



<b>Module title</b>	<b>Journal Club “Food and Nutrition Sciences”</b>
<b>Code</b>	F6
<b>Degree Programme</b>	Master of Science in Life Sciences (MSLS)
<b>Workload</b>	3 ECTS Credits (90 h: 32 h contact (= 42 lessons), 58 h self-study)
<b>Module Coordinator</b>	<b>Name:</b> Dr. Franziska Götze <b>Phone:</b> +41 (0)31 910 29 43 <b>Email:</b> <a href="mailto:franziska.goetze@bfh.ch">franziska.goetze@bfh.ch</a> <b>Address:</b> Berner Fachhochschule, HAFL, Länggasse 85, 3052 Zollikofen
<b>Lecturers</b>	<p><u>Specialisation Food, Nutrition and Health</u></p> <ul style="list-style-type: none"> <li>• BFH-HAFL: coordinated by Dr. Franziska Götze (Consumer Behaviour) and Dr. Evelyn Markoni (Sustainable Food Consumption), Dr. Katrin Kopf (Food Processing), Dr. Carlotta Sartori (Fermentation), Dr. Lindsey Norgrove (Introduction)</li> <li>• HES-SO Sion: coordinated by Dr. Wilfried Andlauer (Bioactives)</li> <li>• BFH-Health: coordinated by Dr. Franziska Pfister and Dr. Leonie Bogl (Public Health Nutrition)</li> </ul> <p><u>Specialisation Food and Beverage Innovation</u></p> <ul style="list-style-type: none"> <li>• ZHAW: coordinated by Dr. Claudio Beretta (Sustainability and Foodwaste)</li> </ul> <p><u>Specialisation Viticulture and Enology</u></p> <ul style="list-style-type: none"> <li>• HES-SO Changins: coordinated by Laure van Gysel</li> </ul>
<b>Entry Requirements</b>	Before the module begins, students will be asked to go through 30 selected papers (uploaded on Moodle) and decide on which of them they would like to conduct an in-depth study and prepare a presentation. Preferences (1-6) should be listed in the provided excel file and emailed to the module coordinator by 20 August 2020. ( <a href="mailto:franziska.goetze@bfh.ch">franziska.goetze@bfh.ch</a> ).
<b>Learning Outcomes and Competences</b>	After completing the module, students will be able to: <ul style="list-style-type: none"> <li>• Grasp the main ideas of a scientific publication</li> <li>• Identify novelties in approach, methods and results</li> <li>• Describe to peers the conclusions and their relevance to the scientific community</li> <li>• Critically reflect on the above</li> <li>• Understand meta analyses</li> </ul>

<b>Module Content</b>	<p>Scientific personnel from the three Universities of Applied Sciences (BFH, HES-SO, ZHAW) select recent peer-reviewed papers from their fields of specialization that are meaningful to a wider public. Papers are grouped into several themes (one per day) and participating lecturers take over responsibility for entire themes.</p> <p>Each student chooses a paper of her/his interest for in-depth study and prepares a 15- to 25-minute presentation. However, all students will read all the to-be presented papers as preparation for the scientific debate in class. Furthermore, each student will act as discussant in one of the presentations, preparing critical questions.</p> <p>The module is structured as follows into seven sessions:</p> <ol style="list-style-type: none"> <li>1) Introduction: The idea of the journal club, the process of scientific publishing (incl. peer review), etiquette in scientific debates, teamwork contract, presentation skills (<i>this part of the module will be held together with the participants of module E1 “Journal Club Environmental and Natural Resource Sciences”</i>); tasks and responsibilities of students, allocation of papers (9:45 am – 3:45 pm).</li> <li>2) Reading and local/distant coaching (students stay in their home school; the lecturers for each theme are available during 30 minutes per student for her/his questions; the module coordinator is available via Skype).</li> <li>3-7) Journal club in the narrow sense with the following structure (moderation by the lecturer responsible for the theme of the day) (tbd; approx. 9:00 am – 4.50 pm): <ol style="list-style-type: none"> <li>a) Morning test (20’, multiple choice, on Moodle) on the papers of the day,</li> <li>b) Introduction by the lecturer responsible for the theme,</li> <li>c) Student presentations (15’-25’, depending on the number of participants) and discussion (15’ each).</li> </ol> <p>For each paper, the discussant gives her/his individual arguments in the discussion.</p> <p>The lecturer responsible for the theme corrects for each paper any wrong concepts presented by the students.</p> <ol style="list-style-type: none"> <li>d) Wrap-up by the lecturer: What are the links and cross-cutting issues between the papers? What can we learn from the debates?</li> <li>e) Overall wrap-up and evaluation.</li> </ol> </li> </ol>
<b>Teaching / Learning Methods</b>	<ul style="list-style-type: none"> <li>• Self-study</li> <li>• Lectures and expert inputs</li> <li>• Seminar-type teaching</li> </ul>
<b>Assessment of Learning Outcome</b>	<ol style="list-style-type: none"> <li>1. Morning tests (on Moodle, open book exam, the results of the 3 (out of 5) best tests count) (30%)</li> <li>2. Presentation (50%)</li> <li>3. Performance as discussant (20%)</li> </ol>
<b>Format</b>	7-weeks

<b>Timing</b>	Autumn semester, CW 38-44
<b>Venue</b>	Bern
<b>Bibliography</b>	<p>Pre-course material:</p> <ul style="list-style-type: none"> <li>• The papers that the students will analyse will be uploaded on Moodle by CW 32</li> <li>• Luederitz C, Meyer M, Abson DJ, Gralla F, Lang DJ, Rau AL, von Wehrden H, 2016. Systematic student driven literature reviews in sustainability science—an effective way to merge research and teaching. <i>Journal of Cleaner Production</i>, 119, 229-235.</li> </ul>
<b>Language</b>	English
<b>Last Update</b>	27.02.2020