

## Danish University Colleges

### Food Entrepreneur

#### - simulate the life of entrepreneurs

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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:

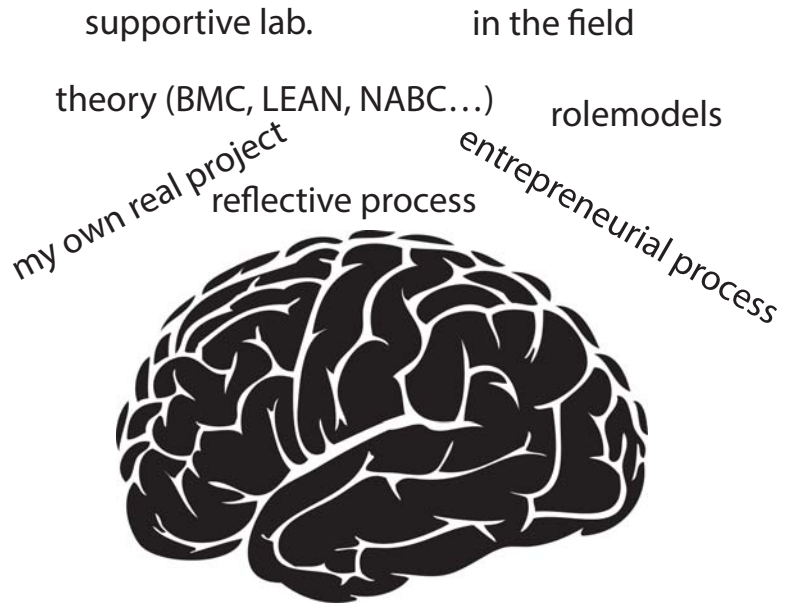
Important factors for the course design:

- 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

## STUDENT PERSPECTIVE



identity as food entrepreneur?

QUOTES FROM QUALITATIVE INTERVIEWS

**INFORMANT 1:**  
"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."

**INFORMANT 2:**  
"(...) 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."

**INFORMANT 3:**  
"It is now obvious that I have to work with my 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?"

## COURSE ROADMAP WEEK 1

DAY	1	2	3	4	5
Topics	Value proposition and Customer segments	Customer relationships and Channels	Key partners	NABC Key activities and Key resources	Trip to Copenhagen
08.30	•Check-in •Build office lab	• Check-in • Briefing • Presentation	• Check-in • Briefing • Presentation	• Check-in • Briefing • Presentation	Chocolate company Caramel company
Pitch 9.15	•Meet and greet	Klitchen Ninja Kathrine Primdahl <a href="mailto:kogekker@ninjaerne.dk">kogekker@ninjaerne.dk</a>	HELL Honey Anthony Lee <a href="mailto:hellhoney.dk">hellhoney.dk</a>	A tasty lovestory Josephine Kofeod <a href="mailto:grastylovestory.com">grastylovestory.com</a>	"Build a burger" workshop
10.11	•Course roadmap	Team meeting	Team meeting	Team meeting	CPH Good Food
11.14	•Idea workshop	Work @ desk	Work @ desk	Work @ desk	Food Market
Workshop 14.15	•Brainstorming	Workshop: Fundraising	Workshop: Networking	Workshop: Food design	Entrepreneur fair
Master-class 16.19	•Skype-talk: Chobani 14-16 <a href="mailto:chobani.com">chobani.com</a>		Food Solutions Kristian Lauridsen <a href="mailto:foodsolutions.dk">foodsolutions.dk</a>	Neuro-gastronomie, Kokkenhavn, Per Gulbrandt, <a href="http://www.kokkenhavn.com">www.kokkenhavn.com</a>	

## 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 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 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.

## SELECTED REFERENCES

Blenker, Korsgaard, Neergaard, & Thrane, 2011; Cohen & Musson, 2000; Cope, 2005; Cunliffe, 2001; Down & Warren, 2008; Downing, 2005; Hannon, 2005; Harmeling, 2011; Hytti, 2003; Hytti & Heinonen, 2013; Jones, Latham, & Betta, 2008; Krueger, 2007; Mezriou, 1991; Nielsen & Lassen, 2012; Pepin, 2012; Pittaway & Cope, 2007; Pittaway, Hannon, Gibb, & Thompson, 2009; Pittaway & Thorpe, 2012; Rae & Carswell, 2000; Warren, 2004; Watson, 2008; Sarasvathy, 2011; Taylor, 2009; Dewey, 1996; Neergaard, Tanggaard, Pedersen, Krueger & Robinson, 2012; Illeris, 2013; Osterwalder & Pigneur, 2010; Scharmer, 2009;

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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

## PHOTO DOCUMENTATION

Change the classroom setting



Important rolemodels



Inspiration needed



Present for real clients



Real projects and concepts



Support of reflection



## PROJECT SPONSORS



More information at:  
[www.foodentrepreneur.dk](http://www.foodentrepreneur.dk)

