

University of Guelph
**Ideas Congress:
Feeding 9 Billion Ideas
Fall 2016**

Timing

Wednesdays 5:30-7:30pm
Room: MCKN 312

Introduction

Our planet is predicted to host a population of 9 billion people by 2050. There is tremendous urgency to improve global food systems if we are to provide nutritious and adequate diets for this population in a sustainable and equitable way. Today's food system is in many ways flawed, but these numerous shortcomings simultaneously present opportunities for change and improvement. This seminar begins with a weekend-long facilitated workshop that will start students brainstorming about solutions and then develops these ideas during the semester. Working across disciplines, students in this course learn the skills of innovation and social entrepreneurship to develop creative solutions to food security issues, ultimately becoming the next generation of change-makers.

Contact information

Instructors:

1. Evan Fraser (frasere@uoguelph.ca)
2. Shoshanah Jacobs (sjacob04@uoguelph.ca)
3. Dan Gillis (dgillis@uoguelph.ca)
4. Kelly Hodgins (hodginsk@uoguelph.ca)
5. Teaching Assistant: Lucas Bramberger (lbramber@uoguelph.ca)

Learning Outcomes:

1. Develop an innovative solution to a contemporary food security problem
2. Recognise, respect, and effectively communicate to all members of our community
3. Critically evaluate the merit of ideas and support others in their development

Style of Teaching

ICON instructors will take a student-centered active learning approach to teaching the principles of the innovation process and knowledge translation and transfer. Therefore, there will be no lecturing. Students are expected to take an active role in their learning, to participate in activities, to take intellectual risks, and to support others in doing the same.

Readings

Prior to the Feeding 9 Billion Challenge Weekend, students are expected to complete the assigned pre-reading and watch the video assigned. This will ensure that everyone attends the weekend with a strong ability to contribute fully and collaborate to their fullest capacity. After this time, readings and research will be determined by the students, relevant to their project.

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, ID#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

The last date to drop one-semester courses, without academic penalty, is November 4 2016. For [regulations and procedures for Dropping Courses](#), see the [Undergraduate Calendar](#).

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.uoguelph.ca/csd/>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar .

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Evaluations

This course will be assessed in the following ways:

Individual Assessment:

1. Participation at Challenge Weekend (5%)
2. Assignment 1: communication exercise, submitted as four 250-word essays or four 2.5 minute videos (15%)
3. Assignment 2: Quality, constructive feedback provided to other groups on midterm project presentations (20%)
4. Final research essay drawing on academic literature, outlining the problem and explaining the innovative project developed over the term to address this problem (35%)

Group Assessment:

5. Pitch presentation at the end of the Feeding 9 Billion Challenge Weekend (5%)
6. Midterm presentation: Your group will present your project and the progress you have made on it since the initial pitch at the F9B Challenge Weekend. You will receive constructive feedback on from the other groups (10%)
7. Final submission: a complete, quality pitch, application, or other relevant submission to the group's chosen external competition (10%)

Outline of content

			READING	Students should:
10 Sept	Context	Unique logistics of course, expectations, discussion from last year's cohort Prep for Challenge Weekend	Essential Readings: Watch: " Introducing Solutions to the Global Food Crisis " Read: https://thewalrus.ca/how-to-feed-nine-billion/	

17-18 Sept	Challenge Weekend	Event runs 10am Saturday until approximately 2:30pm Sunday. Details will be provided in advance of the event, but be prepared to spend the whole weekend with us		Attendance is mandatory
21 Sept		Debrief from Challenge Guest: the Making Box Set up Assignment 1		
28 Sept		Exposure to external opportunities: Guest presentations		Assignment 1 due on CourseLink
5 Oct		No Class: Students working in their groups independently	Review "Onwards & Upwards" Toolkit for ideas of further competitions/ opportunities	Team Work Plan Due Select appropriate external competition/ opportunity to submit to.
12 Oct		Group Check-in Meetings with instructors		Revised Work Plan due 48 hours after check-in meeting
19 Oct	Midterm	Group presentations on refined & developed proposal Teams deliver constructive feedback to peers		Group Presentations
26 Oct				Assignment 2 (feedback to peers) completed in class
2 Nov		No class: Students working in their groups independently		
9 Nov		Whole class meeting	Be prepared to discuss "Why is my project appropriate? What are the components of our submission?"	
16 Nov		No class: Students working in their groups independently		
23 Nov		Meeting to update class on progress and address last minor challenges		
30 Nov		No class: Students working in their groups independently		

5-16 Dec	Exam Week	Symposium: groups showcase the submission they have prepared for external opportunity	Specific timeslot determined by Doodle poll	Final Essays Due Students submit and publicly present the submission they have presented for external competition
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Our approach to teaching requires you, the student, to take responsibility for your learning. You must be aware of your strengths and weaknesses, you must seek out opportunities to learn, and you must support your fellow students in their process.

The instructors will be available to you but will rarely seek you out to make sure that you are doing your work. Therefore, you must keep in touch with them, update them, ask them for support. This process will provide you with a customized learning experience that meets your needs rather than a 'cookie cutter' approach that can cause isolation.