



Università di Scienze
Gastronomiche di Pollenzo

University of Gastronomic Sciences of Pollenzo

Università degli Studi di Scienze Gastronomiche (Pollenzo)

PRIN 2015 “Cucina politica. Il linguaggio del cibo tra pratiche sociali e rappresentazioni ideologiche”

Educare attraverso il cibo: modelli e pratiche tra Università e Comunità
Educating through Food: Models and Practices between the Universities
and the Communities

20/21 giugno 2019, Pollenzo

Aula Miroglio – Corte Albertina

20 June

9:30

Welcome Speech

Prof. Andrea Pieroni, Rector of the University; Prof. Nicola Perullo, Scientific Director of the Meeting

10:00 (1st part)

Education in the University and in Diplomacy

Prof. Jan Masschelein

University pedagogy as ‘frontline’

The actual university cultivates mainly a “trickle-down epistemology”, assuming that its research results – progressively through education and training, then through outreach and extension – would trickle down, ideally leading to the construction of a shared worldview. Such trickling down does not work. Latour suggests a radical reorientation:

what used to be called *pedagogy* is no longer the last but the *first frontline*. Which does not imply to neglect basic research. But it means that public engagement is no longer something to be added once basic research has been completed. Both have to be linked from the beginning and this requires invention and experimentation with new forms of university pedagogy; that is, her power to study and think. In my contribution, I could briefly sketch one of our experiments with study practices where researchers and students disclose and compose together ‘fields of study’ (rather than reproduce a discipline).

Prof. Leszek Koczanowicz

Non-consensual dialogue and the concept of taste

We will discuss the implications of non-consensual dialogue for the concept of taste. Drawing on Bakhtin’s notion of dialogue, I developed the idea of non-consensual dialogue as dialogue, which leads, not to consensus but to better understanding. After presenting this idea, I will proceed to examine the relationships between such understood dialogue and the concept of taste.

Prof. Lorenzo Kihlgren Grandi

Enhancing local food-branding strategies: the impact of city networks

Over the last few years, several municipalities from all over the world have been deploying branding campaigns centered on their local cuisine. These initiatives generally aim at improving the city’s perception among internal and foreign audiences while supporting a sustainable growth in the local food and tourism sectors. Two international networks gather cities identifying gastronomy as a tool for branding and sustainable development: the UNESCO Creative Cities Network and Cittaslow. While strengthening their members’ food-branding strategy, these networks include a clear knowledge transfer goal, in the form of peer-to-peer learning. Through a comparative approach on a selection of case studies, the contribution will identify and assess the modalities of such knowledge transfer within the two networks.

11:00

Roundtable discussion

11:30 (2nd part)

Educational Models between History and Philosophy

Prof. Massimo Montanari (*in Italian with simultaneous English translation*)

Monastic rules and work in the kitchen. Training in discipline and concentration

The kitchen is a functional place for the preparation of food, but it is also a teacher of life: it teaches order,

logic, rigor, method; teaches how to coordinate one's work with that of others; teaches respect for things and people. All this, today theorized by the followers of team building, has been practiced for centuries within the monastic communities, which have thought of the kitchen as a place to prepare for the construction of collective identity.

Prof. Antonella Campanini (*in Italian with simultaneous English translation*)

Write about food to educate about food. Some reflections around Platina's 'De honesta voluptate'

In the second half of the fifteenth century, the treatise '*De honesta voluptate et valetudin'e*' by Platina was born. Conceived by the author as a sort of manual to live pleasantly and in good health, it contains notions of ancient medicine, philosophy and history, but also Maestro Martino's recipes, in turn composed in a didactic form, which, for the genre gastronomic (at least in Italy), was still unknown. The overall impression, supported by some statements by Platina himself, is that all the elements provided must contribute to a form of food education for the reader, which inaugurates a completely new genre in the panorama of culinary writing.

Prof. Dorota Koczanowicz

Food as a vehicle of education

Even though the founder of pragmatist aesthetics, John Dewey, is not associated with food studies, reflections on food making and sharing and on gastronomic experience recur meaningfully throughout his writings. One can interpret the relationships among food/eating, culture, education and aesthetics in Dewey's writings within two frameworks. One of them is rooted in education theory and is closely connected to the school Dewey set up in Chicago. Dewey deeply believed that food cooking and sharing were relevant to and should be made an explicit part of educational processes. The other interpretive framework is anchored in Dewey's aesthetic theory. In this respect, I find the passages of *Art as Experience*, which are devoted to culinary practices, highly illuminating. Examples from gastronomy often serve as illustrations of Dewey's philosophical insights and as models of his central aesthetic concepts.

12:30

Roundtable discussion

13:00

Lunch break

15:30 (3rd part)

Ongoing Projects with Food Education

Prof. Gianfranco Marrone

The Cucota project: State of the Art

We are going to show and discuss the experience of an ongoing research project on education of taste in European hotel school, which was founded by an Erasmus+ programme. The project, led by University of Palermo, involves also Kaunas and Sofia Universities and aims to create a multilingual handbook of Culture and Communication of Taste (the acronym is CU.CO.TA). The project involves not only university staff of all the three countries, but also school teachers, who have been trained to new contents and teaching approach, and students, who have experienced new forms of learning. Now the research project is halfway.

Prof. Nicola Perullo

“Education is about lighting a fire, not about filling a pail” (Yeats)

Designing a different teaching-learning system at University of Gastronomic Sciences

The University of Pollenzo created 15 years ago an educational model that intended to open up an institutional and academic space for food, intended as “Gastronomy” in our peculiar sense of the word. This space contributed to design something new, for sure. I would like to point out that it is time now to dare more: we have been focused too much on the “content” of teaching and learning and poor attention has been given to how – the form, the ways in which knowledge is made.

Prof. Paola Migliorini

Facilitating transformation and competence development in university education of Gastronomic Sciences: an experiential and action oriented approach in Agroecology

Within the NEXTFOOD H2020 research project context, we have developed at UNISG an action-oriented approach in Agroecology. This implies a change of approach in pedagogy: from teachers and students to facilitators and learners. Action learning is targeted at improving core competencies such as participation, dialogue, reflection, visioning and observation. In order to track the progress, students are asked to self-assess themselves and to evaluate their competencies from 1 to 9 with a test. Students do it before and after study-trips and we already observed statistical improvements. Moreover, we are developing the UNISG Gardens as an experiential learning arena where we practice agroecology and maieutical approach.

16:00

Roundtable discussion

16:30 (4th part)

Ecology, Education and School

Dr. Adriana Bosio and Maria Gagliano

FIND IT, COOK IT, EAT IT – Food Education for Children

Approaching food at school is a practice of mutual discovery. Children's literature and outdoor experiences can guide children to find out where and how to look for food, to harvest it, with which instruments, how to process it and combine ingredients, how to taste it and eat together. The shared experience of going through these processes builds relationships and competencies. Food consumption is both a physiological need and a tool to acquire key competences such as problem solving, learning how to learn and learning how to plan. The sensory universe of food is so deeply rooted in a child's experience that leads to learning processes of embodied cognition.

Dr. Chiara Flora Bassignana

A Blade of Grass – Community Experiments of Food Education

In the Province of Turin in the last decades there has been the flourishing of many co-housing and communitarian experiences, where new ways of inhabiting cities and of being citizens and consumers could find space for exploration. Food can be a crucial aspect to start re-inventing strategies of being, living, connecting and consuming, as shown by the story of the community "Filo d'Erba-Blade of Grass" of Rivalta di Torino. Community ovens, gardens, community supported agriculture, can share rooted, isolated habits of consumerism and trigger processes of involvement, synergy and support among people, towards more environmentally and socially sustainable paths. The experience of Filo d'Erba highlights how food can be an extraordinary tool of intergenerational and intercultural exchange as well as mutual education.

Ninni Sødahl

Gently facing the blank canvas – the art of sensing from the field

On aesthetic and art-based approaches re-connecting our sense of being part of The Living System at large – and – building the capacity to shift 'from ego to eco awareness'. Introducing processes of; connecting to intrinsic motivation, enhancing the sensibility of listening to The System, experiencing oneself as a co-creative part of The System and enacting from a deeper sense of what the inner and outer system is calling for. Basically asking oneself: *'What would Life call for – when calling for the best in You' – as educator, researcher, student, practitioner ... as parts of organizations, institutions, groups, communities.*

17:30

Roundtable discussion

21 June: Making-sense of Education

09:30

Meeting at the Edible Garden

(University of Gastronomic Sciences)

10:00

**Sensing into what is about to emerge – an intuitive and aesthetic exploration
with Ninni Sødahl**

11:00

Conclusion