



Lomonosov Moscow State University

# Eurasian Center for Food Security

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## ECFS Offers a Training Opportunity Aimed at Improving Food Policy Knowledge Transmission

Please discover the teacher’s training course that ECFS offers to university lecturers from the Eurasian region. This is the third two-week train-the-trainer course for lecturers wishing to expand their teaching skills in the use of the policy-relevant case study methodology, as well as teaching skills needed for effective distance learning.

Participation in the training is also an opportunity to become part of the food security teachers’ community. In the second article of the Newsletter, we speak about 14 alumni from the previous train-the-trainer workshops who gathered online to share their experiences teaching online techniques and tools to enhance learning in their classrooms.

The Event Calendar 2021 has also been updated; some events that had been announced earlier have been moved online or dates have changed.

After two very successful trainings, conducted in January and December 2020, the Eurasian Center for Food Security (ECFS) has the pleasure of inviting applications to participate in a third, two-week train-the-trainer online course for university professors and lecturers wishing to expand their teaching skills in the use of the policy-relevant case study methodology. This course will also focus on teaching skills needed for effective distance learning.

**Place:** Virtual through Zoom and the Moodle platform of the Armenian National Agrarian University

**Date:** April 12–23, 2021

**Please submit your applications before April 1, 2021**

**What to expect of the April 2021 course.** The two weeks of online sessions and activities spread out on alternating days (that is, every other day) will bring participants up to speed on a policy-relevant case study experience based on a

selected food policy theme of the day. The course will be taught by Derrill D. Watson and James E. Gentry, both experts in the use of case study methods.

**Derrill D. Watson** received his PhD in Economics from Cornell University under the guidance of Per Pinstrup-Andersen. He studied the social entrepreneurship teaching approach under Pinstrup-Andersen's tutelage. He has continued working in faculty development at Tarleton State University in Texas, first as a Faculty Fellow at the Center for Instructional Innovation and now as Chair of the Department of Accounting, Finance, and Economics. His research focuses on the political economy of food policy and effective teaching methods.

**James E. Gentry** is a professor in the Department of Curriculum and Instruction at Tarleton State University. He primarily teaches literacy and special education classes. Since 2016 he has served a split position as a faculty member and as the Associate Director of the Center for Instructional Innovation (CII). He is also the Director for Instructional Development and Course Design at the university's new Center for Educational Excellence.

Participants will gather online each Monday, Wednesday, and Friday for a two-hour learning experience via Zoom. Additionally, video and written materials will be available via Moodle platform and assigned to participants each Tuesday, Thursday, and Saturday between live sessions. By the completion of the course, participants will have created a video demonstrating their mastery of the course materials and receive feedback from peers and instructors.

**Course objectives.** Throughout the course, participants will be active learners and engage in role play to experience the case study teaching methodology from both the trainer and trainee perspectives. A considerable amount of group work in preparation for the sessions will be required by participants.

The participants are expected to introduce the policy-relevant case study methodology in their teaching and instruction in their home universities. To this end, a special syllabus development workshop will be provided individually to each participant to develop and/or receive feedback on the syllabus.

The course will be based around the existing set of case studies [published by ECFS](#). On completion of the course participants will:

- ✓ Be familiar with online teaching techniques and tools to enhance learning and the expression of that learning;
- ✓ Have a clear understanding of the benefits of using the case study methodology in university teaching;
- ✓ Have experienced the case study methodology as both teacher and student;
- ✓ Be able to prepare and deliver a case study session for use with students in both online and offline formats;
- ✓ Be committed to using the case study methodology in their future teaching work;
- ✓ Expand their professional network; and
- ✓ Receive the course certificate of completion.

**Participation requirements.** Participants must be currently employed by an educational institution (professors, assistant professors, associate professors, lecturers, or docents) and be actively involved in teaching courses related to food and nutrition policy at the undergraduate or postgraduate level. Applications from Armenia, Belarus, Kazakhstan, the Kyrgyz Republic, Russia, Tajikistan, and Uzbekistan are welcome. A working knowledge of English, both written and conversational, is required. All sessions will be in English with no translation provided. Participants must have access to an internet connection and a computer with video-conferencing capabilities (camera, microphone, headphones/speakers). Participation in the training is free.

To learn more about the application process and apply for the training, please follow [the link](#).

# Shaping a Platform for University Teachers to Share Best Food and Nutrition Security Teaching Practices

By Dariiga Chukmaitova

During a two-hour meeting on March 3, 2021, 14 alumni from two train-the-trainer workshops (in Moscow, face-to-face in January of 2020, and online, in December of 2020) shared their experiences teaching online techniques and tools to enhance learning in their classrooms.

The meeting started with a quick overview of ECFS current activities and future plans provided by **Roman Romashkin**, ECFS Deputy Director. **Derrill Watson** and **James Gentry**, training instructors, provided a recap of what alumni learned during previous workshops, and they shared some new teaching techniques that could be used in the future.



The meeting was structured in an interactive way with networking activities and breakout rooms, which facilitated more engaging discussion among participants about their experiences teaching active-learning methods. There was also a group discussion held about an opportunity to introduce case study methodology in their syllabi and teaching, as well as challenges experienced in doing so.

The objective of the call to expand participants' network has been achieved, and their commitment to using the case study methodology in their continuous teaching has been strengthened. Among the main outcomes of the

meeting was a confirmation that all the workshops' alumni used case study methodology and active online teaching techniques in their teaching. They found the techniques very useful when teaching and engaging with students. Upon completion of the workshops, they delivered a case study methodology session for their colleagues about benefits of using the methodology in teaching and encouraged those colleagues to start using these techniques as well. They have also started working toward including case study methodology in their syllabi and have general support from their universities' administrations to do so, but need more time to fully introduce the case study methodology in their universities because more faculty require the opportunity to participate in [such trainings](#).



We are also happy to share a success story of one of the workshop participants, **Marina Li**, Tashkent Institute of Irrigation and Agricultural Mechanization

Engineers, who was presented with an award for one of the Most Active Female Scientists of the Year in 2020 for her contribution to teaching and research. Marina Li herself said that receiving this award was possible only because of the opportunity she had to participate in the train-the-trainer workshop that provided her with knowledge of case study methodology and active online teaching techniques. During the alumni meeting Marina Li kindly shared her insights with her peers, who found them useful while teaching online during the challenging time of COVID.

## Event Calendar 2021

Date	City, Country	Event
January 12– June 17	ONLINE	<a href="#">Agricultural and Resource Economics Seminar, hosted by Marc Bellemare or Jeffrey Bloem</a>
April 1	ONLINE	<a href="#">IFPRI Policy Webinar: Tackling Child Undernutrition at Scale: Insights from National and Subnational Success Cases</a>
April 19–22	ONLINE	<a href="#">FAO Global Symposium on Soil Biodiversity</a>
June 21–23	ONLINE	<a href="#">8th World Congress on Conservation Agriculture (8WCCA)</a>
August 23–27	ONLINE	<a href="#">EUROSOIL 2021</a>
October 27–29	Tashkent, Uzbekistan	<a href="#">FAO Global Symposium on Salt-Affected Soils</a>
November 1–12	Glasgow, United Kingdom of Great Britain and Northern Ireland	<a href="#">Glasgow Climate Change Conference (COP26 UN climate change conference)</a>
December	Tokyo, Japan	<a href="#">Nutrition for Growth Summit</a>