



Subject-Integrated Food Education in Primary School

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What?

The aim is to co-design subject-integrated food education and to explore the implementation of it from a teacher and student perspectives in a Swedish primary school.

Research Questions:

- What experiences do teachers have of subject-integrated teaching, and what possibilities and challenges do they see with co-designing and implementation of subject-integrated food education?
- What subject integrated food education is evolved through co-designing and implementation by teachers?
- How does subject-integrated food education influence the teaching-learning process in the classroom, regarding students' motivation, engagement and processing of knowledge?
- What are the students' experiences of subject-integrated food education?

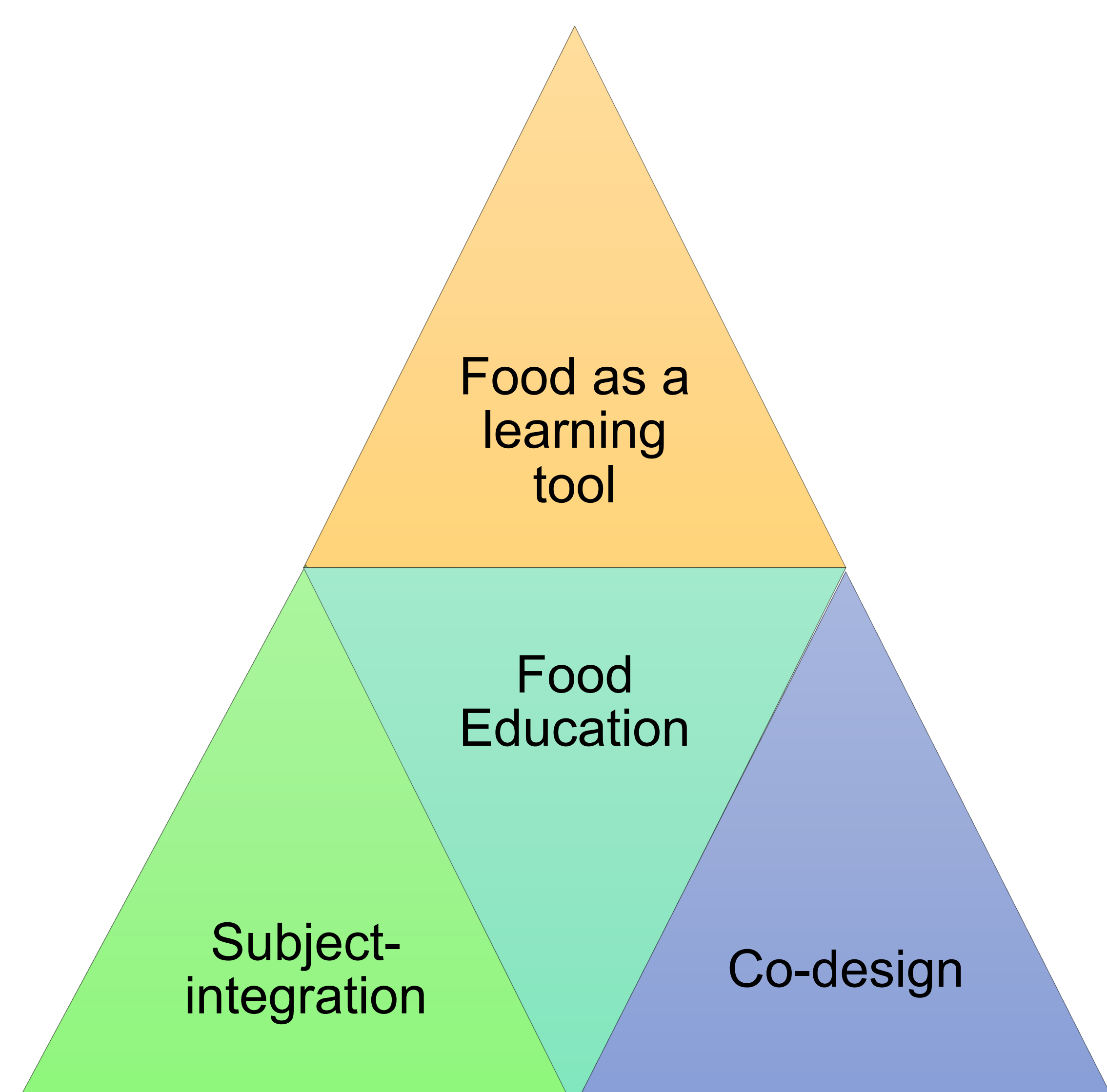


Figure. Aspects of importance when developing food education in this study.

Why?

- Since food habits are founded in childhood, food education is needed also for the primary-aged students.
- Food education in Swedish primary schools needs new teaching and learning methods.
- Seeing food as a learning tool can engage students and concretize teaching.
- Subject-integration can enhance student's holistic knowledge and support food education aiming for sustainable food choices and equal health.

How?

- Case study based on socio-cultural perspective, conducted in a Swedish primary school.
- Researcher and teachers co-design, implement and explore subject-integrated food education tailor-made for the primary school in case.
- Data collection: open-ended questionnaire with teachers, interviews with teachers and students, and video-recording supported with classroom observations.
- Data analysis: reflexive thematic analysis.

Why co-designing?

- Co-design is a democratic and creative working process following the traditions of action research.
- Learning tasks are co-designed together, with teachers instead of for teachers in a respectful way, while having researcher as a facilitator.
- The participants learn together, develop new teaching and learning methods and share common language.

Possible challenges?

- Getting access to research field.
- Getting teachers (and school principal) interested, engaged and willing to allocate time.
- Bridging the gap between theory and practice.