Danish University Colleges

Food Entrepreneur
- simulate the life of entrepreneurs
Ramsgaard, Michael Breum; Christensen, Marie Ernst; Matzen, Peter

Publication date:
2014

Document Version
Pre-print: The original manuscript sent to the publisher. The article has not yet been reviewed or amended.

Link to publication

Citation for published version (APA):

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FOOD ENTREPRENEUR

- simulate the life of entrepreneurs.

**INTRODUCTION**

Setting for project:
Food Entrepreneur is an elective course (3.5 ECTS) and was initiated at a Bachelor’s Degree Program in Nutrition and Health, VIA University College, Aarhus, Denmark in September 2013. 22 students participated in the fulltime 40 hours pr week scheduled entrepreneurial course.

Aim and methods for project:
The project investigates the learning outcome and the identity work going on at the course in a setting that provides opportunities to develop new activities, products and knowledge within the food and health industry. The study is based on qualitative interviews with five participants from the course, observation and case study.

Conclusions from Food Entrepreneur:

Important factors for the course design:
- Action, experience-oriented and participatory teaching
- Real life problems and personal projects
- Personal learning processes that creates involvement and higher motivation
- Support for individual and group reflection
- Meeting supporting role models

The project highlights:
- The importance of taking reflection processes into consideration when facilitating and guiding students in developing business concepts
- The need for a better understanding of identity work which is by students both described as a crisis and reflected as a transformative learning process

**PROJECT SPONSORS**

Present for real clients
Real projects and concepts
Support of reflection

**STUDENT PERSPECTIVE**

"(…) the teacher initiate reflection (…) my learning process is in focus. Why I have taking so many steps."

"It is now obvious that I have to work with my identity and to realize how to continue…"

"It is important to meet people (stakeholders) that challenge me to get a sense of reality. I am really unexperienced and now I know, that I have to work even more and get further experiences.”

**LEARNING OUTCOMES**

- Students have worked with specific ideas, projects and concepts.
- Students have been inspired and see new opportunities within the food and health industry.
- Students have discussed and related critically to development of new activities, products and knowledge in the food and health industry.
- Students can reflect opportunities and barriers for implementation of new ideas and concepts.
- Students can discuss and relate critically to development of new activities, products and knowledge in the food and health industry.
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- Students can discuss and relate critically to development of new activities, products and knowledge in the food and health industry.
- Students have gained an understanding for innovation as a process to work with new knowledge and generation of new ideas.
- Students have experienced a working environment similar to that of a real entrepreneur.

**FURTHER RESEARCH AND QUESTIONS**

- Meaningful actions and qualitative experiences
- Identity work in entrepreneurship education
- Learning by doing entrepreneurship
- Transformative entrepreneurial learning
- Experimental course design in entrepreneurship
- Qualified reflection-in-action

**CONTACT INFORMATION**

MICHAEL BREUM RAMSGAARD
mbr@viauc.dk
VIA University College, Denmark

PETER MATZEN
matz@viauc.dk
VIA University College, Denmark

MARIE ERNST CHRISTENSEN
mec@viauc.dk
VIA University College, Denmark

More information at:
www.foodentrepreneur.dk