



Interdisciplinary Teaching & Learning

Delivering for Nutrition 2024
Colombo, Sri Lanka, 3-5 Dec

ANH Academy

A global community of researchers, practitioners and policymakers working on agriculture and food systems for improved nutrition and health



ANH Academy Goals

- 1. Build an interdisciplinary community** to share innovative research in agriculture and food systems for improved nutrition and health
- 2. Stimulate the development and harmonisation** of new research;
- 3. Help strengthen the capacity** of the research community to undertake inter-sectoral and interdisciplinary research
- 4. Facilitate the uptake** of robust evidence in policies and programming in agriculture and food systems for improved nutrition and health.



Supporting researchers, educators and policymakers



NOW ACCEPTING APPLICATIONS

ANH
Academy

Science-Policy Fellowships

Career development Fellowships to change food systems and nutrition-related policy by generating, translating and positioning actionable evidence.

*Visit our website for more details and to apply:
<https://www.anh-academy.org/science-policy-fellowships>*

 **Three 12-month Fellowships**

 **£52,600 in total funding**

 **Apply before 14 February 2025**

 Webinar

ANH
Academy

Science-Policy Fellowships

Accelerating actions towards equitable and just food systems for nutrition and health, whilst confronting climate change

Information Session for Applicants

Learn about our new ANH Academy
Science-Policy Fellowships and how to apply!



9 December 2024



13:00-14:30 UTC+0



Online



Register Now!

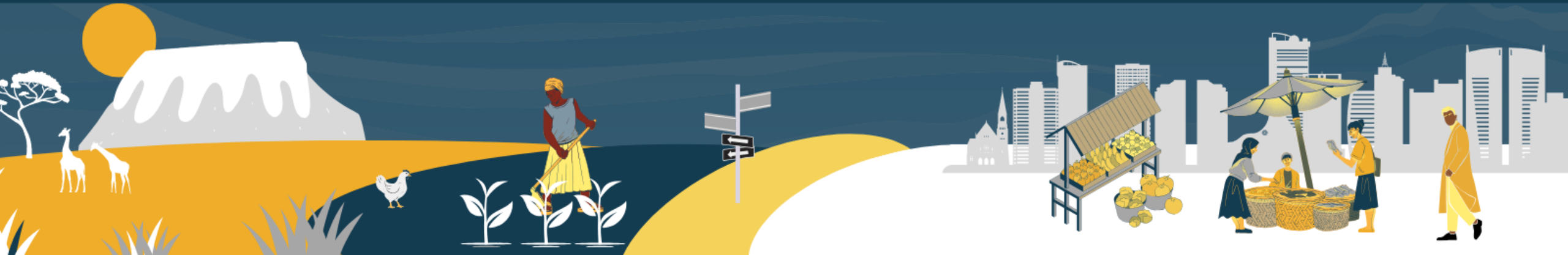
ANH2025

Learning Labs: Expressions of Interest now open



Seeking Learning Lab proposals for engaging online sessions to be held from 16 to 18 June 2025 and in-person sessions in Tanzania on 23 June 2025

Apply by
10 Jan 2025



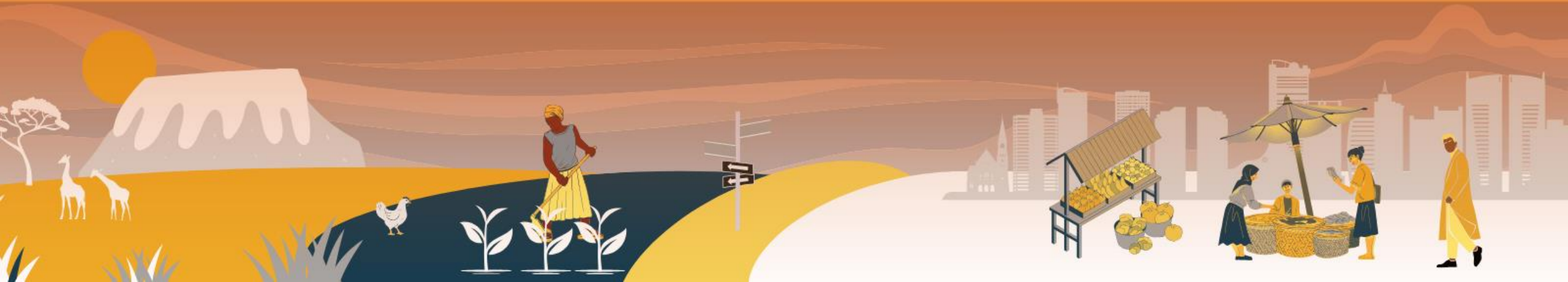
ANH2025

Side Events: Expressions of Interest now open



Seeking Side Event proposals for engaging sessions to be held from 23 to 25 June 2025

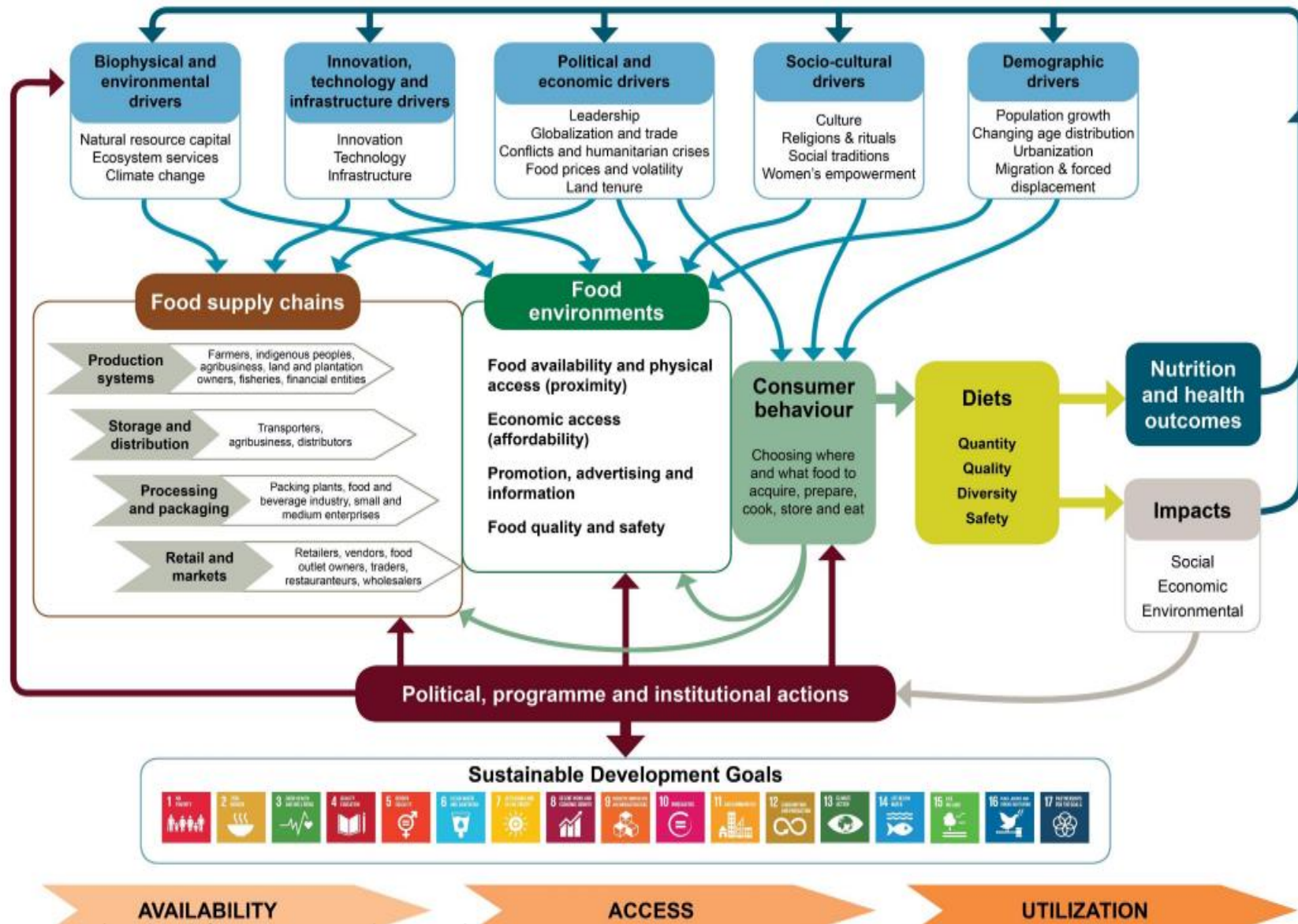
Apply by **10 Jan 2025**





What is interdisciplinarity?

Nutrition: Multiple drivers and pathways





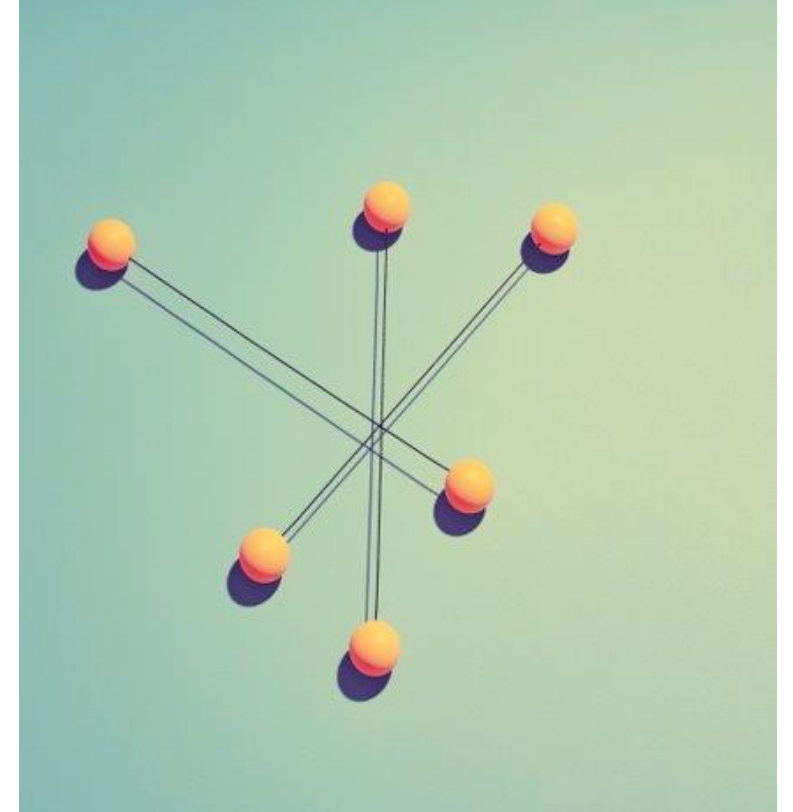
Curriculum Enrichment Working Group

Why a Curriculum Enrichment Working Group?

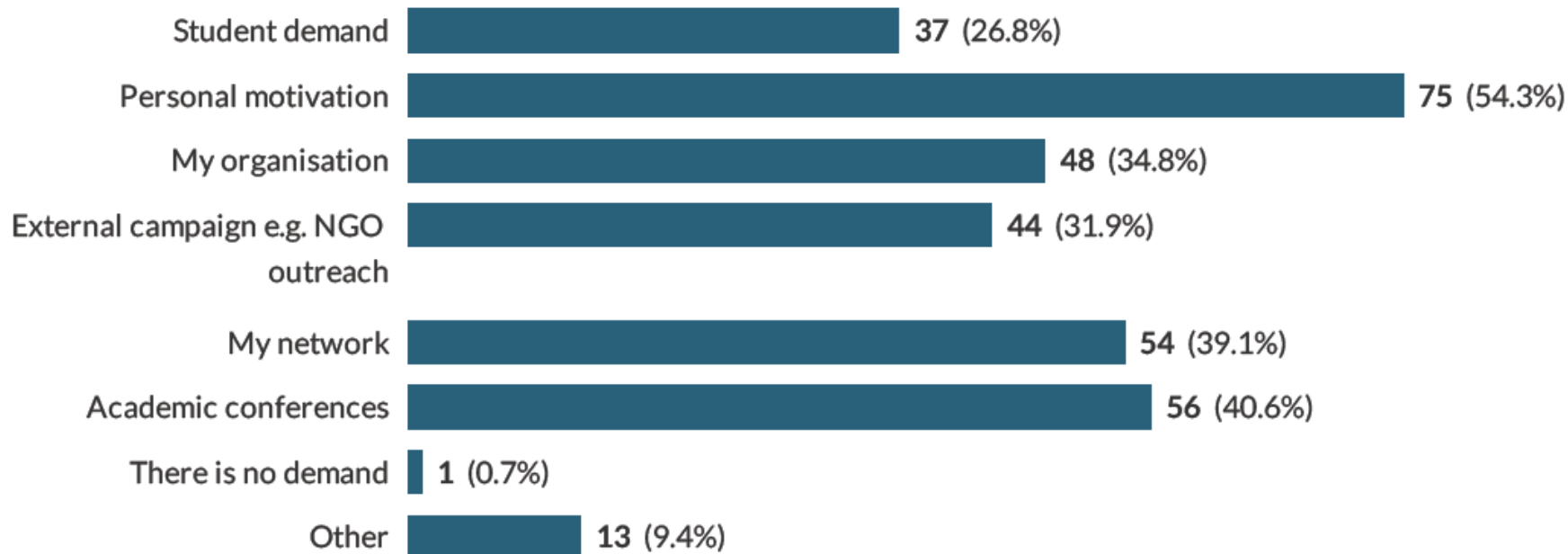
- Consistent anecdotal feedback from ANH community
- Learning Labs & Research Conference – massively in demand, once/year
- Articulated demand for more learning and training opportunities
- Members want to share resources and approaches in their own institutions and regions
- But there is too much information out there to digest
- 2017 needs assessment confirmed this

Background & Aims

- Develop a comprehensive Needs Assessment for university educators; mixed methods
- Deploy the Needs Assessment to better understand the needs of university educators;
- Map and synthesise existing online learning content relevant to ANH teaching;
- Develop a suite of open-access blended teaching materials, hosted on a dedicated teaching area of the ANH Academy SCANR portal;
- Guide the design of a training programme for interdisciplinary educators worldwide



If you have seen a demand for agriculture-nutrition-health teaching, where does this come from?



Multi answer: Percentage of respondents who selected each answer option (e.g. 100% would represent that all this question's respondents chose that option)

Key Challenges:

To introducing and teaching integrated agriculture, nutrition and health topics

| | All | Africa | Asia | Other |
|---|------|--------|------|-------|
| 140 respondents | | | | |
| | % | | | |
| They don't fall within the curriculum | 57.2 | 63.5 | 62.9 | 34.5 |
| I don't have the time to teach them | 17.4 | 9.5 | 11.4 | 44.8 |
| There aren't teaching resources available on the topic | 23.2 | 23.0 | 25.7 | 20.7 |
| I am learning about these topics before including them | 30.4 | 28.4 | 31.4 | 34.5 |

Focus Groups

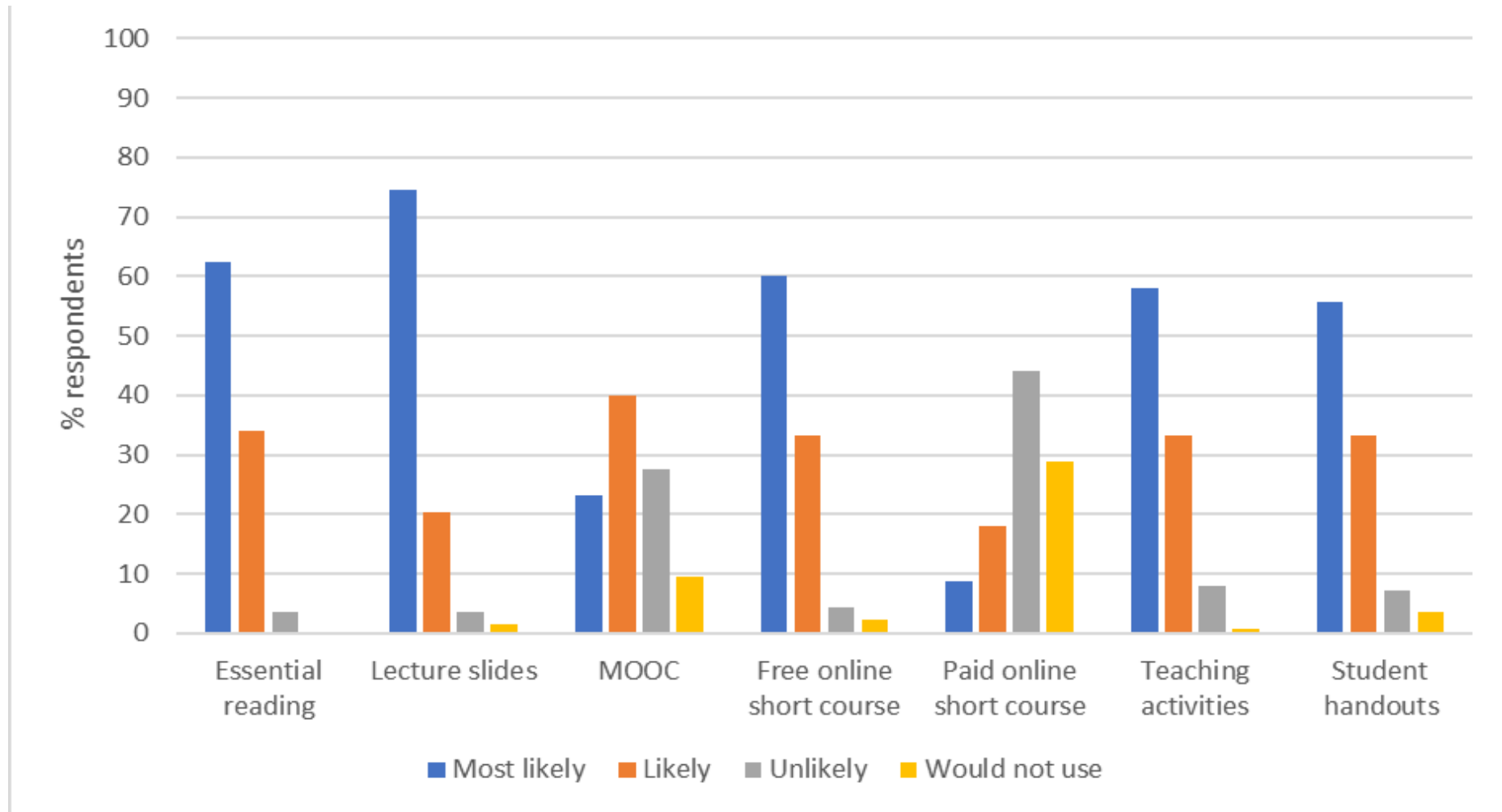


*“ At some level we are inclined towards interdisciplinary work, but **it’s very difficult to be an expert in agriculture, nutrition and health.** And there is a need for somehow this kind of thing to be bridged either by people within the institution but, if not, at least having these kinds of materials which can give us some insights on how this is done”*

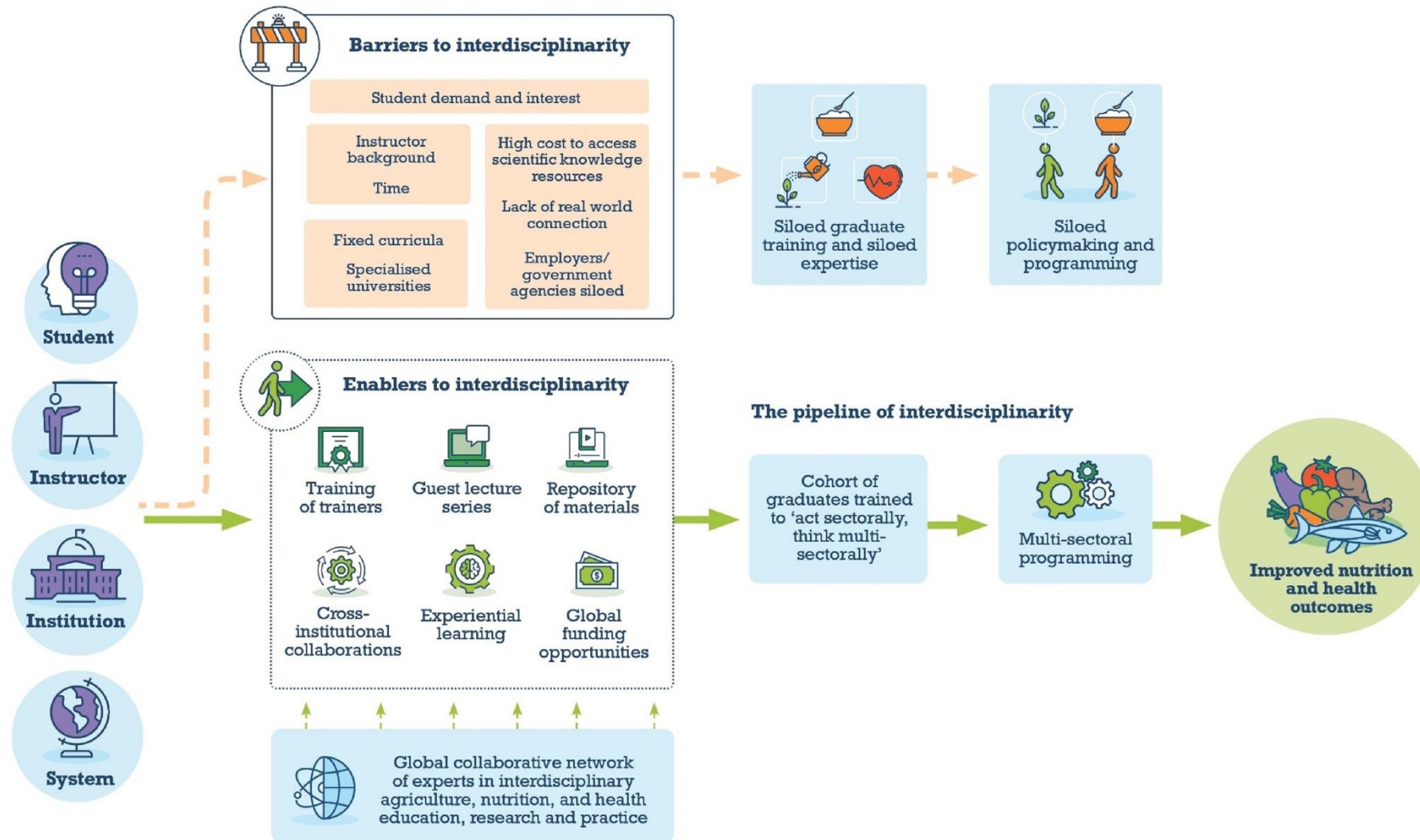
Lecturer, Public Health, Asia



What materials do educators utilise?



Without connecting disciplines, siloed expertise contributes to siloed actions



Roshania et al. (2023)

[joint paper by ANH Curriculum Enrichment Working Group]

The ANH Academy Curriculum Enrichment Working Group

Curriculum Enrichment Working Group constituted to guide the development of a needs assessment

Sessions plans and teaching materials created for each topic

Materials made open access on the ANH site (for adaptation in different contexts)

Master trainers conduct regional training sessions in Africa and Asia

Local Peer-to-Peer Training: Regional trainers adapt materials to their context and train colleagues and students

2016-19

2020-21

2022

2023

2024

IMMANA Phase 2 commences

Anecdotal feedback from Academy members requesting more training and support for teaching

Needs assessment conducted. Five key thematic topics identified

Review, refine and pilot the teaching materials

Master training workshops (online)

Master trainers hold online workshops

Teaching & Learning Resources

Teaching & Learning

Journals >

Lecture slides >

Massive Open Online Courses (MOOCs) >

Participatory games >

Recommended reading >

Short courses >

Teaching methods >

Infographics and visual aids >

Teaching Resources



Please add any materials that you feel the ANH community could use or adapt for interdisciplinary teaching and learning!

Name of resource *

Discipline(s) *

Use 'Ctrl' to select more than one if applicable

Agriculture
Economics
Environment
Food systems
Geography

Theme(s) *

Use 'Ctrl' to select more than one if applicable

Agroecology
Anti-microbial resistance (AMR)
Aquaculture and fisheries
Climate change
Commercial determinants of health

A reminder of what the Regional Trainers can access and customise:

Module 1 - ANH Linkages

The first module of this series, ANH Linkages provides an introduction to the linkages between agriculture, nutrition & health. By the end of this session, a successful student should:

- Understand the role of agriculture in the global food system
- Discuss the linkages between agriculture, nutrition and health
- Examine the current evidence (and its limitations) on the contribution of agriculture programmes/policies to nutrition outcomes

The materials provided are not intended to be used as is, but are meant to be adapted to your context and your students.

Session Documents:

- ANH Linkages PPT
- ANH Linkages Session Plan
- ANH Linkages - Glossary

Additional Documents:

- **Pre-session Guidance:** Planning your interdisciplinary learning session

Materials last edited: Oct 2023

If you have adapted these materials and would like to share your version with others, or have any feedback on our lesson plan, please contact chau.yo@lshtm.ac.uk

Module 1: ANH Linkages



Module 2: One Health



One Health

The Training of Trainers Programme

CEWG Pilot Testing

**ANH
Academy**

Agriculture, Nutrition and
Health Academy

Master Trainers



Regional Trainers



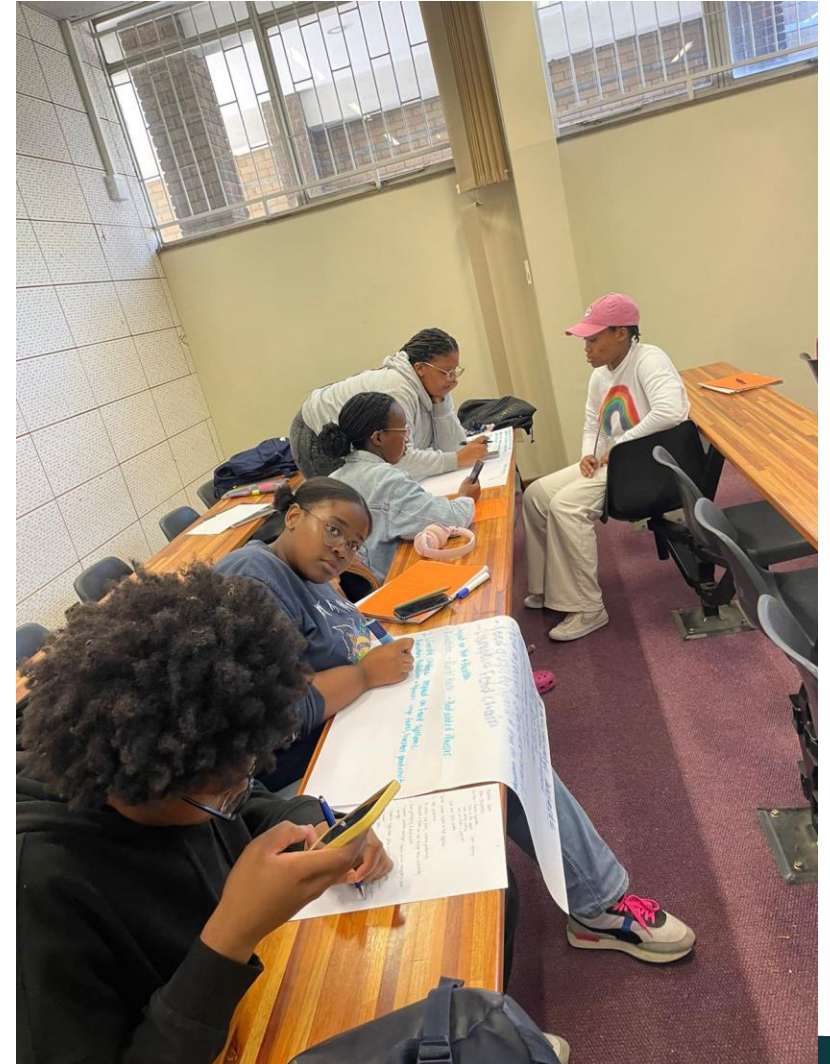
**Students
Colleagues**



ToT Workshop, Stellenbosch, South Africa



Training Workshops conducted by RT



ToT Workshop in Colombo, Sri Lanka



Regional Training Approach

- Focus on adapting ANH material to suit context of the Regional Trainers
- Encourage discussion on how students and trainees learn most effectively with emphasis on engagement, rapport and belonging
- Encourage self-reflection as learners during Master Trainer sessions
- Enable regional trainers to explain their adapted session plans

SIX Aspects – Pedagogy and Theory

Throughout the programme regional trainers explored how their students and trainees learn best and the implications for adapting ANH materials to aid:

1. Engaging students and trainees before a session
2. Engaging students and trainees at the beginning of a session and modify ILOs if appropriate
3. Engaging students and trainees during a lecture
4. Engaging students and trainees in group work examining a case study
5. Engaging students and trainees in identifying key take home points from the session
6. Engaging students and trainees in post session evaluation



SIX Aspects – Pedagogy and Practice

During the week programme regional trainers will explore the SIX aspects through:

Experiencing each of them as students being taught by Master Trainers

Discussing them with Master Trainers in sessions facilitated by Pedagogy Leads

Planning the implementation of the SIX Aspects in an ANH session adapted for their own trainees

Presenting their plans to peers and Master Trainers

Discussing and responding to feedback from peers and Master Trainers

Discussing how they will evaluate the impact of future sessions on their trainees

On successful engagement in each of the above Regional Trainers received a Certificate as an Accredited ANH Regional Trainer



The background is a dark teal color with several lighter teal wavy shapes. A thin teal circle is located in the upper left quadrant. A thin teal line starts from the top center, curves down and right, then curves back down and left, ending near the right edge. A thin teal horizontal line is positioned below the word 'Activity'.

Activity

Join the global community

Stay connected, foster connection

- Connect with other members
- Share information
- Attend webinars
- Write a blog
- Propose activities

