

**INTENSIVE PROGRAMME – WORKSHOPS FOR STUDENTS**  
**Developed within the Strategic Partnership project**

<b>Number of the project</b>	2014-1-PL01-KA203-003392
<b>Title/name of the project</b>	Innovative Education towards the Needs of the Organic Sector (EPOS)
<b>Title of the workshop</b>	<b>Organic food and human health</b>
<b>Lecturer (University)</b>	<b>Dr. Dominika Średnicka-Tober (Warsaw University of Life Sciences)</b>
<b>The aim of the workshop</b>	The aim of the workshop is to (a) investigate if organic food impacts significantly on the consumers health and (b) to get understanding of the possible reasons/mechanisms behind the identified and further potential health benefits linked to organic food consumption.
<b>Description (schedule)</b>	<p>Students are divided in groups. Each group is assigned one research paper in the topic of organic food health impacts (suggested literature listed in the ‘materials &amp; tools necessary to carry out the workshop’). Short introduction is being made by the lecturer about the aims &amp; background of the workshop (10-15 minutes). Then each students group works for 45 minutes analyzing the following issues (students should decide themselves about distribution of tasks between group members):</p> <ol style="list-style-type: none"> <li>1. Topic &amp; aims of the research study</li> <li>2. Short background (e.g. for the study about cancer, students should make short introduction why this is important topic, and why it is considered that organic vs. conventional food consumption may be related to cancer incidence; for the study about pre-eclampsia – they should explain what is pre-eclampsia, why it is a big concern nowadays, what is the etiology of this problem and how can that be related to conventional/organic foods).</li> <li>3. Study design/methodology (e.g. study objects, how many participants, age, gender, origin/country, was it prospective/ retrospective or intervention study, how long did it last, what did the authors measure).</li> <li>4. Main outcomes</li> <li>5. Conclusions (the authors’, but also students’ own conclusions are very welcome)</li> </ol> <p>Then each group reports (orally + using a flip chart)) on their findings to the others (5 minutes/group); time for questions &amp; discussion needs to be planned (5 minutes/group after each report + 10-15 minutes in the end of the workshop).</p>
<b>Time needed to carry out the workshop</b>	2.5 hours (150 minutes)
<b>Materials &amp; tools necessary to carry out the workshop</b>	<p>Full texts of the following research articles (depending on the number of groups, selection can be made):</p> <ul style="list-style-type: none"> <li>- Bradbury et al. 2014 – on organic diet &amp; cancer</li> <li>- Christensen et al 2013 – on organic diet and hypospadias</li> <li>- Kummeling et al 2008 – on organic food and allergies</li> <li>- Torjusen et al 2014 – on organic food and pre-eclampsia</li> <li>- Van de Vijver 2011 – on the self-assessed health status of organic food</li> </ul>



	<p>consumers</p> <ul style="list-style-type: none"> <li>- Kesse-Guyot et al 2013 – on the ‘Organic lifestyle’</li> <li>- Torjusen et al 2012 – on food patterns associated with organic food consumption</li> <li>- Huber et al 2010 – on chicken fed organic vs. non-organic feeds</li> <li>- Fuchs et al. – ‘Convent study’</li> </ul> <p>Each member of the subgroup should get own paper copy of the publication; Paper &amp; pens; ideally printed instructions for students; flip chart. Open classroom where students can freely discuss</p>
<b>Target group (background, study level)</b>	Students with a background in life sciences, ideally MSc or PhD students (optionally advanced BSc students).
<b>Prerequisites</b>	Ideally background in life sciences, experience in working with scientific literature, fluency in English (reading & speaking).
<b>Suggested size of students’ working groups</b>	3-4 students per group (ideally no more than 8 such groups)
<b>Effects / learning outcomes (knowledge, skills and social competences)</b>	Students get understanding of the possible reasons/mechanisms behind the health impacts of the organic food consumption; they get acquainted with the available research results on the undertaken topic as well as types and designs of research aiming at measuring health impacts of food; they learn how to analyze scientific literature, how to extract the most important information and how to report it briefly in English, in a very short time (with no time for careful preparation); they learn how to work in (multinational) groups & share tasks.
<b>If applicable, background literature</b>	As mentioned in the ‘Materials & tools necessary to carry out the workshop’
<b>Additional comments</b>	-