Innovative Food Systems Teaching and Learning: Overcoming disciplinary and teaching silos to fix the food system

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Contents

- Introduction to Innovative Food Systems Teaching and Learning (IFSTAL):
  - Project aims
  - The IFSTAL cohort
  - VLE

- Pedagogy and research:
  - Teaching methods
  - Evaluation of the Y1 programme: online survey
  - Conclusions
IFSTAL: Project aims

- Create a community of ‘food systems thinkers’
- Graduates equipped to work on challenging food systems problems e.g. food security, climate change, animal/human health
IFSTAL: Responding to the needs of a diverse learning community

IFSTAL’s community:
- 350+ Postgraduate students, both Masters and PhD
- From 7 HE institutions
- From a wide range of disciplines
Issues to be addressed:
- geographical distance
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  - geographical distance
  - natural science/social science/humanities
  - disciplinary silos
  - both PhD and Masters’ students
Blended learning:
- Online: VLE forums, webinars, chatrooms, resources + livestreamed and recorded lectures
- FTF: post-lecture workshops, away days, summer school
IFSTAL: T&L Technology
Online survey - Methodology

- Annual survey (1st time)
- Ethical approval was sought across all the participant institutions
- Qs were co-designed with ECs + survey expert from RVC
- 23 Qs structured in 3 sections: the past, present and future.
- 57 respondents
Online survey – Findings 1

Q11: How useful did you find the following aspects of IFSTAL?
Online survey – Findings II
Q17: How useful have you found the VLE online resources?

- Lectures (live-streamed or recorded)
- Email newsletter with links to resources
- Employment/Internship opportunities
- Calendar of events
- Activities (quizzes etc.)
- Social media e.g. IFSTAL facebook, twitter
- Email notifications from forums
- Blog posts
- Online forums
- Participants profile
- Live chat room

![Survey Results Diagram]

Legend:
- Very useful
- Useful
- Of little use
- Not useful

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Conclusions 1

- Students preferred interacting at face to face events over the shared VLE

- Need to continue to adapt to zone of proximal development (Vygotsky, 1978; Kilgore, 1999; Ferster, 2014).
Conclusions 2

- Changes for Year 2:
  - Implemented more of a ‘flipped classroom’ approach – more emphasis on group learning in the face to face sessions
  - Used face to face sessions to set up groups, followed this up with social media posts (Facebook, LinkedIn etc)
  - Encouraged more group learning through facilitated webinars, facilitated group work
Questions?
Thoughts?
Suggestions?

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References
