

# Novel education abroad experience via advanced seminar course structure

*Soo-Yeun Lee, Prasanta Kalita, Kim Graber, Laurie Kramer*



# Education Abroad Opportunity



UNIVERSITY OF ILLINOIS  
AT URBANA-CHAMPAIGN



The First International Congress on Postharvest Loss Prevention  
Rome, Italy, October 4-7, 2015

Co-organizing sponsors



**ADM Institute for the  
Prevention of Postharvest Loss**  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



The  
**ROCKEFELLER  
FOUNDATION**



# Educational Goals for the Opportunity

- Promote exposure to, and subsequent critical reflection about, a variety of topics relevant to postharvest loss prevention, the main theme of the conference
- Maximize student learning while participating in an international conference via advanced seminar course structure



# Student Learning Objectives

- Engage in a variety of presentations given by the expert presenters at the Rome congress on the challenges associated with postharvest loss
- Communicate summarized information of a scientific presentation
- Write a technical article based on presentations and interviews with experts



# Participants

Seven undergraduate honors students:

- James Scholars from the College of Agricultural, Consumer and Environmental Sciences
- Campus Honors Scholars



**ACES James Scholar Honors Program**



Campus Honors Program  
University of Illinois at Urbana-Champaign



# Rome Scholars



NUM



Auditorium  
ANTONIANUM



ADM Institute for the  
Prevention of Postharvest Loss  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN



The  
ROCKEFELLER  
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The First International Congress on Postharvest Loss Prevention  
Rome, Italy • October 4-7, 2015



BILL & MELINDA  
GATES foundation



ACES  
College of Agricultural,  
Consumer and  
Environmental Sciences



JOHN DEERE



FEED:|FUTURE  
The U.S. Government's Global Hunger & Food Security Initiative

# Seminar Course Structure

- Pre-trip meetings
- International congress attendance
- Post-trip meetings
- Post-trip writing phase
  - Draft report
  - Review 1: Peer review
  - Revised report
  - Review 2: Instructor review
  - Revised report
  - Submit formatted manuscript to i-ACES
  - Review 3: Review by the chief editor of the journal
  - Final revised manuscript published

# Syllabus

## ACES-298-INDEPENDENT STUDY SCHOLARS FOR POST-HARVEST LOSS PREVENTION CONGRESS IN ROME Tentative Syllabus - Fall 2015

### Course Description

Reflections about a variety of topics. Students will participate in this meta-Scholars program. The selected Prevention held in Rome (Oct. 4-7) was ADMM to be trained to assist others to write a technical article on

the interviews they will conduct at the conference with the presenters. Post-trip, the scholars will write through i-ACES, online undergraduate research journal.

### Credit

earned by students completing this course with a grade of B- or higher.

### Contact Information

[scholars399](mailto:scholars399)

### Expectations and Student Learning Goals

Expert presenters at the work of metrics and event post harvest loss will be able to

ultimately reduce losses by

3. Communicate summarized information of a scientific presentation.
4. Write a technical article based on an interview with an expert.

### Student Activities and Responsibilities

1. i-ACES (inquiry-ACES)

4. Communicate and disseminate the event highlights through Facebook, twitter, etc.
5. Compile the comments from PHL congress blog and post them in appropriate categories. Ideas from the conference participants about the details of being a student scholar 2015 will be



# Syllabus

## Assignment – Technical Paper

a. → Background and Rationale ¶

a. → Background and Rationale ¶

b. → Aims ¶

c. → Approach ¶

d. → Findings ¶

e. → Implications and Significance of the findings ¶

b. → Critical reflection of the presentation ¶

a. → What did you learn about the topic discussed by the presenter you interviewed? ¶

b. → What are your thoughts about the limitations of the study presented? ¶

c. → What would be a good future research studies extending from the findings and limitations. ¶

d. → From the grander scheme of things, what may be proposed solutions to significantly reduce post-harvest loss by 2050? ¶

c. → Reflection on the interview process ¶

a. → What did you learn by interviewing the presenter? ¶

b. → What are the necessary preparation and skill set for an effective interview? ¶

c. → How would you do the interviews differently in the future? ¶

¶ Recommended number of pages: 5-15 pages. ¶

The technical paper will be peer-reviewed by the scholars and reviewed by the instructor. Each scholar will receive two technical papers by the other scholars. In total, three reviews will be given back to the scholar for a revised paper. Once the technical papers are revised, they will be submitted to be published in i-ACES (<https://ugresearchjournals.illinois.edu/index.php/iaces/index>), online undergraduate research journal. ¶

# Syllabus

## Grading

93.4-96.6%	→	→	AH
90.0-93.3%	→	→	A-H
86.7-89.9%	→	→	B+H
83.4-86.6%	→	→	BH

76.7-79.9%	→	→	C+
73.4-76.6%	→	→	C
70.0-73.3%	→	→	C-
66.7-69.9%	→	→	D+

63.4-66.6%	→	→	D
60.0-63.3%	→	→	D-
≤59.9%	→	→	F

at a letter grade of at least B- must be earned to obtain honors.

### on Break (Continuous)

¶

#### Course Grade Breakdown:¶

Attendance and Participation	→	→	→	→	→	→	→	→	→	→	→	50 points
Technical paper graded by the instructor	→	→	→	→	→	→	→	→	→	→	→	200 points
Average score from the peer review (follow the Peer review guide, next page)	→	→	→	→	→	→	→	→	→	→	→	100 points
Quality of the Peer review assessed by the instructor	→	→	→	→	→	→	→	→	→	→	→	50 points (25 each)
<b>Total</b>	→	→	→	→	→	→	→	→	→	→	→	<b>400 points</b>

## Academic Integrity

html¶

this syllabus. Students should pay attention to the Code at the following URL:

<http://www.admin.illinois.edu/policy/code/>¶

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <http://www.admin.illinois.edu/policy/code/>. Please note that you are responsible for reading this policy. Ignorance is not an excuse for any academic dishonesty.¶

## Accommodation and FERPA

Every year, students with disabilities must register with the University's Educational Services (DRES) as soon as possible.

To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class are asked to see the instructor as soon as possible.¶

If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me, or see me during my office hours.¶

For more information, you may visit the DRES website, call 333-4603 (V/TDD), or email a message to [disability@uiuc.edu](mailto:disability@uiuc.edu).¶

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# Syllabus

## Technical Paper Peer Review Guide

Please  
be use  
the scores assigned to each criterion.

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Assessment criteria	COMMENTS
Accuracy of content Points out of <b>20 points</b>	
Thoroughness of summary and critical reflection Points out of <b>40 points</b>	
Organization and structure Points out of <b>10 points</b>	
Grammar and mechanics Points out of <b>20 points</b>	

# Syllabus

## ACES-298-INDEPENDENT STUDY SCHOLARS FOR POST-HARVEST LOSS PREVENTION CONGRESS IN ROME Tentative Syllabus – Fall 2015

### Course Description

This course is designed to promote exposure to, and subsequent critical reflection about, a variety of topics relevant to post-harvest loss prevention. A total of 7 Undergraduate students will participate in this opportunity sponsored by ADMU, Campus Honors program and ACES (James Scholars program). The selected scholars will attend the First International Congress on Postharvest Loss Prevention held in Rome (Oct. 4-7, 2015). Prior to the trip, the scholars will be working with staff members at ADMU to be trained to assist at the conference as well as develop their ideas to attend specific presentations to write a technical article on the interviews they will conduct at the conference with the presenters. Post trip, the scholars will write and publish the technical article through ACES, online undergraduate research journal.

### Credit

Two honors credit hours will be earned by students completing this course with a grade of B- or higher.

### Contact Information

Instructor: — — Dr. Soo Lee, ACES Honors Dean  
Office: — — 128 Mumford Hall  
Telephone: — — (217) 333-3380  
Email: — — [soolee@uiowa.edu](mailto:soolee@uiowa.edu)  
Website: — — <http://academics.aces.uiowa.edu/honors/james-scholars/395>  
Office hours: — — by appointment

### Expectations and Student Learning Goals

Scholars are expected to actively engage in a variety of presentations given by the expert presenters at the Rome congress on the challenges associated with postharvest loss within the framework of metrics and measurements that will enable development of better tools and interventions to prevent postharvest loss for small holders in developing countries. Upon completion of the course, students will be able to successfully do the following (Student Learning Goals):

1. Discuss global postharvest loss issues and food security.
2. Develop a "Roadmap for PHL Reduction", which will detail how to significantly reduce losses by 2050. Students will be part of process in which a roadmap is developed.
3. Communicate summarized information of a scientific presentation.
4. Write a technical article based on an interview with an expert.

## Student Activities and Responsibilities

1. — —
2. — —
3. — —
4. Communicate and disseminate the event highlights through Facebook, twitter etc.
5. Compile the comments from PHL congress blog and put them in appropriate categories. Ideas from the congress participants about the details of how to significantly reduce losses by 2050 will be

# Student Activities and Responsibilities

- Attend 2 to 5 Posters or Oral presentations.
- Interview at least two speakers of the presentations they attend.
- Write a technical article based on the interview.
- Publish the article in i-ACES (inquiry-ACES).
- Communicate and disseminate the event highlights through social media.
- Compile the comments from PHL congress blog and put them in appropriate categories. Ideas from the conference participants about the details of how to significantly reduce losses by 2050 will be collected through online blogs during the conference.
- Help the poster presenters and learn about their projects.
- Take notes during the sessions.
- Assist with registration, congress events, directing people to find things and help at the conference.

# Syllabus

## Assignment – Technical Paper

a. → Summary of the research presentation ¶

a. → Background and Rationale ¶

b. → Aims ¶

c. → Approach ¶

d. → Findings ¶

e. → Implications and Significance of the findings ¶

b. → Critical reflection of the presentation ¶

a. → What did you learn about the topic discussed by the presenter you interviewed? ¶

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c. → What would be a good future research studies extending from the findings and limitations. ¶

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c. → Reflection on the interview process ¶

a. → What did you learn by interviewing the presenter? ¶

b. → What are the necessary preparation and skill set for an effective interview? ¶

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¶ Recommended number of pages: 5-15 pages. ¶

The technical paper will be peer-reviewed by the scholars and reviewed by the instructor. Each scholar will receive two technical papers by the other scholars. In total, three reviews will be given back to the scholar for a revised paper. Once the technical papers are revised, they will be submitted to be published in i-ACES (<https://ugresearchjournals.illinois.edu/index.php/iaces/index>), online undergraduate research journal. ¶

# Assignment – Technical Paper

## **Summary of the research presentation**

- Background and Rationale
- Aims
- Approach
- Findings
- Implications and Significance of the findings

## **Critical reflection of the presentation**

- What did you learn about the topic discussed by the presenter you interviewed?
- What are your thoughts about the limitations of the study presented?
- What would be a good future research studies extending from the findings and limitations.
- From the grander scheme of things, what may be proposed solutions to significantly reduce post-harvest loss by 2050?

## **Reflection on the interview process**

- What did you learn by interviewing the presenter?
- What are the necessary preparation and skill set for an effective interview?
- How would you do the interviews differently in the future?

**Recommended number of pages: 5-15 pages.**

# Syllabus

## Technical Paper Peer Review Guide

Please  
be use  
the scores assigned to each criterion.

Assessment criteria	COMMENTS
Accuracy of content Points out of <b>20 points</b>	
Thoroughness of summary and critical reflection Points out of <b>40 points</b>	
Organization and structure Points out of <b>10 points</b>	
Grammar and mechanics Points out of <b>20 points</b>	



# Technical Paper Peer Review Guide

- Focus on the written comments and recommendations
- Provide constructive feedback, which can be used to improve the revised paper
- Give a quantitative rubric based on the scores assigned to each criterion for each assessment criterion



# Technical Paper Peer Review Guide

## Assessment criteria

- Accuracy of content (20 pts)
- Thoroughness of summary and critical reflection (40 pts)
- Organization and structure (10 pts)
- Grammar and mechanics (20 pts)
- References (10 pts)





i-ACES

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Publication in i-ACES

i-ACES

*{inquiry-ACES: Highlights of Undergraduate Research in ACES}*

<https://ugresearchjournals.illinois.edu/index.php/iaces>

Reflection Papers from the First  
International Congress on Postharvest  
Loss Prevention in Rome, Italy, 2015

# i-ACES

*(inquiry-ACES: Highlights of Undergraduate Research in ACES)*

## Developing International Connections and Consensus to Reduce Postharvest Loss

Chelsea Peterson<sup>1\*</sup>

<sup>1</sup> Department of Agricultural and Biological Engineering

\* [cmptrsn2@illinois.edu](mailto:cmptrsn2@illinois.edu)

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### ABSTRACT

The ADM Institute at the University of Illinois Urbana-Champaign held the First International Congress on Postharvest Loss Prevention in Rome, Italy to bring together various researchers and people from organizations around the world to network and provide insight into methods of reducing postharvest loss (PHL) globally. PHL presents a significant threat to food security now and in the future because of the tremendous amount of food lost along with the time and inputs lost with it. The other goal of the Congress was to reach a consensus on key areas along the food supply chain that organizations should focus on in order to significantly reduce PHL. The participants at the Congress agreed on emphasizing proven technologies by connecting smallholders to the private sector and implementing them on a large scale in a sustainable manner. Solutions are sustainable when they are implemented in a regional context that accommodates to the needs of all members of the community, especially women, when education and training allows members of the community to maintain them, and when they have a minimal environmental impact.

### INTRODUCTION

Eight hundred and seventy million people around the world are currently undernourished (ADM Institute 2015). With a rising global population expected to reach 9.5 billion by the year 2050, the number can only increase if the current agricultural practices and processes continue, making the issue of food security for all people ever more critical. With the increased population looming in the future, an estimated 95 percent of agriculture research is dedicated to provide more food by increasing crop yields. Yet, there is already an abundant amount of food harvested that could contribute to feeding the currently malnourished and the future increased population. However, the food is not reaching the people who need it the most because of one the greatest challenges to agricultural production, postharvest loss (PHL). Postharvest loss is the cumulative crop yield lost at

each step of the supply chain starting with harvest and ending with consumption. Approximately one-third of all food produced each year is lost or wasted (Gustavsson et al. 2011). PHL is most prevalent in developing countries among smallholder farmers and the predominant causes are poor handling, improper storage, inadequate transportation, deterioration, and absence of a consistent market to sell. The majority of the losses in each area occur because of a lack of modern technology, training, and incentive to produce quality goods. Many universities, government organizations, and non-profit organizations are focusing on research in different areas of the food supply chain to reduce PHL. Solutions must be regional, considering the culture and needs of the people, and require that many groups work together. Decreasing PHL aims to both bring food security and improved livelihoods to

# Reflections by the Scholars

“Going to Rome has been the high point of my college experience. It was incredible to have the opportunity to work with the world's leading authorities in Postharvest Loss to improve the lives of people around the globe.”

"Travelling to Rome to attend the International Congress for Postharvest Loss Prevention broadened my cultural knowledge and exposed me to a topic that I was not previously familiar with. In only five days, I learned more from this experience than I could have gained in an entire semester of classroom learning."

