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 **Phone** +41 (0)31 910 29 43 **Email** franziska.goetze@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 Katrin Kopf (Food Processing), Dr Carlotta Sartori (Fermentation) • 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 Laure van Gysel and Melanie Weikert
Entry Requirements	Before the module begins, students will be asked to go through 25-30 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 at least two weeks before the start of the module. (franziska.goetze@bfh.ch). 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	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. 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. 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, teamwork contract, presentation skills *(this part of the module will be held together with the participants of module E1 "Journal Club Environmental and Natural Resource Sciences")*; tasks and responsibilities of students, allocation of papers 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 MS Teams). 3-7 Journal club in the narrow sense with the following structure (moderation by the lecturer responsible for the theme of the day) a) Morning test (20', multiple choice, on Moodle) on the papers of the day (min. 5 papers), b) Introduction by the lecturer responsible for the theme, c) Student presentations (15'-25', depending on the number of participants) and discussion (15' each). For each paper, the discussant gives her/his individual arguments in the discussion. The lecturer responsible for the theme corrects for each paper any wrong concepts presented by the students. A detailed feedback will be sent to the students after the module. d) Wrap-up by the lecturer: What are the links and cross-cutting issues between the papers? What can we learn from the debates? e) Overall wrap-up and evaluation.
Teaching / Learning Methods	• Self-study • Lectures and expert inputs • Seminar-type teaching
Assessment of Learning Outcome	1. Morning tests (on Moodle, open book exam, the results of all tests count) (30%) 2. Presentation (50%) 3. Performance as discussant (20%)
Format	7-weeks
Timing	Autumn semester, CW 38-44
Venue	Bern and/or online

Bibliography	Pre-course material: • The papers that the students will analyse will be uploaded on Moodle by CW 32 • 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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