

# Experiences with off-campus experiential learning – now on-line

Case: “European Farm and Food Systems” course Spring 2020

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A screenshot of a Canvas LMS course page for '5440-B4-4F20:European Farming and Food Systems'. The page displays a list of media items, including videos and photos. A large yellow arrow points from the top right towards the media items. The media items listed are: 'Andreas on strawberries 2', 'Andreas on strawberries 1', 'Siebe3. Transplant price and numbers', and 'Siebe Gorter'. The page also shows a sidebar with navigation options like Home, People, Modules, Assignments, Announcements, My Media, Discussions, Adobe Connect, Syllabus, Quizzes, Collaborations, Files, Pages, Grades, Outcomes, Conferences, Rubrics, and Settings.

## European Farm and Food Systems Course Overview

### Week 1:

- Become familiar with the ideas behind the course
- Assess your own learning style
- get competencies to explore the case in production economy and regulation
- first one-day visit to partner enterprise

### Week 2:

- based on partner visit, you explore the goals and areas for improvement (current vs. desired situation) in groups
- get input to understand the current situation and the forces working for and against change
- identify areas you want to further work with and plan how (deliver synopsis)
- use tools that can help you in the process (SWOT, qualitative research methods, video, etc.)

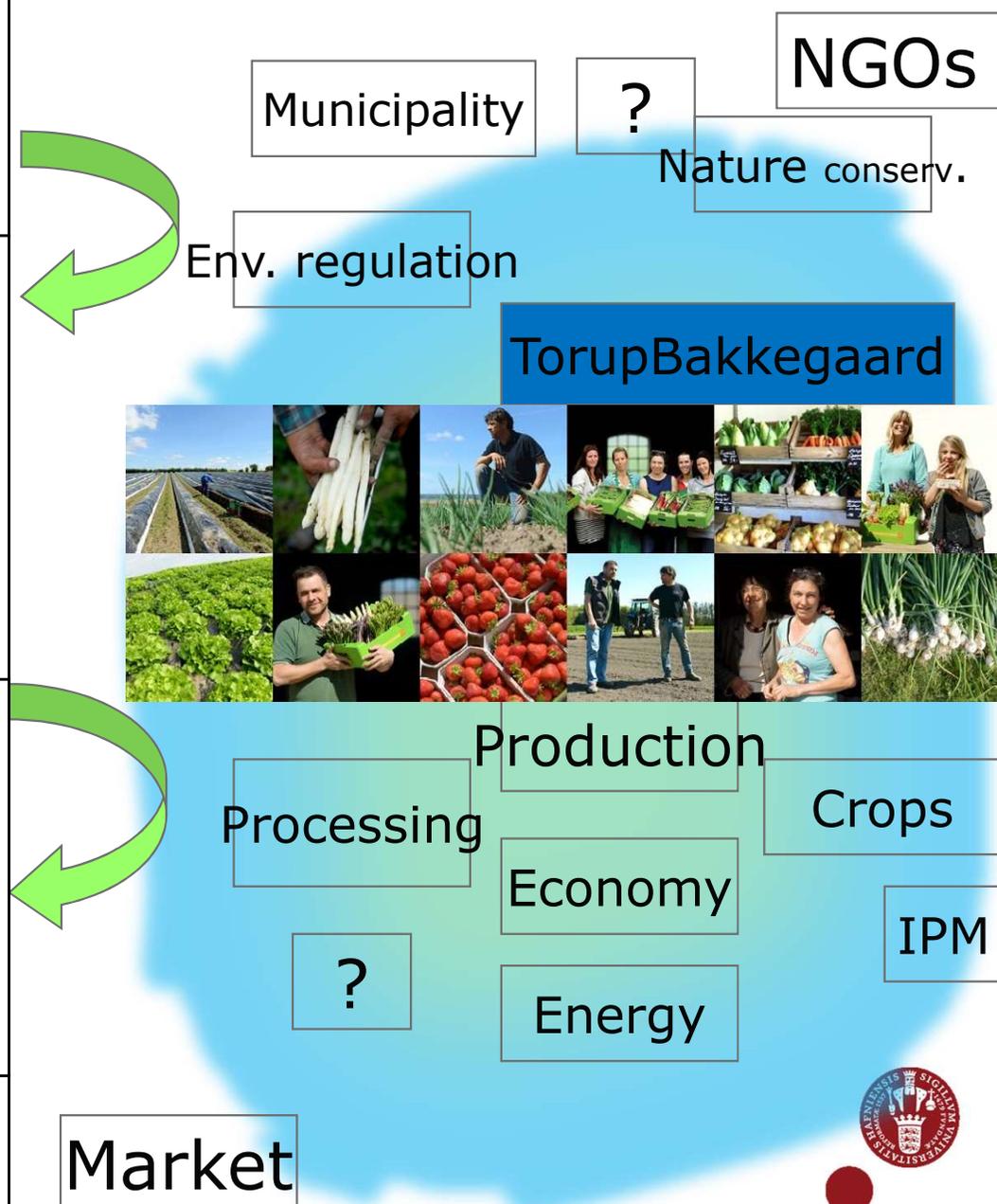
### Week 3 and 5:

- field work at partner enterprise: understanding current situation, identifying areas where desired situation requires changes, identifying and evaluating options for change, proposing actions
- collaborate with partner staff and external resource persons
- present proposed improvements to partner
- supervision at site or in Copenhagen Fridays

### Week 4, 6,7,8:

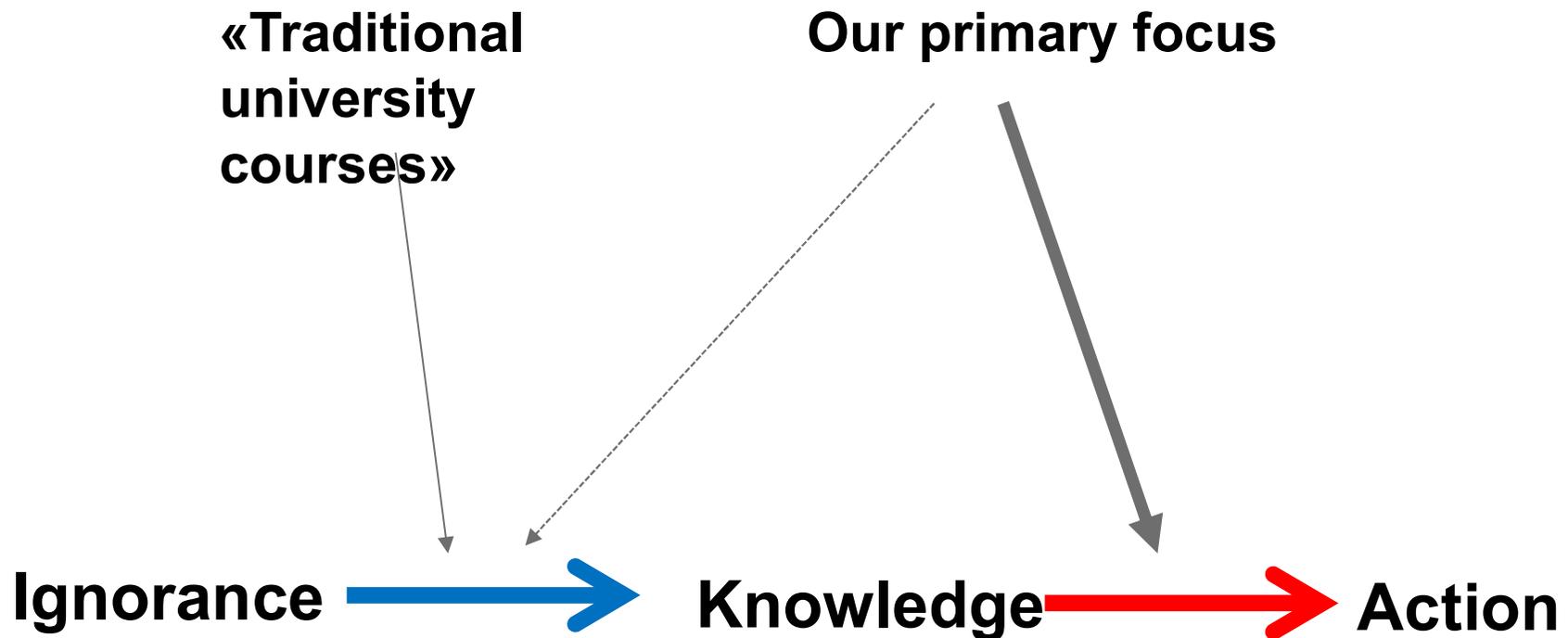
Group project work

Week 9: Exams



## Basic idea: to learn to bring knowledge into action

Supplementing (not substituting) lecture/teacher and theory based education

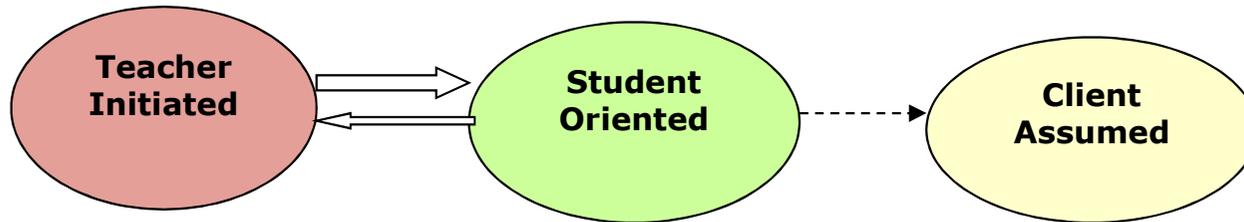


# Degrees of client involvement in university courses



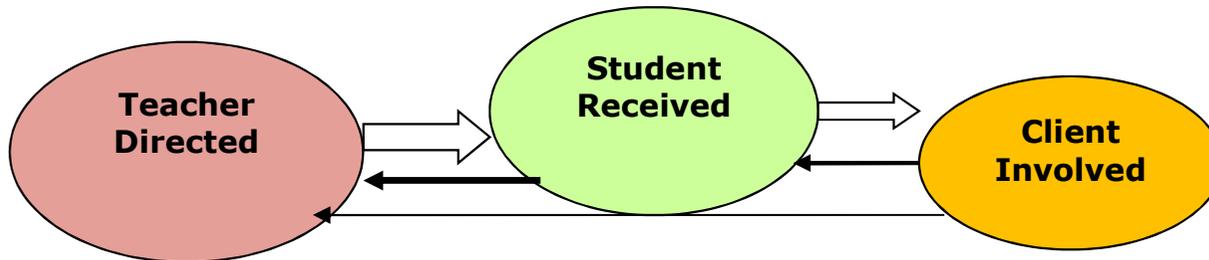
## Theoretical lecture based course

Classical teacher-directed teaching model, with one-way flow of information.



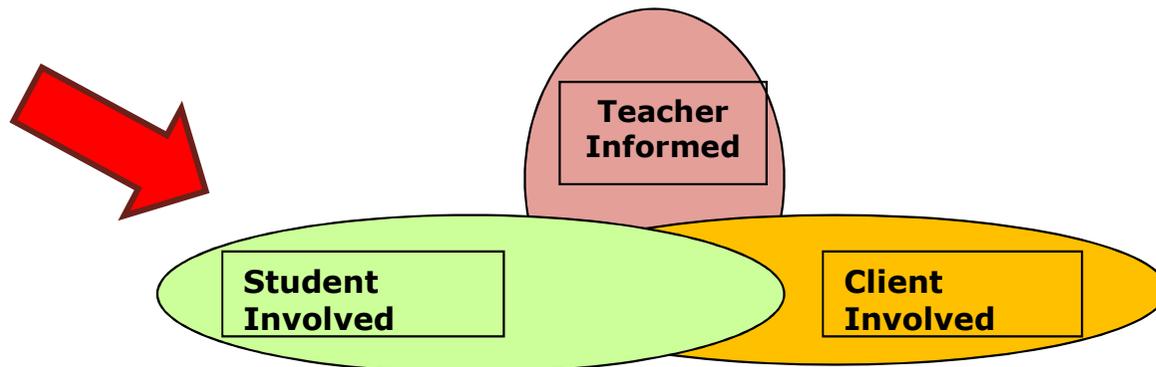
## Practice oriented course

Student-centered model, with clear and shared learning objectives and substantial student input and orientation.



## Practice oriented course with external teaching

Client oriented model with client clearly identified and brought into educational process.



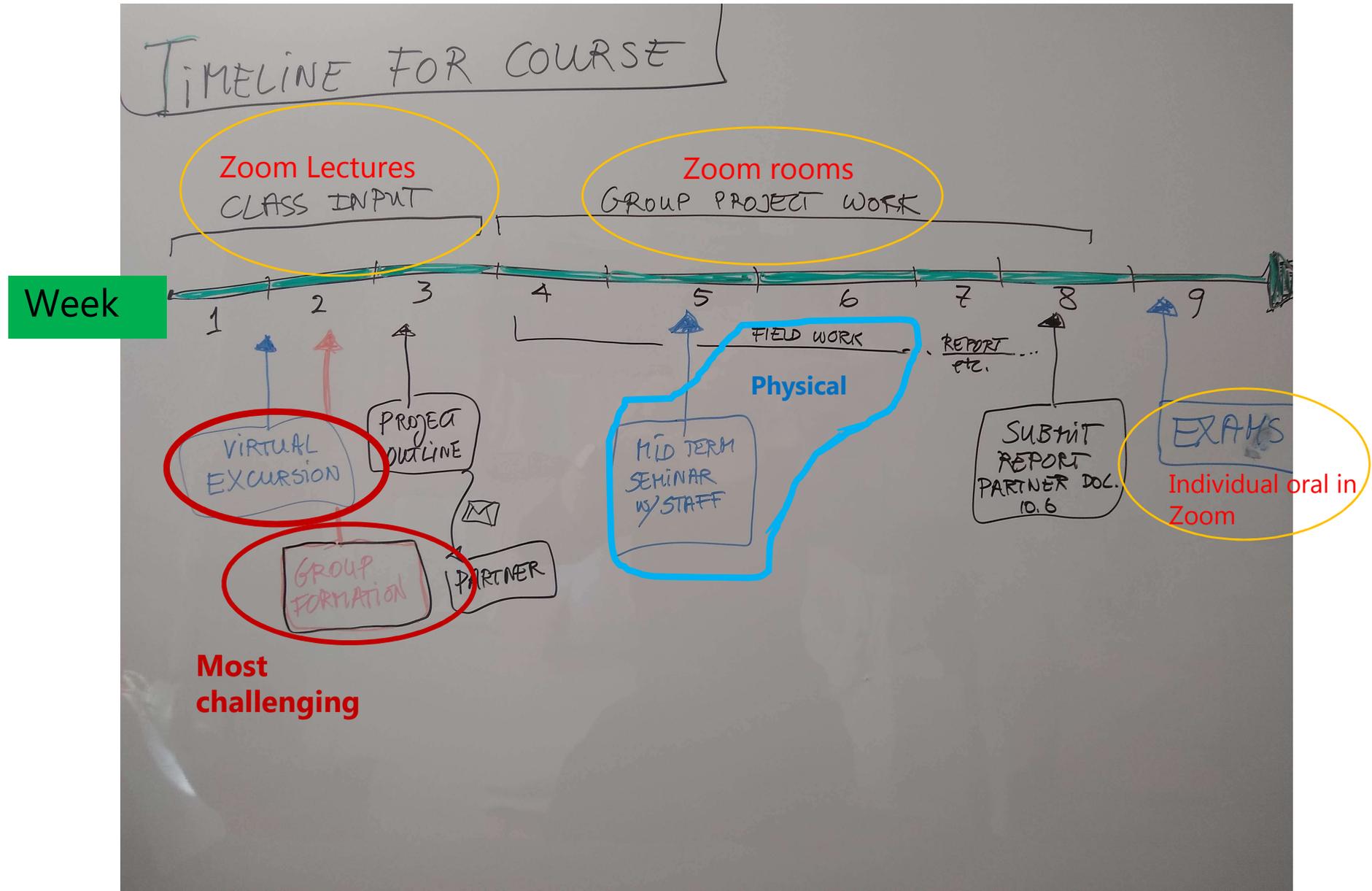
## "Real-life case-based" course with partner

Integrated agroecology model, with involvement of teachers, students and clients.

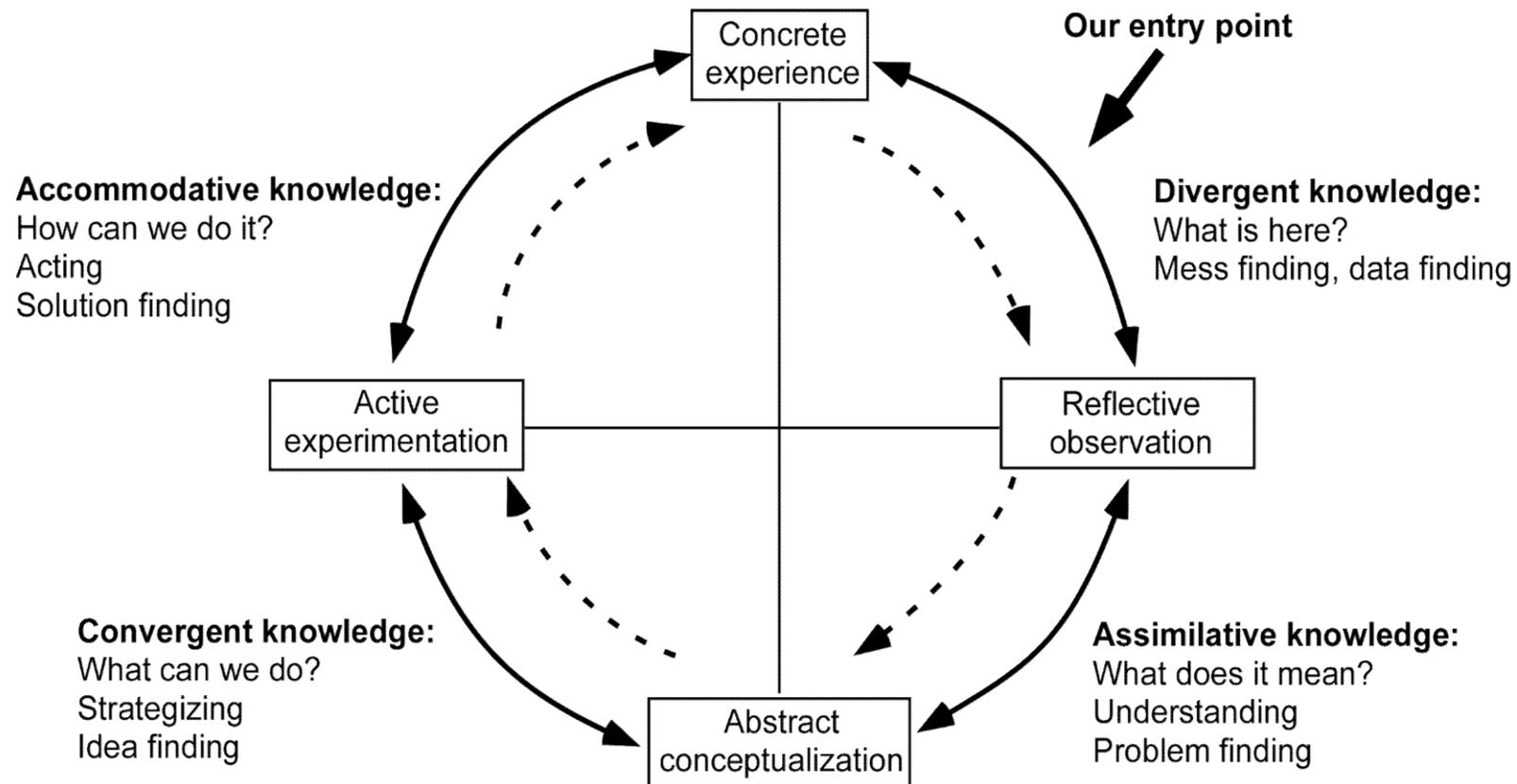


# Mandatory MSc "profile course" since 2012

## 9 weeks full time – 2 weeks + 1 day off campus

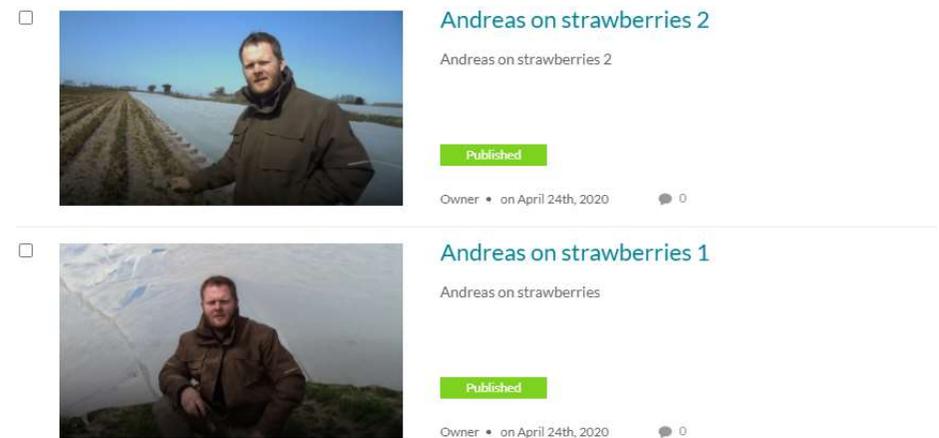


## We use Kolb's cycle to structure our work process



# Virtual excursions?

- When interaction with external stakeholders is necessary (=when students cannot just go themselves and do the field work individually)
- Videos work as part of the solution.
- We substituted a one day excursion normally consisting of field walks, talks with company staff etc. with video recorded interviews and field visits.



- Requires that the external partner is willing to use the time.
- Watch it together in on-line class with dialogue
- Many technicalities: outdoor recording of sound requires a back-up dictaphone, extra recording space and power in the field, etc.
- Debrief session using Rich Pictures showed that it works surprisingly well. See small video on using Rich Pictures to process excursions here: <https://video.ku.dk/secret/63489243/8eadd9798aafea36d9101ab4b062aa7a>

# Most platforms has a media platform (e.g. MyMedia in Canvas)

The screenshot shows a Canvas LMS interface. On the left is a navigation sidebar with options like Home, People, Modules, Assignments, Announcements, My Media (selected), Discussions, Adobe Connect, Syllabus, Quizzes, Collaborations, Files, Pages, Grades, Outcomes, Conferences, Rubrics, and Settings. The main content area displays a list of media items:

- Ole on economy, market and customers**: Published, Owner • on April 24th, 2020
- Cabbage planting waggon 2**: Published, Owner • on April 24th, 2020
- Cabbage planting in closed waggon**: Published, Owner • on April 24th, 2020
- Siebe on Cabbage production**: Published, Owner • on April 24th, 2020

The browser window shows a page titled "Monday April 27 2020 Debriefing: system description and identification of topic areas". The page content includes a "View all pages" button and a "Publish" button.

## Monday April 27 2020 Debriefing: system description and identification of topic areas

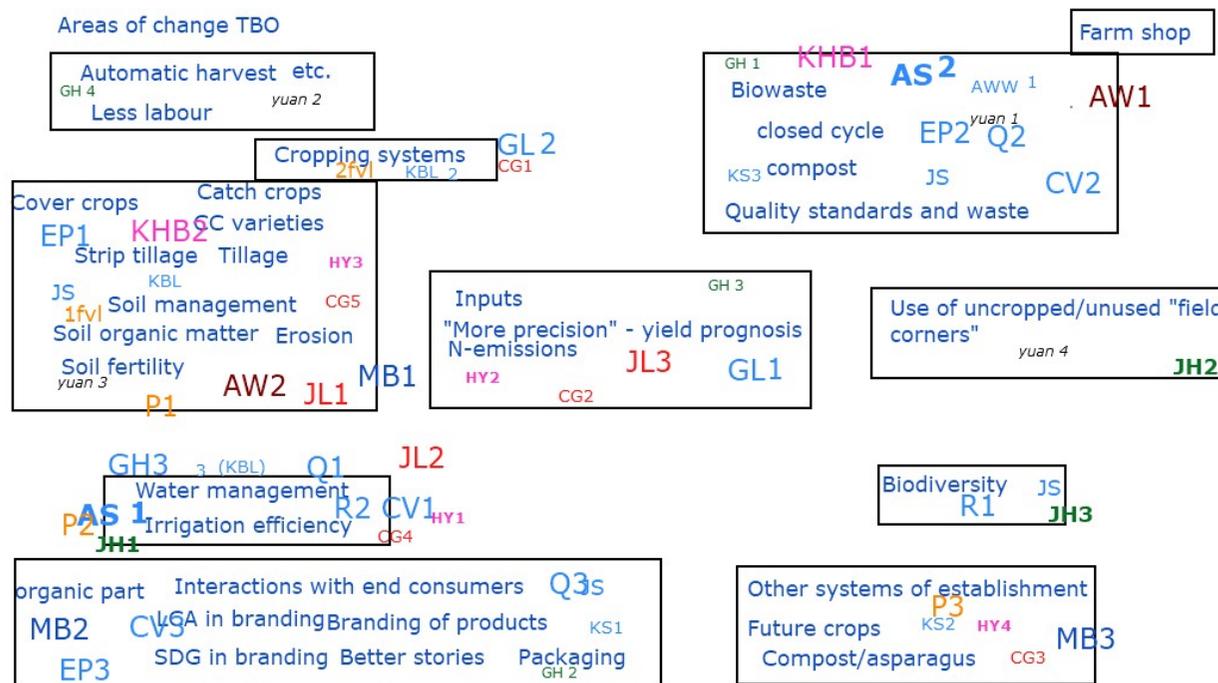
Today you will process what you saw and heard in the virtual visit to Torup Bakkegaard & Orelund on Friday, thereby getting an overview of the TBO farm system. This is the phase in Kolb's cycle where we ask "What is here?". We do an individual exercise where we create "Rich Pictures" to identify areas where there are **problems to be solved, situations or opportunities to be developed**. Based on these themes, in the coming week you will form groups and start developing ideas for your group projects.

Monday's program:

	Activity
9-10	<p><b>Individual</b></p> <p>Revisit the TBO videos we saw Friday and watch any new ones. The videos are available here:</p> <ul style="list-style-type: none"> <li><a href="#">Claus</a> on overall farm description and strategies</li> <li><a href="#">Ole on market and customers</a></li> <li><a href="#">Siebe on transplants</a>, cabbage production, onion production, asparagus production</li> <li><a href="#">Andreas</a> on strawberries and catch crops</li> <li><a href="#">Irrigation and planting</a></li> <li><a href="#">NEW! Harald</a> on current issues and future challenges</li> </ul>
10-10.30	<p><b>Zoom</b></p> <p>Lecture by Vibeke.</p> <p>How to work with observations: Instructions for debriefing from "excursion". Rich pictures, Kolb. <a href="#">Notes here.</a></p>

## Group project work on-line

- Many students was positively surprised by the efficiency of on-line supervision – easier to ask for just a brief session
- Group formation and topic selection is always challenging. On-line whiteboard can be used for an interactive process:



- It is a greater challenge to spot dysfunctional groups. It is not easy to feel how they are working when you supervise them.

# Course Intro - creating a learning community

- Extra important when on-line.
- Scheduled assignment to prepare and upload a slide with "5 things which are useful for the others to know".
- Afterwards one by one screen sharing and brief oral presentation.
- Makes everyone become visible the first day, in a safe manner.

Esben Pedersen



- I am from Denmark.
- Im on my first year of M.sc. Agriculture.
- Bachelor degree: Forest- and landscape engineering – Copenhagen University.
- Practical experience - worked on different farms in Denmark.
  - Conventional dairy farm
  - two different organic farms with crop- and beef cattle production.

ANNA WILDT



- Bachelor in Natural Resources – Nature management
- 1 year of my Master in Agriculture – Environment and Production
- WWOOF in NZ farms in 2016
- Student Assistant on Vibekes project about pests and parasitoids of oilseed rape
- Do have other interests:
  - Conservation Agriculture
  - My own veggie garden (in Hundested, North Sealand)
  - Vegetable farming in general and local food production
- Future plans?
  - Being an advisor.. In field work? Practical experience?

Carolina Vieira d’Almeida

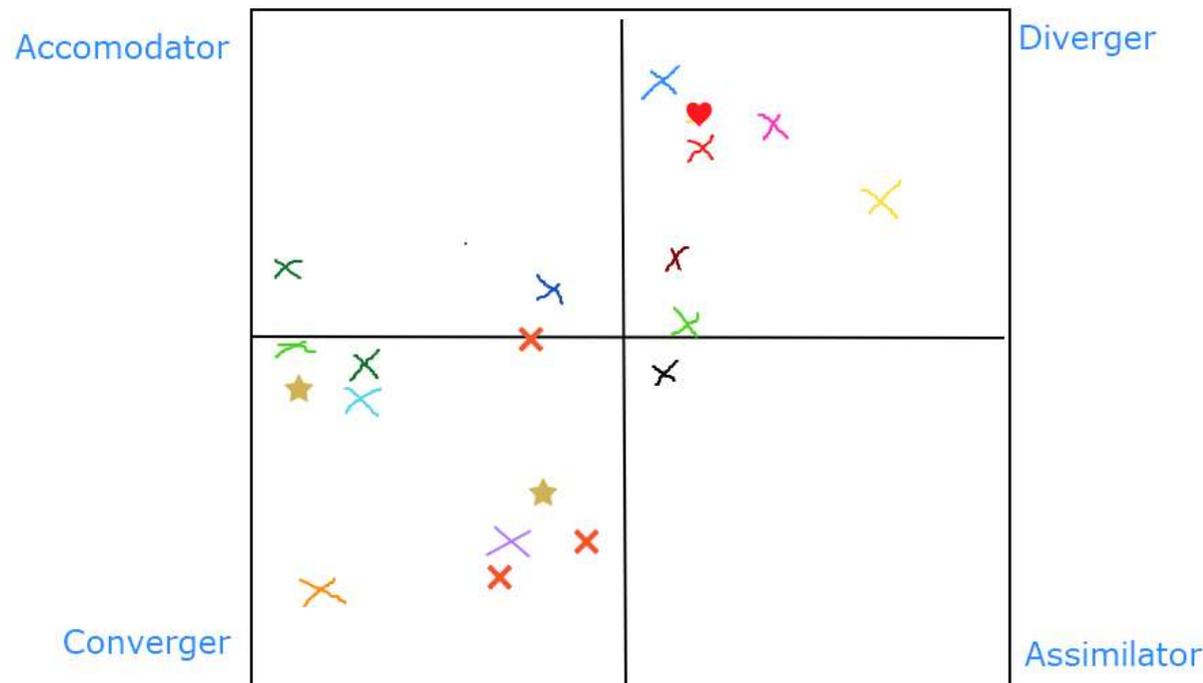


- Exchange Student from Brazil;
- I speak Portuguese and English;
- Doing my bachelor in Agriculture (“Agronomy Engineering”);
- I am interested in Sustainable Agriculture and Meteorology;
- Excited to have a practical and more “real world” solutions and experience on this course.

## Use on-line whiteboard – students may write/draw on it all at the same time

- For anything you would use the blackboard for: processing discussions, summarizing comments, gathering results from groups, identifying group project topics, etc.
- The students use it in groups themselves. Good facility.

Example of results from a “style of inquiry”-inventory:



# Be over-explicit

- Schedule all activities with clear description of category: Zoom – class, Zoom – groups, Individual, etc.
- Have a script for yourself with duration of all activities: break out groups, plenum, so that students trust the time schedule.
- Keep the pace high.
- Students show on time and stay

The screenshot shows a course page with a sidebar on the left containing navigation options like People, Modules, Assignments, etc. The main content area is titled 'Thursday April 23 Workshop on LCA and agricultural sustainability'. Below the title is a paragraph describing the session's aim. A table follows, detailing the workshop's schedule with columns for time slots, activity categories, and descriptions.

Time	Activity Category	Description
9.00-9.30	<b>Individual</b>	Exercise: It is mentioned in the paper by van der Werf that different groups in society have different demands for information about environment and products. Reflect upon what each of the different groups in society requests - and why? Summarize your reflections briefly in the slide in assignment 4. Upload at 9.30.
10.00-10.15	<b>Zoom</b>	Comments on the responses (MTK).
10.15-11.00	<b>Zoom</b>	Lecture by Researcher Marie Trydeman Knudsen, Aarhus University. Lecture notes <a href="#">here</a> .
11.00-11.10	Break	
11.10-11.20	<b>Zoom</b>	Presentation of exercise (VL)
11.20- 12.00	<b>Individual</b>	Working with LCA in white asparagus: read production descriptions and watch videos.
12.00-13.00	<b>Lunch</b>	
13.00-14.15	<b>Zoom/Groups</b>	Exercise continued (break out groups).

## Make on-line co-hosts

- If you are alone as a teacher appoint a co-host who can keep an eye on questions or chat-comments. It is difficult if you lecture yourself.
- if you make all students co-hosts, they can move between breakout groups, which is useful if you are e.g. doing project group formation.

## Plan the use of Break out groups

- Make clear instructions and present before you push the button.
- Visit the groups and make it clear, that they can "call for you".
- If you want to balance the groups e.g. so that all Danes are not in one group or something like that, you need to plan it, because you cannot set it up before the session (I think). Random groups may be unbalanced