

# Promoting creativity in Food and Meal Science educations at Kristianstad University

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## Conclusions

**There are objective tools that can be used to monitor and support pedagogical and didactic efforts to develop creativity in food- and meal science educations. These tools are currently tested at Food and Meal Science, Kristianstad University.**



## Background

Food and Meal Science is an interdisciplinary research and education field at Kristianstad University with a vision to create a sustainable and healthy society. Within the field we educate:

- Gastronomists (BSc in Food and Meal Science)
- Teachers in home and consumer studies (Secondary Teacher Education Programme)

The field includes the areas "Nutrition and Health", "Food Science" and "Food Culture and Communication" and is based on science, craftsmanship and creativity. Developing the creative elements of our educations is currently a strategic focus and a new scheme has been implemented to achieve this goal. Psychology literature points to the importance of self-efficacy, i.e. the belief in one's own ability, for successfully achieving creative outcomes (Tierney and Farmer, 2002). Research in the intersection between education and psychology have revealed effective methods for supporting the development of creative self-efficacy, e.g. allowing students to experience mastery and working with verbally ensuring students of their creative abilities (Mathisen & Bronnik, 2009). It could be hypothesized that teaching inspired by these principles will markedly increase creative self-efficacy and hence creativity among our students as well.

## Aim

The overall goal of the scheme is to develop shared knowledge and to improve contextual factors to create a learning environment that promotes creativity in Food and Meal Science.

## Methods

A questionnaire for monitoring creative self-efficacy levels among students over time has been developed through adaptation of Tierney and Farmers (2002) method in order to measure how our teaching methods influence creative self-efficacy. The questionnaire has been presented to approximately 80 students in the study programs connected to Food- and Meal Science.

## Results

The results from the questionnaire are currently evaluated and they will be used as a starting point to improve contextual factors and to create a learning environment that support creativity. Quotes from a recent course evaluation indicates that we are already on the right path:

*"I am incredibly content and proud over my development. I have also observed a new confidence in myself regarding specific elements. A confidence that I did not know I had. In some procedures I have felt a bit insecure and perhaps I have taken a step back to let someone else take more place. In some procedures where I have felt more secure I have tried to step forward."*

*"I, as a person, have developed a lot during this course and I learnt a lot. I have so much to tell relatives and friends and I want to show all that I have learnt."*



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