

Study and Development Fellowship Fall 2020
University of Guelph

Dear Study and Development Fellowship Committee,

My goal for the fellowship period was to explore more deeply various aspects of multidisciplinary teaching in the areas of food, environment and development. More specifically, I had three goals for the fellowship period. The first was to explore the academic literature on the scholarship of teaching and learning in multidisciplinary social science contexts. Second, I was to think creatively and compile a collection of techniques and activities that could be adopted in classrooms for engaged learning. Finally, I was to submit a journal article targeting Geography Compass: Teaching and Learning Guide. I will expand on these below.

1) Explore the academic literature on teaching in multidisciplinary contexts:

I conducted a desk based review of books, articles and websites that touched on teaching in multidisciplinary classrooms. This was very productive when searching for new techniques and ideas for engaging students. It also assisted me in thinking through how I would like to engage students on topics related to food, environment and development. I explored the literature on topics specifically that focus on food or the environment or multidisciplinary teaching more generally. This was a very productive exercise to have the opportunity to read more in the area of pedagogies and teaching.

I also found that it was important to look beyond academic material to see what actors are working on when considering challenges related to food, the environment and development. This was especially important during the pandemic to follow changes underway globally. I attended two conferences virtually in the Fall. The first was the Climate Underground conference. Here, farmers practicing regenerative agriculture, chefs, policy makers, academics and people working on advocacy discussed how the pandemic was impacting food systems and ways forward also considering climate change. The second was a series of events held by the EAT foundation that focused on sustainable consumption of healthy and nutritious food. Both are science-based global platforms to explore current issues affecting our environment and food systems. During these events I was able to refresh and discover current work and initiatives that students may be interested in knowing more about in the courses that I instruct.

2) Think creatively and compile a collection of techniques and activities that could be adopted in classrooms for engaged learning:

For this goal I was fortunate in the fall to begin working with the Community Engaged Scholarship Institute (CESI) to develop my winter courses with a community engaged learning (CEL) component. I have taught courses with a CEL learning component in the past but COVID-19 presented a new set of challenges in this area.

For a third year food security course I am instructing the students in W21 will be working on developing a literature review for Wellington-Dufferin-Guelph Public Health in four thematic areas related to nutritious food access, food knowledge and skills and the marketing and promotion of nutritious foods. Due to the pandemic, many public health workers were pulled from their regular duties to take on other more pressing tasks. Working with Public

Health was a very exciting course re-design opportunity to think through the community needs on the topic and while also making a literature review exciting for students. I developed a set of individual and group assignments students will be working on throughout the term to meet course objectives and WDG Public Health needs. Students will be presenting their findings virtually to Public Health in the spring.

In the qualitative methods course I am instructing, we are partnering with the Canadian Federation of University Women (CFUW). CESI has worked with CFUW for a number of years and students in my methods course will be collecting data for CFUW and CESI for an ongoing research project. Students will be conducting virtual interviews and gathering data for the development of future programs. Students will also have the opportunity to develop research proposals in areas that CFUW have identified as priority areas for future programming. Students will also be able to attend workshops at CESI for this project. The data collected will be a small part of the International Women's Day celebration organized by CESI. This is an exciting opportunity for undergrad students interested in doing research for an organization while also practicing research methods and gathering real data.

I am further developing collection of classroom activities, assignments and readings for social science courses focusing on food, environment and development issues in the 21st century. I will have the opportunity during the winter term to practice and further refine these activities before submitting a Learning and Teaching Guide (please see below).

3) Submit a Learning and Teaching Guide for Geography Compass

For this goal, I worked with the editor of Geography Compass and the section editor of the journal on development. We discussed the submission and process. For timelines, I will be submitting a guide on teaching in the areas of food, environment and development in May for spring publication.

I want to thank the committee for providing me the opportunity to pause and reflect on my teaching and further develop ideas and techniques in the classroom. This moment to think creatively about teaching was welcome when also developing ways of teaching in online environments. I also feel that the Fellowship provided me an opportunity to enter the classroom 'environment' refreshed and excited to cover new topics and techniques I found during the research period.

All the best,

Dr. Lauren Sneyd, PhD