

# 4 Pop-Ups at Northeastern

**Pop-Up:** A learning experience of short duration that is responsive to an immediate need. The pop-up format lends itself to immersive, interactive, and often interdisciplinary learning.



Interested in how  
*your food choices*  
impact personal and  
planetary health?

**INPR 2183**  
The Power of Food on Campus:  
Inspired by the Menus of Change  
— CRN 18695 —

This 1 SH "pop up" course brings together experts in Northeastern Dining Services and in the broader campus community to foster greater food literacy by applying the Menus of Change Principles to how we eat.

We use Northeastern Dining's **Xhibition Kitchen** (in Stetson West) and other spaces in the campus food "ecosystem" to explore ways to make healthy – and tasty – food choices, build tighter connections with those who produce and serve our food, and integrate ideal of sustainability into the campus food system and beyond.

Each of the eight sessions will include cooking demonstrations – and tastings – that grow out of the various Menus of Change Principles.

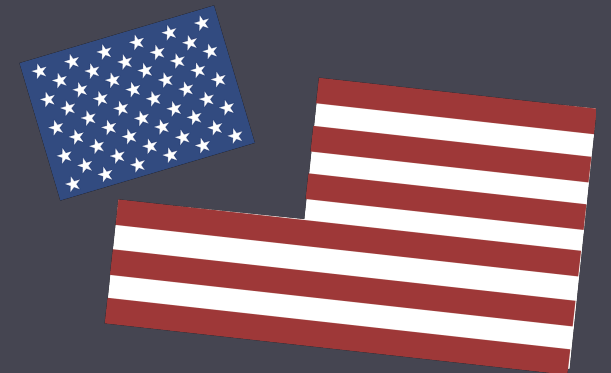
*Select Fall 2019 Thursdays*  
12:00–1:15 PM  
Xhibition Kitchen | Stetson West

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# Midterm Mayhem





# 1 | The Power of Food on Campus

In fall 2019, Christopher Bosso, Professor of Public Policy, and Maureen Timmons, Director of Dining Services, teamed up to offer a pop-up titled *The Power of Food on Campus*. The course, which took place during the lunch hour, drew on research from the Menus of Change Initiative (MoC). MoC “works to realize a long-term, practical vision integrating optimal nutrition and public health, environmental stewardship and restoration, and social responsibility concerns within the foodservice industry and the culinary profession.”

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Course poster by John Muisse, Northeastern Dining Services

Bosso and Timmons brought complementary skill sets to the course. Bosso helped Timmons approach the planning process from a curriculum design perspective, articulating themes and outcomes. In addition to Bosso and Timmons, educators in this interdisciplinary course included the campus nutritionist and executive chef.

They carefully planned how these many voices and perspectives could help accomplish each course goal. Students ultimately considered how seemingly small things like ingredient choices can have a larger impact on the sustainability of ecological and societal systems. The course plan will also be shared with the Menus of Change University Research Collaborative, of which Northeastern is a member.

## EDUCATOR TIPS:

- Consider the larger structure of the course. In this case, the Menus of

Change principles served as a framework to inform course design.

- Have fun with it and take advantage of the pop-up’s flexible format. For example, this course took place “on location” in a kitchen.
- Aim for active involvement and attend to the experiential component of the course. *The Power of Food* prompted students to act on what they learned.
- Use written reflections and other strategies to help learners process and think critically about their learning.

**PRINCIPLES OF HEALTHY, SUSTAINABLE MENUS**

**THINK PRODUCE FIRST**

**MAKE WHOLE, INTACT GRAINS THE NEW NORM**

**LIMIT POTATOES**

**MOVE LEGUMES AND NUTS TO THE CENTER OF THE PLATE**

**CHOOSE HEALTHIER OILS**

**GO “GOOD FAT,” NOT “LOW FAT”**

**REIMAGINE DAIRY IN A SUPPORTING ROLE**

**SEAFOOD, MORE OFTEN**

**USE POULTRY AND EGGS IN MODERATION**

**REDUCE ADDED SUGAR**

**RED MEAT, LESS OFTEN**

**CUT THE SALT: RETHINK FLAVOR DEVELOPMENT FROM THE GROUND UP**

**DRINK HEALTHY: FROM WATER, COFFEE, AND TEA TO (WITH CAVEATS) BEVERAGE ALCOHOL**

**REWARD BETTER AGRICULTURAL PRACTICES**

**LEVERAGE GLOBALLY INSPIRED, PLANT-FORWARD CULINARY STRATEGIES**

**BE TRANSPARENT ABOUT SOURCING AND PREPARATION**

**BUY FRESH AND SEASONAL, LOCAL AND GLOBAL**

**FOCUS ON WHOLE, MINIMALLY PROCESSED FOODS**

**GROW EVERYDAY OPTIONS, WHILE HONORING SPECIAL OCCASION TRADITIONS**

**LEAD WITH MENU MESSAGING AROUND FLAVOR**

**REDUCE PORTIONS, EMPHASIZING CALORIE QUALITY OVER QUANTITY**

**DESIGN HEALTH AND SUSTAINABILITY INTO OPERATIONS AND DINING SPACES**

**CELEBRATE CULTURAL DIVERSITY & DISCOVERY**

**MENU CONCEPTS AND GENERAL OPERATIONS**

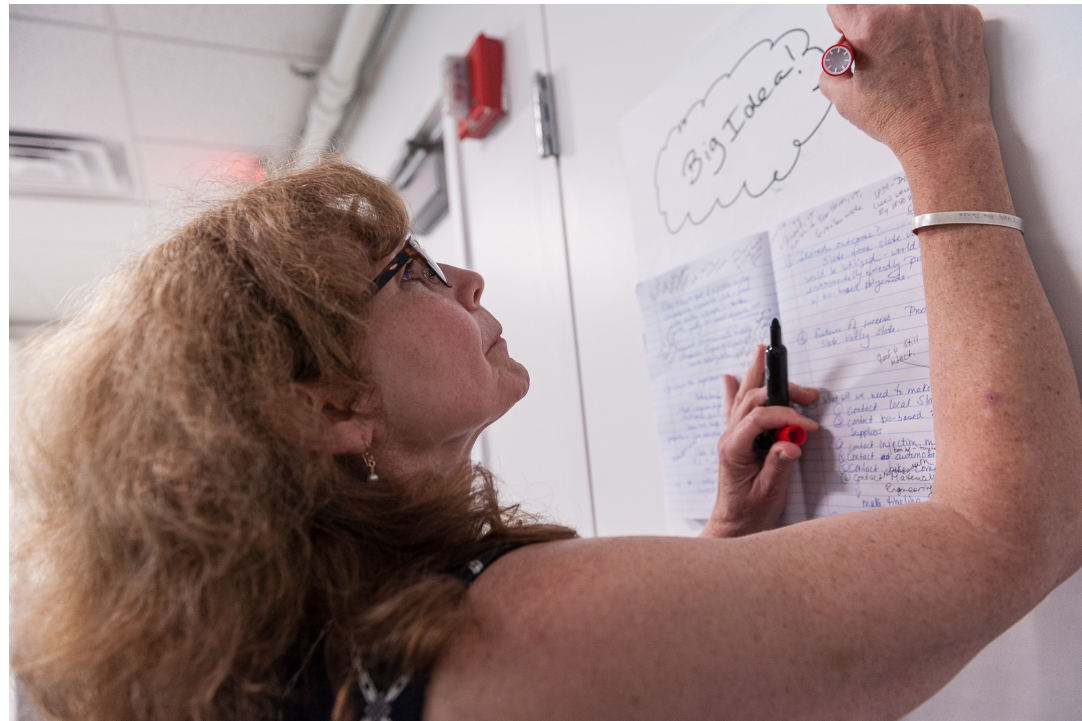
**FOODS AND INGREDIENTS**

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Source: Menus of Change, <http://www.menusofchange.org>



# 2 | NExT



NExT, the Graduate School of Education's Network for Experiential Teaching and Learning, connects K-12 educators, higher education, industry, and community partners around a shared goal of making experiential education accessible to all learners.

NExT convenes in Boston annually, but pop-ups at Northeastern's network of campuses provide an opportunity to be responsive to local needs. NExT director Grace Belfiore describes these events as "timely, place-based, organic, and co-designed with local educators." Teaching Professor Chris Unger explains, "We ask

the community about their greatest concerns, assess needs, and collaborate. It's very context-based." A fall 2019 pop-up in Charlotte focused on leveraging experiential learning for workforce development because, according to Belfiore, "Charlotte recently ranked 50th out of 50 US metropolitan areas for upward social mobility."

A spring 2019 Seattle pop-up facilitated by Unger brought together EdD students, K-12 educators, and community leaders to explore intersections between experiential learning and social justice.

Unger describes his approach to pop-ups in three words: inspire, create, and connect. He says if you just inspire participants but don't have them create anything "it's worthless," but there also needs to be "scaffolding to get them to the point where they can create successfully."

The Seattle pop-up began with a provocative panel titled "Why Do We Consider Experiential Learning as an Instrument of Social Justice?" which included a K-12 thought leader, workforce specialists, and an alum. Then that question was put to participants during breakout sessions with individual panelists and workshops, honing ideas for action.

The pop-up approach to action planning takes many forms. A 2018 Charlotte pop-up featured an action plan "hack-a-thon." The hack-a-thon is a process borrowed from the tech industry in which groups brainstorm

multiple solutions for an identified problem, then teams develop implementation plans that are refined through critique. This process takes place in a short timeframe, such as a day or weekend, which is in keeping with the compressed pop-up learning format.

## EDUCATOR TIPS:

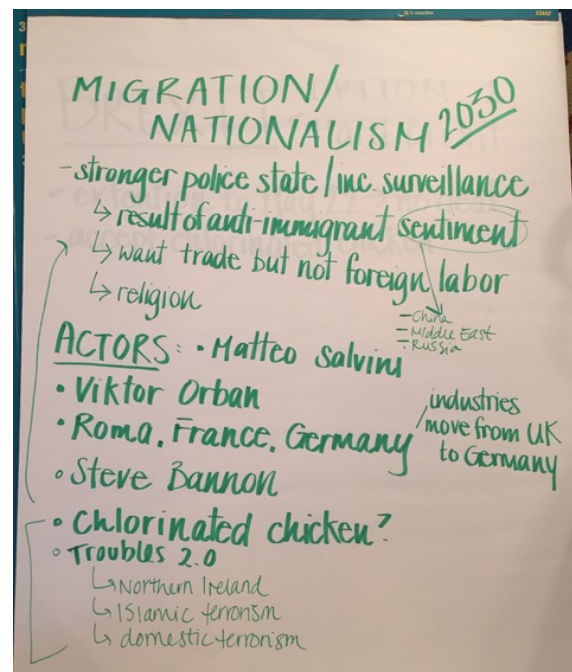
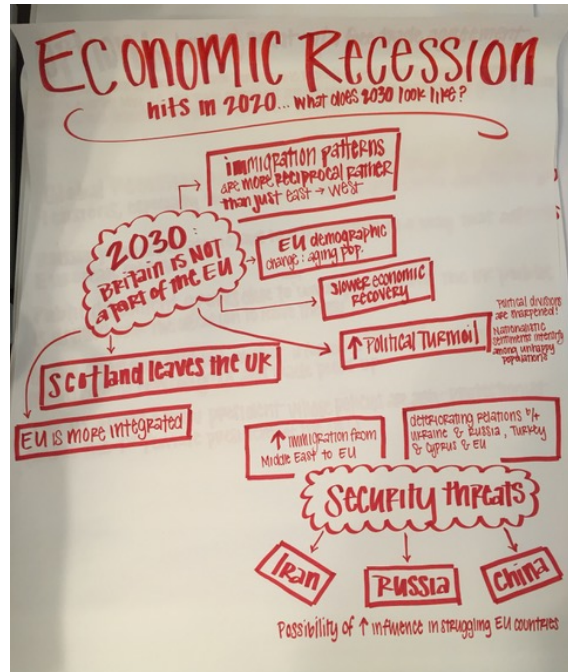
- Bring multiple perspectives to the table, including community members, educators, and learners.
- Identify a clear and urgent purpose.
- Include people who are already doing great things. Learners see what's possible, and they also know there are resources they can turn to.
- Challenge participants to create plans for things they will do after the pop-up so that the learning continues after the experience is over.



For more information, see <https://www.northeastern.edu/next>



# 3 Brexit



What will become of Europe and the UK under potential Brexit scenarios? This is the essential question Associate Professor Mai'a Davis Cross put to her students during a February-March 2019 pop-up, anticipating a March departure of the UK from the European Union.

But that wasn't the only question put to pop-up participants. They were also asked, "What will the relationship between the UK and EU be like in 2030?" To help students explore this second, seemingly imponderable question, Cross engaged students

in a process of strategic forecasting that is core to her discipline and research. She observes, "Practitioners do this, but I had never thought about doing it with students."

Strategic forecasting involves picking up on "weak signals" to surface unexpected scenarios of the future so that policies can be designed to mitigate potential negative developments. For this exercise to work, Brexit pop-up students needed to be quickly brought up to speed because they did not have the knowledge of policy professionals. Cross dedicated

the first session to briefing the students. Preparation also included a session with Boston-based Consul General Harriet Cross. Course participants were able to tap into extensive media coverage, as Brexit was a hot topic. A special feature of the course was a streamed day-long event, hosted at London's New College of the Humanities (NCH), during which students were able to hear from and interact with NCH faculty, Cross, and other UK experts online.

Ultimately, the strategic forecasting process challenged participants to reflect on "unknown unknowns," unpack their assumptions, and prepare for uncertainty, volatility, and complexity. For the final assignment, students authored and presented 4- to 5-page scenarios, including policy recommendations. Says Cross, "Some were positive and some were negative, and all were different, which is what we want to see."

In retrospect, now knowing that Brexit didn't happen as anticipated, Cross states that the course would be as relevant today as it was on March 29<sup>th</sup>. The saga continues to unfold, with the types of unexpected twists and turns that Cross encouraged her students to envision.

## EDUCATOR TIPS:

- Engage students in authentic work, such as strategic forecasting.
- Select a topic and focus that aligns with your work. Cross notes, "I was already paying attention to Brexit and that made things more manageable. It also gave participants a window into my area of research."
- Keep lecturing to a minimum so that students can dig into authentic work.
- Timing is important. Pick something that is currently unfolding.

**Brexit and Europe: Scenarios 2030**

A one-credit, real-time pop-up beginning February 23, 2019

**What will become of Europe and the UK under potential Brexit scenarios? Led by Mai'a K. Davis Cross, Edward W. Brooke Professor of Political Science, this pop-up coincides with the anticipated departure of the UK from the European Union on March 29, 2019.**

Register by January 20 for INPR 2183, Brexit and Europe: Scenarios 2030, CRN 38472.

Through two intensive workshops on campus (Sunday, February 23 and Saturday, April 6), and Skype events led by faculty experts at London's New College of the Humanities (March 17 and 29), participants will:

- Learn about the background and significance of Brexit
- Follow with experts as it occurs in real time
- Engage in team-based scenario-building to anticipate future developments for Europe

For more information, contact Professor Cross at [m.cross@northeastern.edu](mailto:m.cross@northeastern.edu). Students from all majors and colleges are welcome! No prior experience is necessary.



# 4 Midterm Mayhem



Course logo by Northeastern CAMD Lecturer John Kane

What is the significance of midterm elections? How do they fit into the broader electoral process? What do citizens need to know to engage meaningfully with candidates and issues? Making sense of the electoral process has always been challenging, requiring an ability to examine our political systems from multiple perspectives. This is especially true when social media and big data are intersecting with, even contributing to, polarization.

In 2018, CAMD Lecturer Aleszu Bajak and Political Science Professor Costas Panagopoulos realized that the midterms presented an opportunity for learners to gain and integrate multidisciplinary capabilities, including a solid understanding of the electoral process, election coverage in the media, election data visualization/analysis, and ethics.

At the beginning of the pop-up, Panagopoulos served as the “electoral explainer,” bringing learners up to speed on US midterm polity.

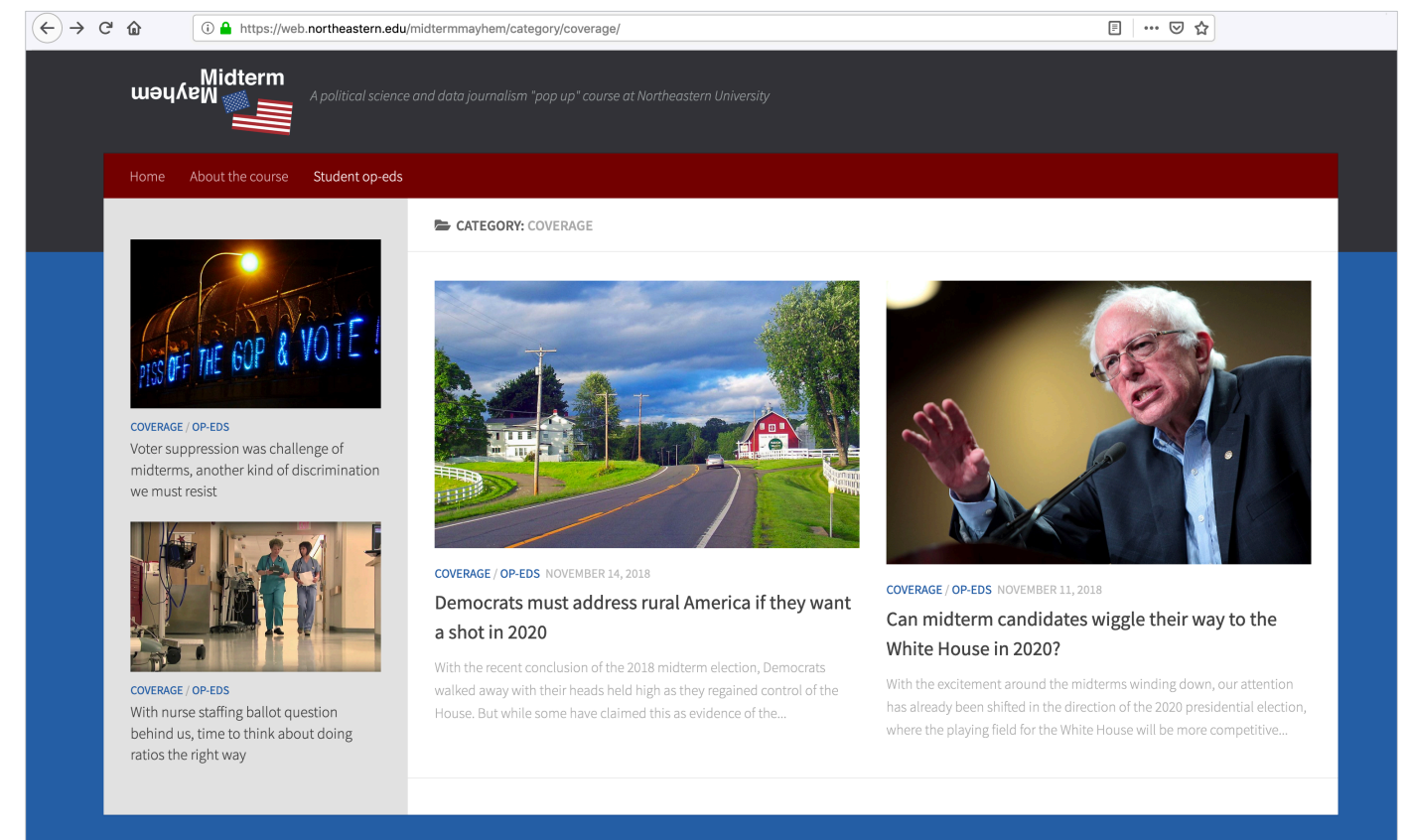
Bajak helped course participants learn and practice digital skills to explore how big data and associated technologies can be used to track, visualize, and election trends.

This five-week, one-credit course included two day-long Saturday sessions, attendance at a panel discussion with journalists Dan Lothian and Callum Borchers, and self-paced activities between the two face-to-face gatherings.

For the final assignment, participants authored op-ed pieces. The collection of essays was published in a class blog. Some pieces were also published on a local news site.

## EDUCATOR TIPS:

- In team teaching, explicitly address disciplinary perspectives, providing context, in addition to helping learners make connections across domains (e.g., how political scientists and data journalists approach elections).
- Identify and explicitly teach discrete skills so that students are prepared to use disciplinary “tools,” such as data visualization and op-ed writing conventions.
- Have learners use the skills and understandings they gain to produce real-world work products (e.g., op-ed essays), and consider sharing this work beyond the course (e.g., class blog).



Source: <https://web.northeastern.edu/midtermmayhem>



# N Northeastern Center for Advancing Teaching and Learning Through Research

The Center for Advancing Teaching and Learning Through Research offers group and individual consultations, in addition to customized workshops. Additional resources are also available on the CATLR website, located at [learning.northeastern.edu](http://learning.northeastern.edu).

If you would like to meet with a team member who specializes in pop-up learning design, please write to [CATLR@northeastern.edu](mailto:CATLR@northeastern.edu) or call +1.617.373.3157.

