

Reporting on experiments with research integration in teaching

Name
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Course Name
<i>The course was extracurricular and thus no affiliation with a specific course.</i>
Study Board
<i>Food, Human Nutrition and Sports at Faculty of Science: The students that signed up for the activity were all Food related.</i>
Level and class size
<i>The project approached science master students with an interest in food. Primarily we communicated with the students at Msc Food Science and Technology, Msc Food Innovation and Health and Msc Integrated Food Studies. We reached out via Head of Studies of the educational programmes. Maximum 10 students could participate due to the character of the activities. We had 5 interested students involved in the project.</i>
Description of the experiment
<i>The main purpose was involving students as co-researchers in a qualitative explorative study exploring innovation capacities in restaurants during Covid19, e.g., asking: How did the restaurants react, how did they plan and perform, and (how) did it lead to new identities and innovations? The students were involved in all steps of the experiment – i.e., selecting and planning cases and data collection, performing interviews and observations, coding and analyzing interviews, and disseminating results to relevant stakeholders. We as teachers/researchers had a main role in creating the overall framework and facilitating 5 seminars supporting the students in sharing knowledge and discussing their progress. We also provided a knowledge base (literature and best practice) and a start-up environment where students could present their findings and engage with stakeholders. The structure of the experiment is explained in the table shown at the end of this evaluation form.</i>
Outcome for the students
<i>The students expressed that it had been a very positive experience to be involved in all steps of the research process and not being assessed by an exam in the end. They appreciated the freedom to perform the project themselves and were happy about the format. They criticized the planning of activities close to exams in other courses.</i>
Outcome for the research
<i>As researchers we had the opportunity to get teaching and research insights we would not have the time nor possibility to obtain otherwise, and to create pilot cases for use in teaching and future project applications.</i>
Interaction between teaching, research and exams
<i>Teaching is part of the research, in the sense as research/teacher, we try to guide the students by sharing our previous experiences, the literatures, the current scholarly debates, etc.</i>

Adapting of the experiment
<i>We had a different framework than planned due to the Covid close-down. As we were not able to meet, we had to perform most of the experiment online. This was a challenge since we had planned to visit all the involved restaurants and do common observations with the students. Moreover, the interactive co-creative roles that we had planned for were rather restricted in the online format. In a future expansion of the experiment with more students, it will be important to meet physically.</i>
Strengths and weaknesses
<i>We experienced a very dedicated team of students that all signed-up for doing extracurricular work with high commitment. Being extracurricular, it was however hard to attract students since most of them feel they cannot set aside time for extra activities than their courses. On the more positive side, the extracurricular setup enable us to operate more freely: we could plan and do according to emergent needs without pressure for testing the students in the end (as also emphasized by students). Although the students did create interesting research results, it was still on a novice level with regard to collecting, analyzing and presenting data. Ambitions of an academic outcome, such as publications, would require more time to qualify the research.</i>
Experienced challenges
<i>The major challenge was the lock-down and online setup, which limited the interaction and data collection, e.g., due to the closing and reopening of the restaurants. It was a mistake to plan activities close to exam periods, which is important to consider in future extracurricular activities.</i>
The most important experience
<i>The most important experience was that by creating a rather loose and open framework allowing for students' perspectives fueled active learning and creativity – i.e., lot of capacity and interest from students as co-creators and research collaborators rather than students.</i>
Will the experiment be conducted again?
<i>The experiment in its recent format (as extracurricular) will only be possible with external support and funding. But some of the learnings from the involvement of students can be incorporated into existing courses that the researchers of the experiment already run. The case descriptions and qualitative study will be used in teaching several courses and may also be the basis for applying more funding for a larger project on the topic. There is still a lot to learn regarding the Covid19 framework and its implications for more sustainable and innovative business.</i>

Detailed description of the structure of the activities

Date	Activity	Participants
5th March 2021	1st seminar: Meeting each other. Discussing the overall topic. Brainstorming on relevant restaurants/food service places to involve. Setting the expectation of students as co-researchers Online	Students (5) Teachers/researchers (3)
9th April 2021	2nd seminar: Discussing initial contacts, creating interview guide and planning for further contact. Qualitative literature shared. Transcription tool introduced Online	Students (5) Teachers/researchers (3)
7th May 2021	3rd seminar: Discussing transcripts (exerpts from interview transcription). Coding exercise. Discussion of initial results and further planning Online	Students (5) Teachers/researchers (3)
11th June	4th Seminar: Discussing results and creating a common knowledge base. What did we find and what does it mean. Which framework is relevant for the findings (theoretical inspirations revisited) Onsite meeting	Students (5) Teachers/researchers (3)
28th June 2021	5th Seminar: Sharing insights. Presenting preliminary findings for a broader audience, in conjunction with another similar project. Onsite meeting	Students (5) Teachers/researchers (3) External presenters (4) Audience (15)
1st July 2021	Meeting I to sum up the learnings and outcomes from the 5 th seminar. Agreement on writing up the cases, following the template that researchers created Onsite meeting	Students (5) Teachers/researchers (3)
October 2021	Meeting II Finalizing The researchers will present the final cases and plan for future publication or research work with students Onsite meeting	Students (5) Teachers/researchers (3)