Food Entrepreneur
- simulate the life of entrepreneurs

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FOOD ENTREPRENEUR
- simulate the life of entrepreneurs.

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:

In this project students develop new activities, products and knowledge within the food and health industry. The project investigates the learning outcome and the identity work which is by students both described as a crisis and reflected on as a transformative learning process.

The project highlights:
- The need for a better understanding of identity work in developing business concepts.
- The importance of taking reflection processes into consideration when facilitating and guiding students.
- Students have gained an understanding for innovation as a process to work with new knowledge and generation of new ideas.
- Students can reflect opportunities and barriers for implementation of new ideas and concepts.
- Students have been inspired and see new projects and concepts.
- Students have worked with specific ideas, analysis and generalization of new ideas.
- Students have experienced a working environment similar to that of a real entrepreneur.
- 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.

• Students have worked with specific ideas, projects and concepts.
• Students have inspired new ideas and are still involved in new activities, products and knowledge within the food and health industry.
• Students can discuss and relate 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 have gained an understanding for transformation 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.

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

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QUOTES FROM QUALITATIVE INTERVIEWS

“I 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.”

“(…) the teacher initiate reflection (…) my learning process is in focus. I was supported in my learning process and that is the reason why I have taking so many steps.”

“It is now obvious that I have to work with identity and to realize how to continue… I have asked myself a lot of questions like: “what hinders me? Do I have the skills for this? Who am I? Do I identify with my project?”

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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

SELTRED REFERENCES


PROJECT SPONSORS

Present for real clients
Real projects and concepts
Support of reflection

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PHOTO DOCUMENTATION

Change the classroom setting
Important rolemodels
Inspiration needed

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COURSE ROADMAP WEEK 1

DAY 1 2 3 4 5

Topics
Value propositions and customer segments
Designing business models
Qualitative interviews and Key resources

Quotient key activities and Key resources

Trip to Copenhagen

Key persons
Demarki
Antony
Lee

Chokoladecker

Supportive lab.
in the field

LEARNING OUTCOMES

• Students have worked with specific ideas, projects and concepts.
• Students have inspired new ideas and are still involved in new activities, products and knowledge within the food and health industry.
• Students can discuss and relate 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 have gained an understanding for transformation 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.
• Students have worked with specific ideas, analysis and generalization of new ideas.
• Students have experienced a working environment similar to that of a real entrepreneur.

INFORMANT 1: INFORMANT 2: INFORMANT 3: