Module title	**Journal Club "Food and Nutrition Sciences"**
Code	F6
Degree Programme	Master of Science in Life Sciences (MSLS)
Workload	3 ECTS Credits (90 h: 32 h contact (= 42 lessons), 58 h self-study)
Module Coordinator	**Name** Dr Franziska Götze Dr Evelyn Markoni **Phone** +41 (0)31 910 29 43 (F. Götze) +41 (0)31 910 22 37 (E. Markoni) **Email** franziska.goetze@bfh.ch evelyn.markoni@bfh.ch **Address** Bern University of Applied Sciences BFH, School of Agricultural, Forest, and Food Sciences HAFL, Länggasse 85, 3052 Zollikofen, Switzerland
Lecturers	Specialization Food, Nutrition and Health • BFH-HAFL: coordinated by Dr Franziska Götze (Consumer Behaviour), Dr Evelyn Markoni (Sustainable Food Consumption), Dr Lindsey Norgrove (Introduction), Dr Lisamaria Bracher & Daniel Heine (Bioconversion and Protective Cultures) • HES-SO Sion: coordinated by Dr Wilfried Andlauer and Dr Wolfram Brück (Bioactive compounds) • BFH-Health: coordinated by Dr Franziska Pfister and Dr Leonie Bogl (Public Health Nutrition) Specialization Food and Beverage Innovation • ZHAW: coordinated by Dr Claudio Beretta (Sustainability and Foodwaste) Specialization Viticulture and Enology • HES-SO Changins: coordinated by Dr Liming Zeng
Entry Requirements	Students will be asked to read the selected 30 papers (uploaded on Moodle) before the start of the module and decide on which of them they would like to conduct an in-depth study and prepare a presentation or discussion. Preferences (1-6) should be listed in the provided excel file and emailed to the module coordinator, Evelyn Markoni, at least two weeks before the start of the module. A self-test will be made available on Moodle similar to the morning tests, so that students can get used to the format.
Learning Outcomes and Competences	After completing the module, students will be able to: • Grasp the main ideas of a scientific publication • Identify novelties in approach, methods and results • Describe to peers the conclusions and their relevance to the scientific community • Critically reflect on the above • Understand meta analyses

Module Content	Lecturers from 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. Students choose a paper of their interest for in-depth study and prepare a presentation. Yet, all students read all 30 papers as preparation for the scientific debate in class and further students act as discussants, preparing critical questions. The module is structured as follows into seven sessions: 1 Introduction: The idea of the journal club, the process of scientific publishing (incl. peer review), etiquette in scientific debates, presentation skills, systematic reviews and meta-analyses (*this part of the module will be held together with the participants of module E1)*; tasks and responsibilities of students, allocation of papers. 2 Reading and online coaching (students stay in their home school; the lecturers for each theme are available remotely during 30 minutes per student for questions; the module coordinator, Evelyn Markoni, is available remotely). 3-7 Journal club in the narrow sense with the following structure (moderation by the lecturer(s) responsible for the theme of the day) a) Quiz (20', multiple choice) on the papers of the day (min. 5 papers). b) Introduction by the lecturer(s) responsible for the theme. c) Presentations and discussions for each paper, discussants give their individual arguments in the debate. The lecturer(s) correct(s) for each paper any wrong concepts presented by the students. Detailed feedback will be sent to the students after the module. d) Exercises and group work (depending on the number of students). e) Wrap-up by the lecturer(s): What are the links and cross-cutting issues between the papers? What can we learn from the debates? f) Overall wrap-up and evaluation (week 7 only).
Teaching / Learning Methods	• Self-study • Lectures, expert inputs and group work exercises • Seminar style for sessions in week 3-7
Assessment of Learning Outcome	1. 5 quizzes (individual, open-book). The results of all quizzes count. (30%) 2. Presentation (50%) 3. Performance as discussant (20%)
Format	7-weeks
Timing	Autumn semester, CW 38-44
Venue	Blended learning format. Presence sequences take place in Olten
Bibliography	Pre-course material: • 30 publications will be uploaded on Moodle four weeks before the start of the module. • 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. Journal of Cleaner Production, 119, 229-235**.**
Language	English
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