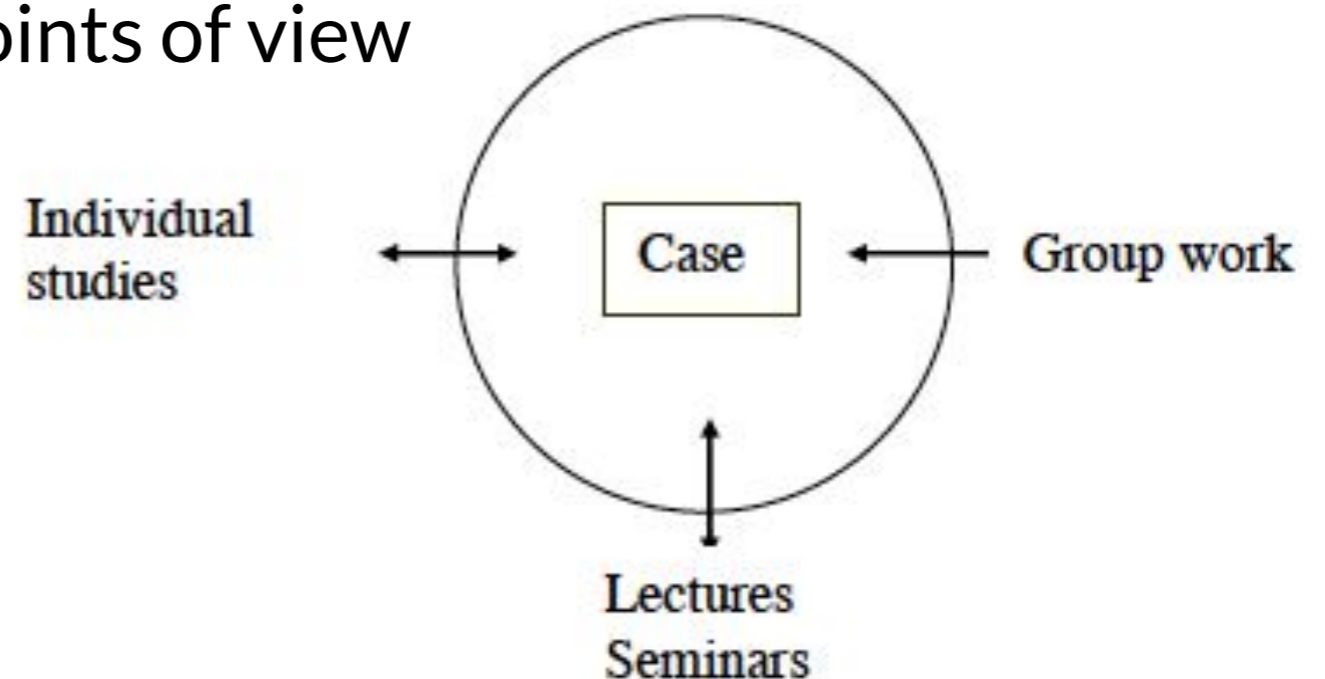
Dialogue Competence

The group brings to the dialog with the producers and the stakeholders in the food system:

... past experiences and knowledge of the individual group members

... theory, concepts and tools from the course and other relevant sources

... communication and energy within the group and with others having relevant knowledge or points of view



Dialogue Rules

- ★ Stay focused
- ★ Don't judge other opinions
- ★ Think big ≠ there are no boundaries
- ★ Trust the process and the instruction of your moderator
- ★ Your time to shine



Participation Competence

... is the competence of participating in work in the field, not as a distant observer, but rather with personal commitment and dedication in interaction with different stakeholders.



Visioning Competence

Where there is no vision, the people perish. —

Proverbs 29:18

“A picture of the future one wants to create. It articulates a view of a realistic, credible and attractive future for the organization, a condition that is better in some important ways than what now exists. It provides a framework for our decisions and priorities.”

Warren Bennis and Burt Nanus (2007)



Reflection Competence

1. Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends.
2. Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.
3. Reflection needs to happen in community, in interaction with others.
4. Reflection requires attitudes that value the personal and intellectual growth of oneself and of others.

John Dewey 1923

3 Key Elements of Action and Experiential Learning

Asking Questions

... shifts assumptions

... opens creativity

... makes you think

... it opens the field

... focus on understanding and not on fixed statements as result



3 Key Elements of Action and Experiential Learning

Action and Reflection

- ... engage with each other
- ... learning in context and surrounding of it
- ... reflection turns experience into knowledge

Use the Power of Teams

- ... diverse backgrounds, experience & interdisciplinarity lead to synergy
- ... by sharing & collaboration real life experiences are practiced
- ... facilitator creates a safe space, supports “outside the box” thinking and activates students’ potential



RE-THINK: Learning Landscapes

- ... university isn't school
- ... bridging both worlds (theoretical academia and practical society)
- ... training camp for professional life and experiential field to practice
- ... there is more than one answer and point of view
- ... learning process for all actors:
teachers, students, non-academic actores



RE-THINK: Teacher Role

... including several learning purposes: knowledge, experience, and competencies

... less control → “be prepared for the unknown!”

... grounded solid knowledge and pedagogical skills are essential

... shift from teaching to facilitating

.... teacher should ask themselves:

“In what ways can we educate students to become effective agents of change in the dynamic context of current global problems [...]?”

(Lieblein et. al., 2012)



RE-THINK: Student Role

- ... overcoming traditional learning and teaching pattern
- ... switching from passive knowledge receiver to interactive learner
- ... include emotions and experiences
- ... take responsibility for their learning process



Methods & Activities

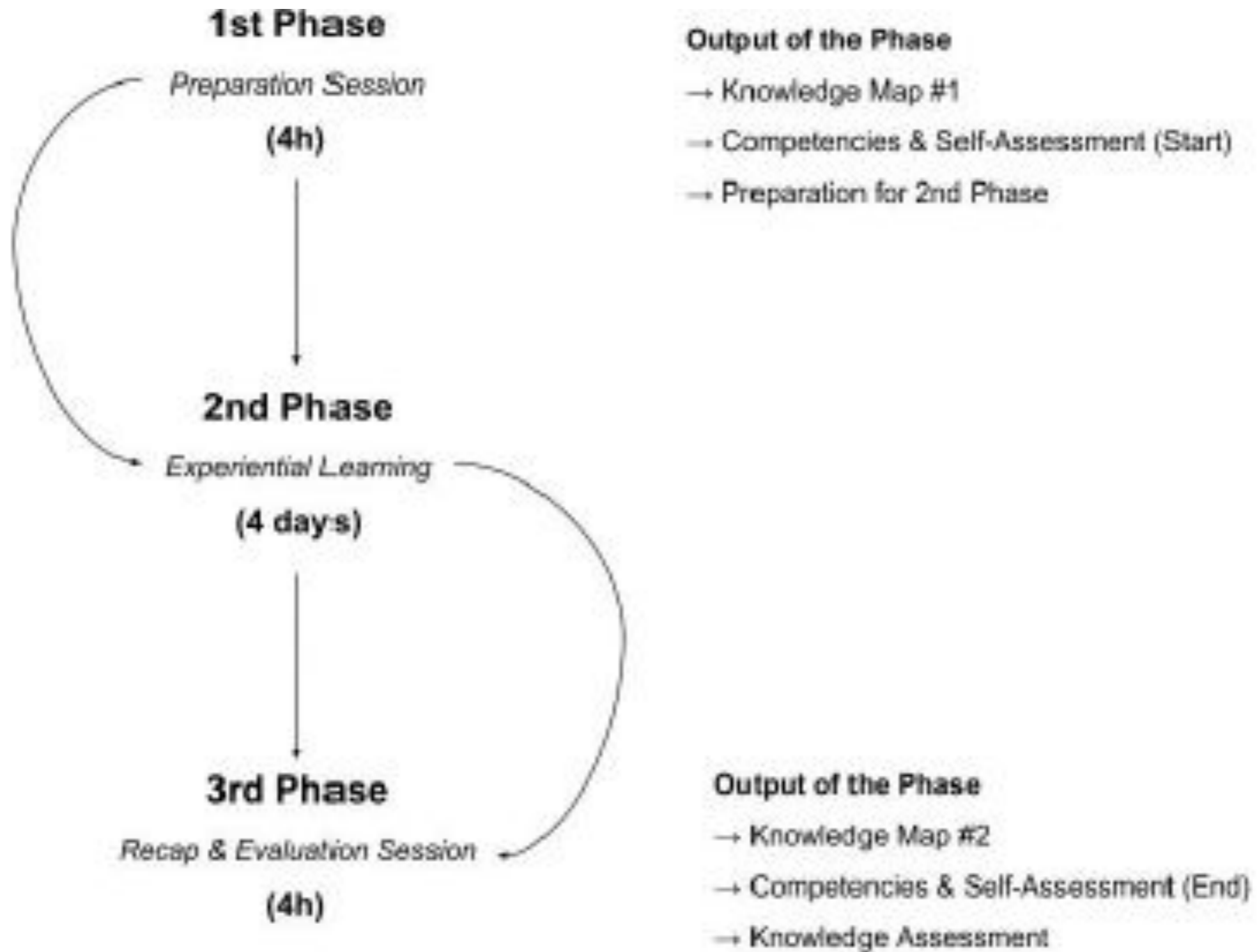
Method

→ PGI (Plenary - Group - Individual)

Activities & Tools

1. Rich picture activity - holistic approach
2. Knowledge maps based on Multi-Perspective-Approach: Production, Environment, Economy, Social Perspectives, Past < > Future and the Food System Dimension.
3. Reflection activities: What was the best moment of the trip? What made you wonder? What do you still not understand? What would you like to share with the group?
4. Panel activities (discussions, role plays, students teaching students rounds, etc.)

Structure of Thematic field trip



Migliorini, Prelontzos, Rastrogueva, Lieblein (2018) *The Didactic Purpose of the thematic study trips at University of Gastronomic Science, NEXTFOOD H2020 project, WP1.*



Expected Outputs

OUTPUT 1st phase

- 1. Preparation Knowledge map incl. black spots & questions**

OUTPUT 3rd phase

- 1. Reflection notes [optional]**
- 2. Finalized Knowledge map**
- 3. Knowledge assessment (Exam)**



1st Phase Agenda

- 1) Introduction - 5 min
 - 2) Explanation of core competence focus - 10 min
 - 3) Theoretical introduction of topic - 20 min
 - 4) Discussion/Exchange in plenary - 20 min [optional]
 - 6) Introduction of 2nd phase agenda - 10 min
- → → ***B R E A K 15 min & split into groups***
- 6) Prepare the 2nd phase by using the MPA
and map your knowledge and open spots - 50-70 min
 - 7) Upload the output on BlackBoard/Google Drive - 5 min



2nd Phase Agenda

Students go for one week on experiential phase.



3rd Phase Agenda

1) Introduction of activities - 25 min

→ → → *Split into groups*

2) Reflection activity of 2nd phase - 45 min

3) Finalize / complete your knowledge map and other outputs - 45 min

→ → → *B R E A K 15 min & go back to main aula*

4) Exchange & discussion - 30 min

5) Knowledge assessment (Exam) - 30 min

6) Upload the output on BlackBoard/Google Drive - 5 min

What Resources are needed?

1st and 3rd phase:

- Facilitators
- Rooms
- Workshop material: paper, pens, colors, post-it's, templates, etc.
- e-learning plattform: i.g. Blackboard

2nd phase:

- connections for good visits
- Transportation
- Accommodation
- Food/catering



THANK YOU!



Don't hesitate to contact us if you have further questions:

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