



Molecular Gastronomy in European Perspective Final Report

“Molecular Gastronomy in European Perspective” was an interdisciplinary project connecting a socio-cultural aspect with science and ICT.

The project was the response to the educational and social needs. When it comes to the educational ones:

- students should use their theoretical knowledge in practice;
- not only theoretical knowledge matters;
- theoretical knowledge without practice may turn out to be useless.

As far as the social needs:

- students can use school knowledge in outside school reality;
- students can show not only theoretical knowledge but also practicals skills on the job market in students' future.

There were two main contexts of the project: scientific and socio-cultural. As far as the former, molecular gastronomy is a subdiscipline of food science that takes advantage of many innovations from the scientific disciplines. Our main purpose was to teach children science: physics, chemistry, biology and mathematics by showing them utility of those subjects. When it comes to the latter, all this process of learning

and teaching takes into account the socio-cultural aspect of partner countries' diversity.

The participants of project were 60 students (15 from each country) chosen by project coordinators using the criteria selected and set. Our main target group was early teen school students aged 12-15 who begin to learn chemistry and physics. They were at least in their second to last class so they had the possibility to take part in two-year project till its end.

Nonetheless, there were other target groups of the project. All other school students, all the school teachers, students' parents, local inhabitants, all other European students and teachers, and finally, all those interested in the subject of the project constitute potential project recipients.

Our students were profoundly motivated and aware of significance of learning science subjects. They developed their practical skills and competences in science, ICT, foreign language and foreign culture and history. Also, they expanded their personal skills like self-confidence, tolerance, openness to new culture, traditions, beliefs and customs.

The profits are available for whole local communities: exchange of good school practices can enhanced the quality of teaching and increased motivation to learn science subjects, foreign languages and ICT elements among all students in partners' school.

During the exchanges the students familiarised themselves with the cuisine and culture of each host partner. They took part in molecular workshops. Preparing to mobilities students created films and presentations about host countries. What is more, students cooked in both traditional and molecular way dishes of host country what was shown by means of short movies and presentations.

Therefore, our main objective were all fulfilled. The following aims - increasing a practical approach to learning science subjects for improving quality of teaching, helping our students develop practical skills and competences, increasing critical thinking, developing the ability to use theory in practice and raising awareness of learning science subjects, increasing practical skills and competences in ICT and raising cultural openness and tolerance - seem to be achieved analysing measurable and unmeasurable results and effects of the project.

Organising presentations for teachers and workshops for all the school students and their parents, all the school teachers and administrative employees, local inhabitants enhanced positive attitude of students, their parents and local community towards the school, improved engagement of students and their parents' in school life, increased cooperation and promoted the school among its local community.

The results of project may be used by every teacher and student interested in that subject because the project web page available in English. During project the students made a web page about their work and achievements.

In terms of impact on other target groups, they could increase their knowledge by familiarising themselves with project's results.

It was absolutely relevant to conduct the project transnationally. Meeting four groups of teenagers coming from different European countries was a possibility to meet new culture, habits, traditions as well as to look at oneself and one's society from a completely new perspective. The students met the partner country through its cuisine in the real life situations.

The students had the opportunity to be exposed to different socio-cultural context. While cooperating with students coming from different countries and visiting those countries, the project participants gained experience that could not be gained in artificial classroom circumstances.

What is more, the students had the opportunity to make international friends among the project participants what could help develop foreign language competence during the project and after its end what is definitely added value.