

Radical Responsiveness
ReThinking Education for Environmental
Citizenship through a post-disciplinary lens

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Today, I'm going to present the ReThinking Food project and ask you to ReThink or trouble our findings from your individual research perspectives, and then use what we discover in this process to ReThink or trouble your own research, the ways that you design your research, and how you understand it.

ReThinking Food is a radically responsive research project that approaches EC from a post-disciplinary perspective.

Post-disciplinary

- A post-disciplinary stance recognizes that in many contexts, clear-cut categories and separation of disciplines is no longer useful or viable. Indeed, when disciplinary concerns dominate, salient issues may be rendered invisible. **1**
- So while disciplines per se are not abandoned, a post-disciplinary researcher tries to remain vigilant to their limitations, and in doing so, test their boundaries and contribute to their growth. This approach runs counter to the interdisciplinary approach to innovation that brings together knowledge from different research disciplines to generate ideas. **2** It offers an emergent and responsive approach to complex, contemporary issues in ways that transgress disciplinary — and other siloed — ways of thinking.
- When taking a post-disciplinary approach to applied research, knowledge emerges from the context of application with “distinct theoretical structures, research methods and modes of practice which may not be locatable on the prevailing disciplinary map.” **3** This stance enables researchers to respond to the situated concerns at hand.

REFS:

1. Doreen Massey, “Negotiating Disciplinary Boundaries,” *Current Sociology* 47, no. 4 (1999): 5–12, DOI: <https://doi.org/10.1177/0011392199047004003>; Stephen Edelston Toulmin, *Return to Reason* (Cambridge, MA: Harvard University Press, 2009); Tomas Hellström, Merle Jacob, and Søren Barlebo Wenneberg, “The ‘Discipline’ of Post-Academic Science: Reconstructing the Paradigmatic Foundations of a Virtual Research Institute,” *Science and Public Policy* 30, no. 4 (2003): 251–60, DOI: <https://doi.org/10.3152/147154303781780407>.
2. Alan Blackwell et al., “Creating Value across Boundaries: Maximising the Return from Interdisciplinary Innovation” (research report, UK National Endowment for Science, Technology and the Arts, 2010), https://media.nesta.org.uk/documents/creating_value_across_boundaries.pdf.
3. Michael Gibbons, *The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies* (London: Sage, 1994).

Text from and onger discussion available at:

Wilde, D., *Designing Research Education for Global Concerns*. *She Ji Journal of Design, Economics and Innovation*, 2020, Vol. 6, issue 2 Summer 2020. pp.170–212 2019

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A three-course inquiry into bottom-up food system transformation

sdu.dk/rethinkfood • bit.ly/wilde_softlab

Danielle Wilde, Anna Lena Hupe, Sarah Trahan, Caroline Guinita Abel, Solvejg Kjærsgaard Longueval, Corey McLaughlin

DW, SDU, where I lead research into food and sustainability. ReThinking Food is a research project undertaken with graduate students: Anna Lena Hupe, Caroline Guinita Abel, Solvejg Kjærsgård Longueval, Corey McLaughlan and visiting research fellow: Sarah Trahan. It came out of the SDU Citizen Science Talent program. The image you see is from a salon, that served as a preliminary study.

ReThinking Food uses experimental means to ask:
How can we come together as communities, Empower ourselves to engage with Int. Sustainability agendas, And make transformational change?

Sustainability advice is often global in scope, and lacks attention to cultural norms. In contrast, experience is situated, and different depending on where it unfolds, this creates a fundamental challenge of scale.

Methodologically, we position the work as *Extreme [co-creative] Citizen Science* —Interrogating sustainability agendas through: making, eating, sharing, community-based analysis and peer-review. I'll come back to this later, to talk about what it makes possible.

(1'00)



A three-course inquiry into bottom-up food system transformation

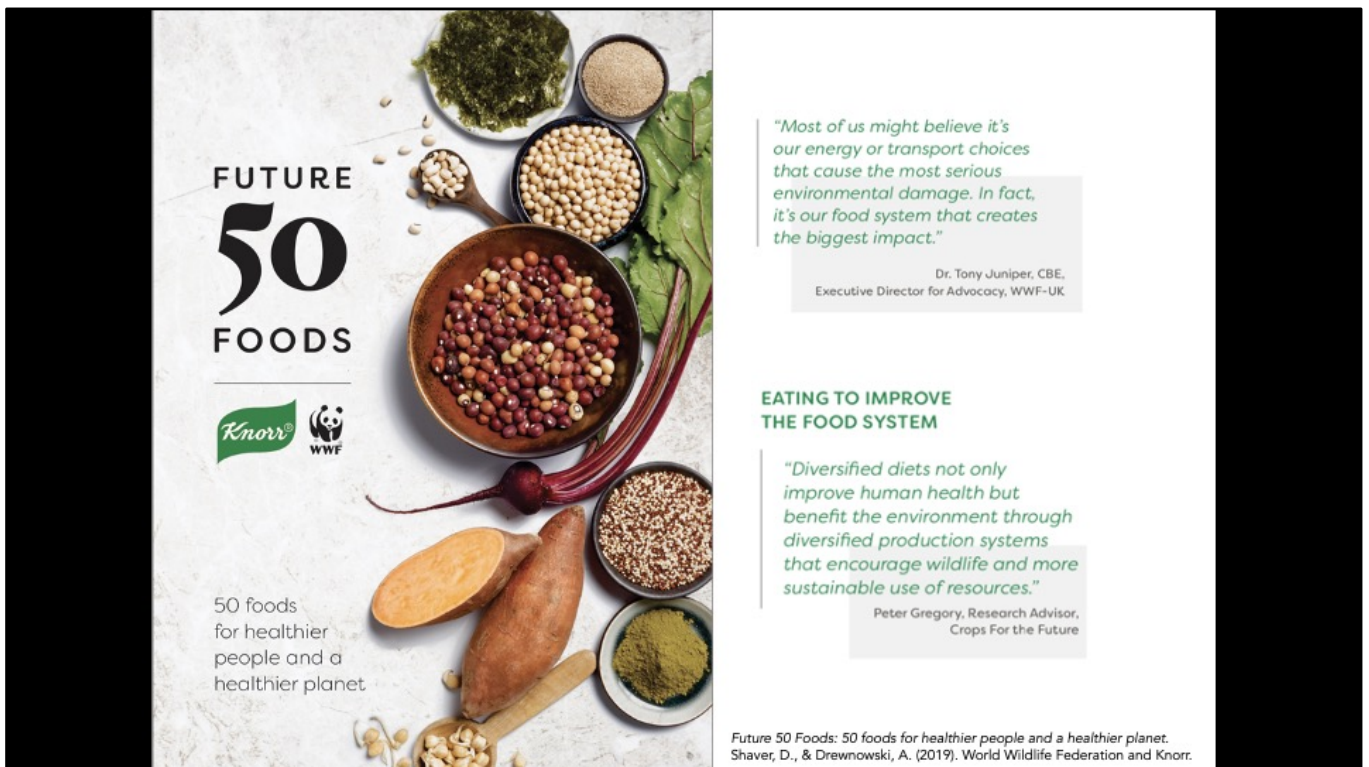
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Rethinking Food examines the roles people might play within sustainability discourses, and the tensions that push up against their desires and responsibilities. It seeks to understand how to transform citizen participation in the food system, and eventually transform the food system itself, to be more sustainable.

Food practices are situated in the body, in the family, in the home, in social groups, culture and tradition, and are impacted by local conditions. The food system is global and transformation needs to be systemic; it also needs to resonate powerfully with situated, everyday practices and the values that drive these practices. It needs to be coherent with available possibilities; able to fulfil deep-seated socio-cultural, as well as nutritional needs, which – as an Australian, of British heritage, living in Denmark, with deep personal roots in France and Asia – I know, are never as straightforward as they might appear.

(2'00)

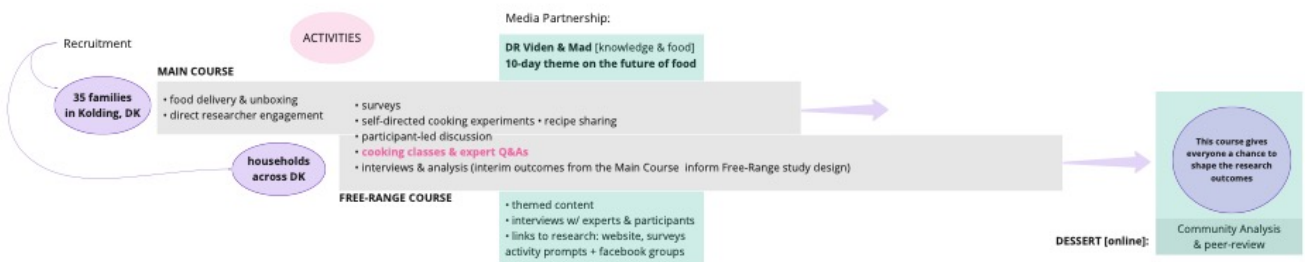


To anchor the research, we use WWF and Knorr's 'Future 50 Foods' report

It's usefully troubling – it's authored by world-leading food and sustainability experts, but financed and branded by Knorr; not all 50 foods are available everywhere, and they are not all sustainable where they are found: a common complaint was *why Japanese mushrooms, and not the ones we can forage locally? what are bambara nuts?* And: *why would eating foods from Africa or Asia or South America be more sustainable than foods we can find near home?*

(2,30)

[The Three Course Enquiry]



The study unfolds over three courses.

The Main course, which I talk about today, ran Oct-Dec 2020, and involved 35 families from here in Kolding.

2ND COURSE: is free-range and involves households from all over Denmark.

THE 3RD COURSE is Dessert. This one gives everyone a chance to shape the research outcomes. It's a massive online dinner and community peer review.

The different courses let us look at different things: the influence of children on sustainability choices; changes in experience and position from one geographic location to another; and the impact and possibilities of conducting food-based research online.

Methodologically, We want to know:

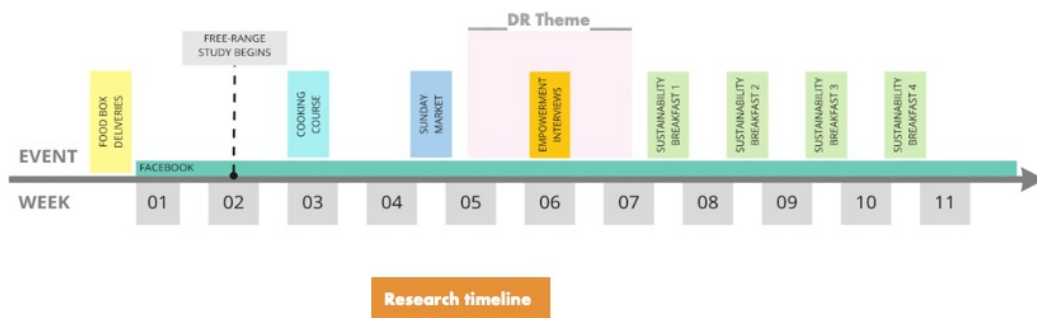
—What is needed to keep diverse people engaged within an extended, participatory online study and:

—How to conduct community-based analysis and peer-review ONLINE, and ensure all participants have a voice?

We also hope to expand understanding of why so-called 'extreme' approaches to citizen science might bring benefit.

(3'30)

[Main Course]



This is the Main Course timeline:

Over 11 weeks, we conducted online and in-person activities to connect the 35 families with the researchers, the food, their own families and the other participants. We also partnered with DR, as part of the Free Range course to share participant stories nationally, and interviewed some of the families, to understand if they were feeling empowered towards Environmental Citizenship

[→ Environmental Citizenship]

**responsible pro-environmental
behaviour of citizens who act
and participate in society as
agents of change... (ENEC 2018)**

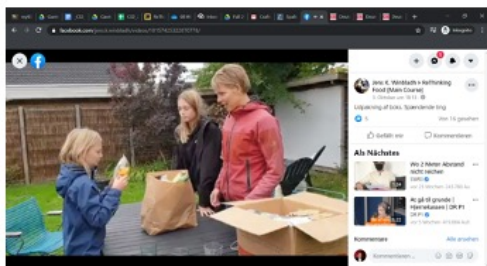
So I'll begin at the beginning

(4'00)

[Main Course]

onboarding

1. Fill out the survey
2. Make an unboxing video



Future 50 Food

Måske vedligt:
 Har set for
 Har smagt for
 Har i hjemmet



[Main Course]

We recruited participants through Facebook, flyers and word of mouth. We sought households with children, living in Kolding.

We had a two-step onboarding process.

We hand-delivered food boxes containing 39 of the 50 foods – purchased locally – and pictorial surveys that ask, for each of the 50 foods, if you've seen it before, if you've tasted it, and if you have it in your home.

The delivery process allowed us to perform the role of researchers, and the families to perform the role of participants.

The families then joined the facebook group

(4'30)

[Main Course]

Closed Facebook Group for the Families



ReThinking Food [Main Course]

Private group · 55 members

[Main Course]

the facebook, served as a virtual research commons, for the families to exchange knowledge, experiments and their situated research findings.

Active families posted questions, shared recipes, comments, offered advice, and shared photos of their cooking practices. Others lurked (we knew they were there, because they would acknowledge our posts).

As researchers, we played a number of roles in the group. We posted formal notifications of activities. We responded to questions addressed to us directly (after leaving time for the families to find answers for themselves). We occasionally provided first-person perspectives through comments, and Solvejg (one of the researchers) participated in the study with her family. When she introduced herself in the Facebook group she declared her dual role. Otherwise, she participated in the same way as the other families, and, in the background, in the same way as the other researchers. Her reflections provide insights, with a richness, that I don't think we could have gleaned without her playing this dual role.

(5'30)

[Main Course]

Closed Facebook Group for the Families

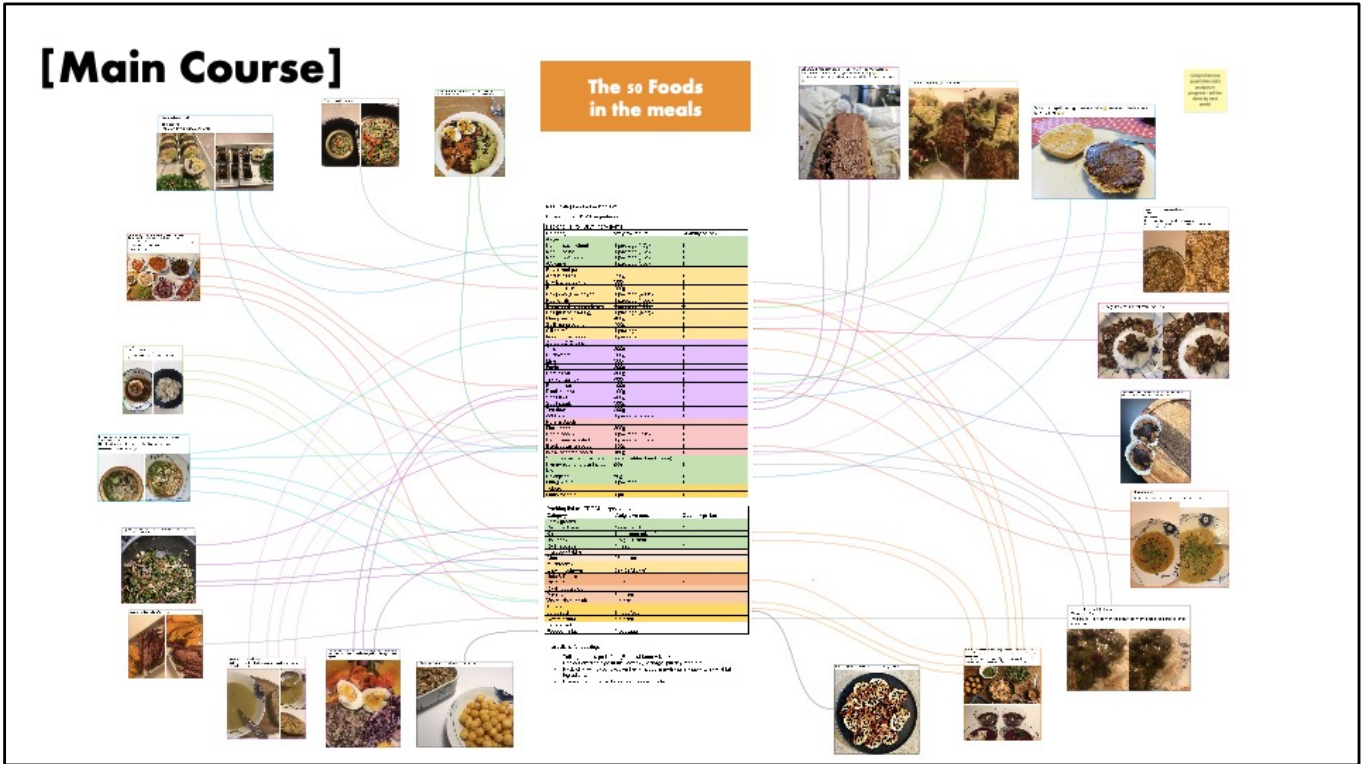
One Family's posting & connections

Philipsen



[Main Course] FB analysis

Over 4 months, we gathered a lot of material and did a number of mappings. At diverse scales.



In many regards, these mappings are arbitrary, meaningless, because self-selected participants self-report selected activities, and not all families actively post.

[Main Course]

Facebook Data Affinity Mappings



Nonetheless, what we are finding is interesting.

Half of the dishes families made sit outside of Danish traditions.
 Half are new dishes, built around one or more of the ingredients we gave them 1/3 are familiar family favourites, with one or more ingredients swapped out
 And 1/3 of dishes use the foods as a side dish.

[Main Course]

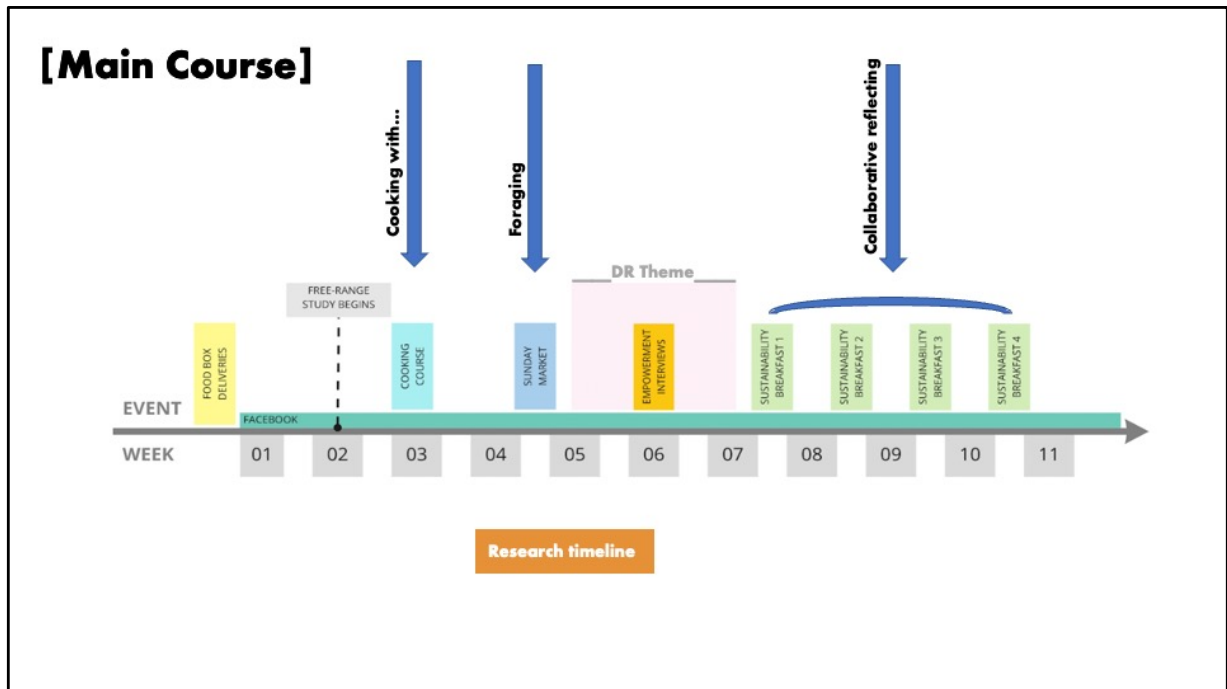
Facebook images of a meal



[Main Course] FB analysis

It's difficult to know what we can learn from this, but I do believe it demands attention. Design research makes other ways of acting and knowing visible. Even so, it's easy to fall into the trap, with so much data, to treat it quantitatively, and risk losing sight of small details. This, of course, is a matter of scale.

(6'30)



In parallel with facebook, we held activities to support cooking with others (by cooking with a chef) , foraging at a Sunday market, and collaborative reflection over a series of breakfasts.

(6'40)

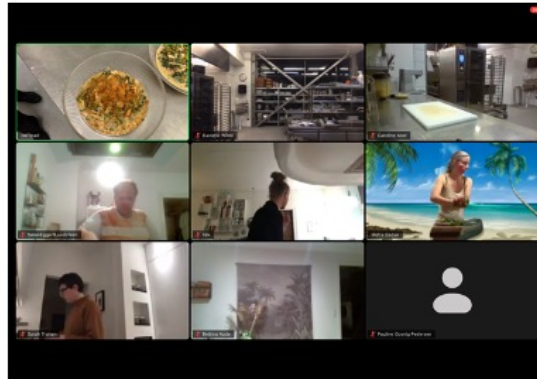
[Cooking with Christoffer]

Online Cooking Session

Christoffer at DSKD, begins the introduction



diverse ways of engaging With the structure



a socially & economically sustainable 3-course menu

3-retters menu - Opskrifter

med Christoffer Bro Christensen.
Hvornår: Den 27. oktober 2020 kl. 17:00-18:30
Hvor: Lige derhjemme. Online madlavningsklasse på Zoom.

APPETIZER

Tomat cazoppio m. lyn syltet persillerod og sevet valnød.

Tomat Cazoppio

- 1 kg modne tomater
- 1 stor agurk
- 1 løg, 1 gul og 1 grøn peberfrugt
- 2,5 l fed lysolje
- 1 dl grødt olivenolie
- 3 spsk skærpyntede
- salt og peber

Fremgangsmåde: Flå tomatene og fjern kernerne. Skæl agurken, flæk den, fjern kernerne og skær den i mindre stykker. Fjern kernerne og skæl på peberne. Fil hvildefløde. Kog hele madservicen i kasserollen. Tilskud vand mens den bløder, men suppen må ikke blive alt for tynd. Bland olivenolien ind i suppen og sæt til med salt, peber og skærpyntede. Sæt suppen i køleskabet til den skal spises.

Syltet persillerod

- 200 gram persille rod
- 500 ml eddike
- 500 ml vand
- 500 gram sukker
- 4 stk laurbærblad
- 20 stk peberkorn
- 1 løg, Timian

Fremgangsmåde: Skæl persillerødderne og skær dem i 2-3 cm. Sæt eddike, lugen over og bring det i kog. Tilsæt de øvrige ingredienser og lad dem koge med til de er mere. Herefter tages persillerødderne op og køles ned inden de skal puttes i suppen. Gør eddikelugten til en anden god gang. Kan holde op til 50 dage.

Sevet valnød

- 100g valnødder

Fremgangsmåde: Nul ærtes et minut i ovnen valnødderne ud oven på et fint trøske. Velbekomme.

Cooking with Christoffer was an online cooking session led by Christoffer Bro Christensen, from the Kolding Design School Canteen. Christoffer's remit was to guide participants in preparing great tasting, nutritious and sustainable food for the whole family, for minimal effort and cost, highlighting the Future 50 Foods. Ten families participated. Recipes were shared in advance. Over two hours, from their kitchens, the families conversed, cooked, and ate together with the chef and the researchers.

There were families who prepped everything in advance, drank wine and enjoyed themselves; those who cooked whatever they had time for and were relaxed and had fun; and there was one family who had nothing prepped, had not checked in their cupboards to see if they had suitable ingredients, and frantically tried to follow the chef and confirm replacement ingredients as they scrambled to keep up. Throughout, everybody laughed, even the very stressed family. One family who didn't come said they felt that cooking a three-course meal on a Tuesday evening was "too heavy". However, the idea behind it is to diversify taste exposure for children, use leftovers more creatively, and in the end save money and time.

(7'40)

[Foraging at the Sunday Market]

An in-person market served as a platform for participants to meet the researchers again, provide feedback, chat about the project, and bring home new foods.



[Sunday Market]

week 4, we held a Sunday Market, which was modelled after a public food market, it

included a food stall for foraging, a whiteboard that served as a community noticeboard for suggestions and comments, and seating areas to enjoy coffee and fresh baked cake made with ingredients from the 50 foods.

Participants talked with us, foraged for foods, added their reflections to the whiteboard, and generally continued their research. Because of Covid, visits were timed. This limited participant-participant interactions but afforded enhanced researcher-participant interactions as the individual appointments allowed more time for one-on-one conversation.

(8'20)

[DESSERT – Sustainability Breakfasts]



SB 1. Talk to the researchers
SB 2. Share tips and tricks



SB 3. Sustainable Christmas?
SB 4. New Year's resolutions

The final act of co-reflection, was four Sustainability Breakfasts, held Saturday mornings, leading up to Christmas. We gathered over Zoom, shared coffee, breakfast, and conversation from the comfort of our homes, and shared ideas and impressions on that week's theme. The Breakfasts were open to Main Course and Free-Range participants, they enabled the families and households to connect with us, and with each other across courses, to discuss concerns, share advice and food practices across three distinct scales:

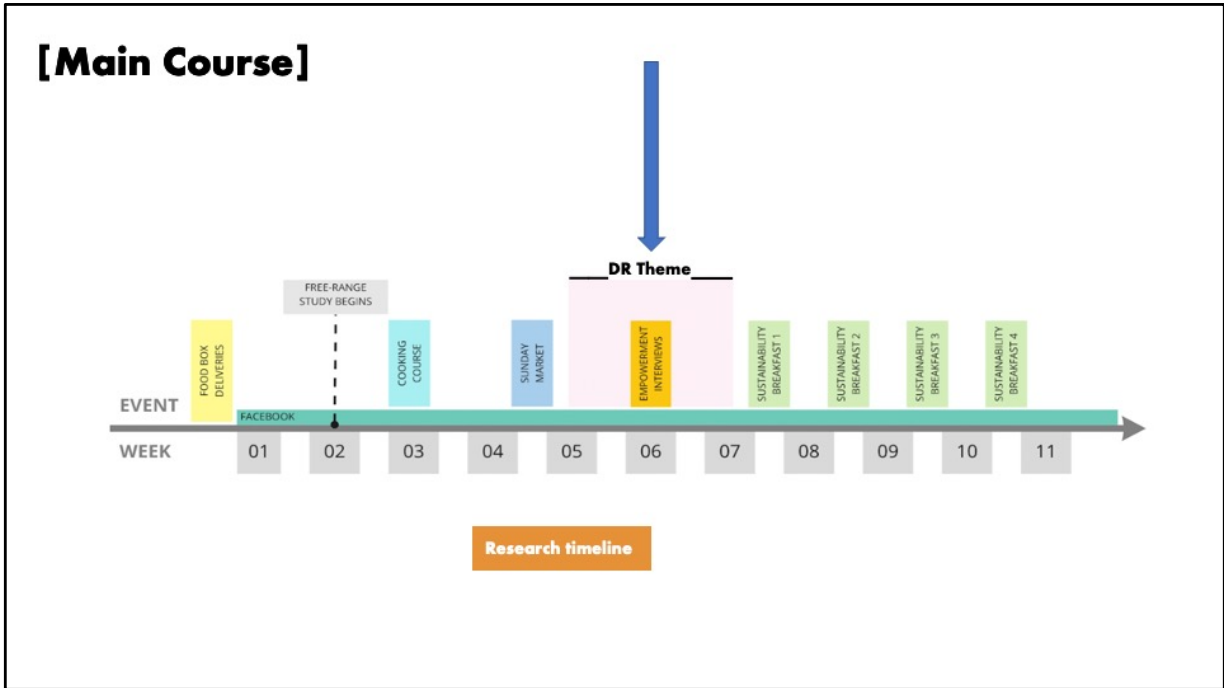
- i) **familial:** cooking within their family; and exchanging experiences with other families;
- ii) **national:** exchanging experiences across diverse locations in Denmark; and
- iii) **global:** sharing experiences of traveling and living abroad, with family and friends.

They talked about topics that surfaced within the Facebook group, best practices for including children in cooking, and shared personal backgrounds and relationships with food.

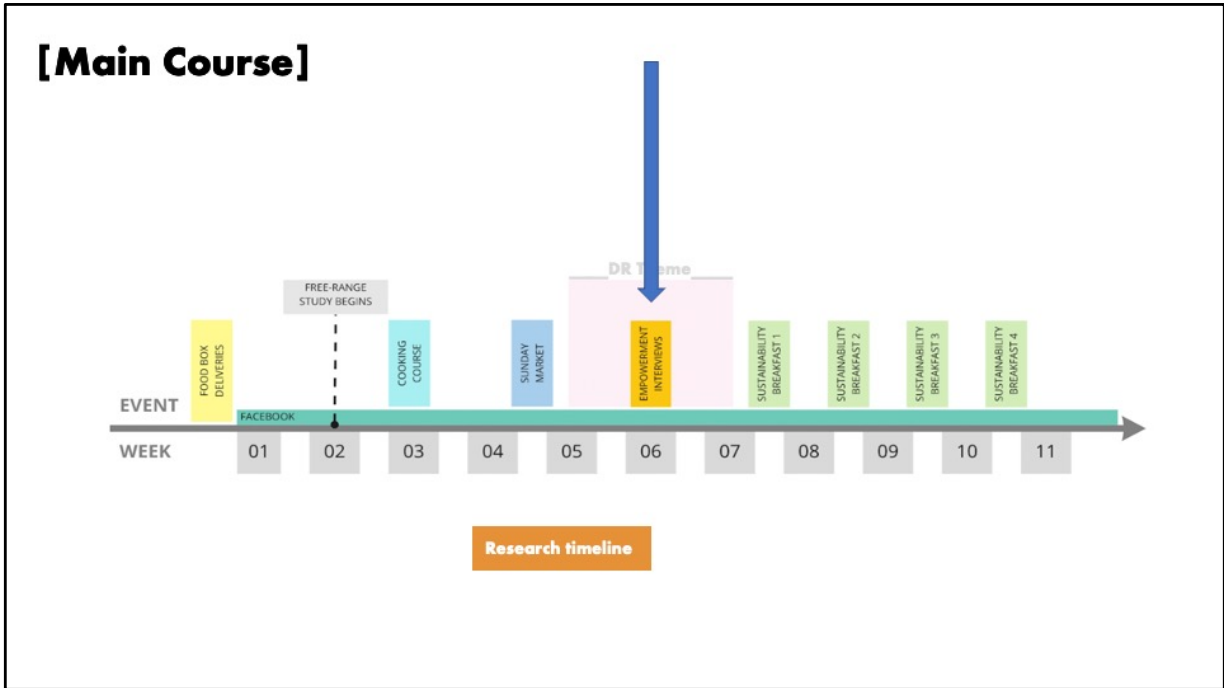
They also expressed a desire for more scaffolding in their adoption of the foods. They said they liked being able to explore freely for the first couple of weeks, but then would have appreciated recipes. Those who joined the *Cooking with* session were

longing for more recipes from the chef, which never arrived. They all loved the food that he introduced them to and mung beans, in particular, became a new staple in their cupboards. One participant exclaimed while laughing that "she never knew mung beans could be delicious!" She now makes mung-bean risotto regularly, and always has them in her cupboard. Others in the breakfasts agreed that tasting new foods, and being supported to make them was a game changer in terms of changing their food practices. This was the last formal activity for the Main Course.

(10'00)



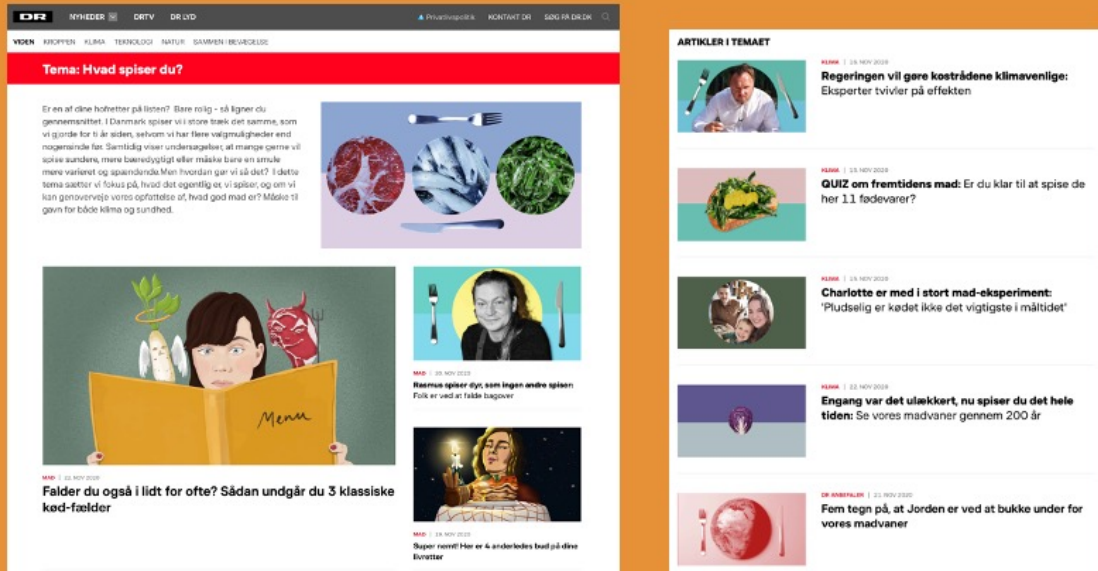
In between, DR (Denmark's national broadcaster) ran a special theme for us



and, we interviewed some of the families to understand if they were feeling empowered.

[DR Theme – mad fremtiden]

<https://www.dr.dk/nyheder/viden/tema/hvad-spiser-du>



DR's special theme ran for 10 days and included breakfast with one of the families; a live Q&A with another family and christoffer; related articles and interviews on the radio, in new spapers and online. Over 10 days, 500,000 people engaged with the theme –this was enormous. 12,000 people filled out an online survey and just under 500 signed up for the free range study. it was DR's most successful citizen science theme to date, and we weren't prepared for it. We do careful qualitative – experimental, participatory, research through design. After several prototype dinners, we're still working out how to scale dessert to be nationwide, and be rich and meangingful ...

Whether or not their personal story was included in the theme, our Main Course participants felt it placed them at the forefront of a national discussion on societal transition; that their actions were helping society to understand how we can make change, across the whole of Denmark. They were proud of this, said it felt important.

(11'10)

[Empowerment Interviews]



Around the same time

- Anna, the second author, interviewed 7 of the families - 2 at the Sunday market, the rest online.
- The goals were to i) identify how they define empowerment, ii) how empowered they feel in the project, and iii) whether they believe it is possible to make societal scale changes from personal scale action.

Empowerment in the literature is "a multi-dimensional social process" that helps people gain control over their lives at a range of scales that cross individual, group, and community dimensions (ibid.).

The 7 families all considered that having a sense of freedom, or self-determination in the project was critical to their feeling empowered. This sense of freedom led to enhanced involvement, and a feeling that their actions "have some realness" (F04).

Participation in the activities was voluntary, of course. This is standard for ethically conducted research. However, our participants imagined that, by signing up, they would have to do everything. They said that being able to determine for themselves the level, quality, and kinds of engagement they had in the project, at each step, gave them a real sense of freedom. Whether this led to increased involvement is unclear. However, all interviewees said that it did.

They also said that small changes, such as decisions around what to cook that day, made them feel that they were making a difference to society. and, the more important the area of action was to them, the higher the potential they felt for long-term change.

(12'40)

[A Sense of Agency]

- *An innate sense of responsibility*
- *The capacity to act*
- *And a willingness to participate in the world*

They described having a sense of agency – an innate sense of responsibility, a capacity to act, and a willingness to participate in the world – as a direct result of the freedom they felt to move between scales of concern. They clearly valued the feeling of control the study gave them over their own lives and food choices, over society and the ways food is understood and consumed.

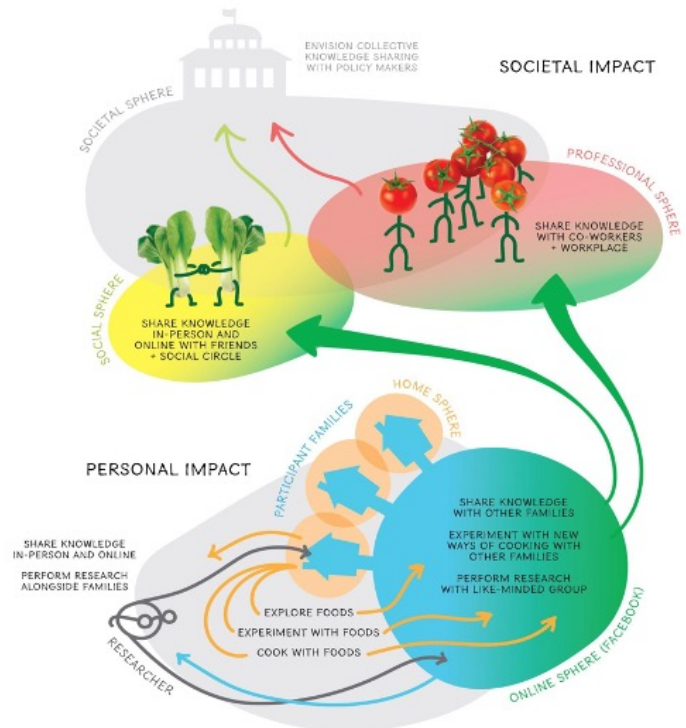
(13'00)

[A hybrid Strategy for Engagement Across Scales]

→ Fostering Environmental Citizenship:

“responsible pro-environmental behaviour of citizens who act and participate in society as agents of change...”

— (ENEC 2018)



our research invited participants to shift their scales of engagement between : the intimate realm of home and family; and less intimate in-person and online spheres – one-to-one and one-to-some, with the researchers; and one-to-some and one-to-many, with the other participating families. These scale shifts allowed them to try out emerging knowledge, and emboldened them to scale out to social, professional and societal spheres of action

One participant said they felt empowered to propose changes in their workplace cafeteria because of the strength they gained from their role in this research.

We believe it's the nested spheres, at differing scales, that affords this outcome. fosters Environmental Citizenship,

it begins with an embodied exchange (from researcher to participant, handing over a box of food) then scales inward, to peeling vegetables, sprouting legumes, and handling the materiality of the food, and then families engage with the question of what to eat. Children play an important role in this process, especially small children – when parents are tired and want to make something easy, and the children ask for the research food, it can serve to remind us what's at stake.

Children will live with the futures we are making day by day. Their insistence can help us to make better (if not always easier) choices, as they help us to see beyond the timescales of our own bodies and imagine the lives of future bodies.

From the family, the research then scales out to the online sphere, to be enacted vigorously on Facebook. Then to larger social, professional, and societal spheres of action . the online group thus acts as a conduit for enactment of EC between the private and the public spheres, the body, and the world.

(14'40)

[The Researcher-Participant Perspective]

- **Motivated to make long-lasting changes to her family's diet for personal health and environmental health reasons**
- **Enjoyed receiving the future 50 food box from other researchers and experimenting with new foods in her home kitchen**
- **Liked the support and community of the Facebook group as a resource, but did not actively participate in the group due to data privacy concerns**
- **Reported that lack of time, dietary issues and lack of local accessibility to future 50 foods were obstacles to change within her family food practices**
- **Expressed de-motivation through encountering these obstacles but determination to keep trying to enact change on a personal, familial scale**

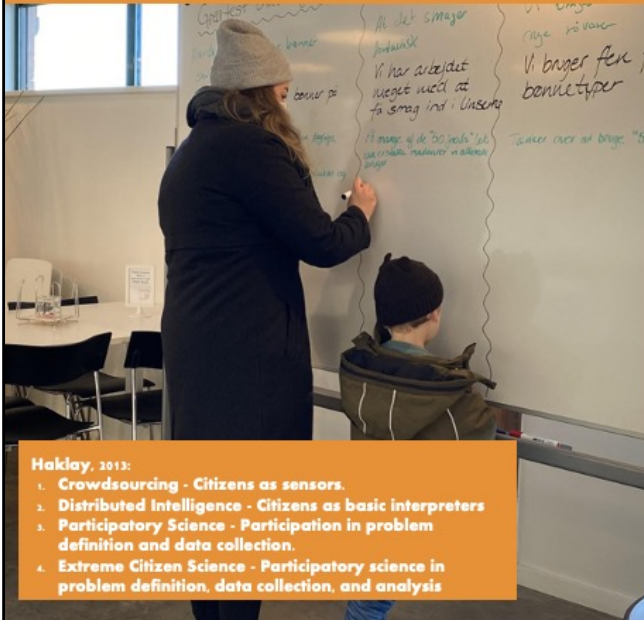
As I mentioned, Solvejg – one of the researchers – participated with her family, she received a box of foods and engaged both as a participant and as a researcher. In the dot points on the screen, we see her motivation, her reaction, her mixed response to the Facebook group, and the challenges that she and her family faced in participating.

She was not the only family who faced challenges and declined to participate in facebook. Our plan is to build a platform that lets us avoid the facebook trust issue moving forward.

(15'10)

Extreme [co-creative] Citizen Science

Interrogating sustainability agendas through: making, eating, sharing, community-based analysis and peer-review.



Haklay, 2012:

1. Crowdsourcing - Citizens as sensors.
2. Distributed Intelligence - Citizens as basic interpreters
3. Participatory Science - Participation in problem definition and data collection.
4. Extreme Citizen Science - Participatory science in problem definition, data collection, and analysis

I spoke at the beginning about positioning the work as *Extreme [co-creative] Citizen Science*. We reinterpret CS through participatory RTD for a number of reasons.

pRTD foregrounds embodied, situated experience. It lets us shift what is understood as CS to a more personal scale, to trouble assumptions and practices around CS and resituate it within politically more inclusive – co-creative – traditions.

In complement, positioning the research as CS helped to make the work seem impactful to our participants, due to an assumed commitment to reciprocity on their part.

It also provided some challenges.

The idea of co-creating the study they were involved in upset some participants' notions of hierarchy in science and led to expressions of frustration and anger. Despite their pushback, we remained committed to engaging our citizen-scientists through participation and co-creation, and to shaping the study together. And this

gave rise to some wonderful discussions as they worked their way through this challenge themselves – on facebook, where we could see their thinking unfold.

(16'20)

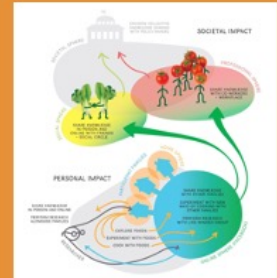
[Conclusions]



"Thanks for the box! It's almost like Christmas Eve – filled with exciting things"

"Facebook allows us to feel connection with the other participants"

"I never could have [proposed changes at my work cafeteria] without the research and the confidence it gave me"



sdu.dk:rethinkfood



The Challenge

The global human food system is damaging our planet, but there is hope if we take action.



The Study

A three-course inquiry into bottom-up food system transformation.



Get Involved

Join the online community, eat with us, be a vital part of the debate.

Throughout the study, the researchers engage in research alongside participating families, modelling the research process, engaging in embodied ways. We (the researchers) share knowledge and our own embodied, situated experience. Through each knowledge exchange, we (re-) frame the research as a co-creative process.

From the outset families responded with enthusiasm, took ownership, and explored on their own. As they shared in the Facebook group, we notice their engagement with the research begin to shift, moving back and forth between the home and the group. This movement across scales enlivened families' personal, situated food practices and encouraged continued engagement within the online community. Their activities in one sphere informed and strengthened their activities in the other. In interviews, families explained that: "Facebook allowed them to feel connection with the other participants" because they felt they could "have their meaning heard". they describe this as empowering.

The research activities expand from the person through the personal to the societal, foregrounding embodied engagement with the research object – food and sustainability in the family and in society; and demonstrating that becoming an agent of change in society can begin at home. This rescaling of planetary issues to the family home is important. It enables participants to make small moves, test their emerging knowledge, and become emboldened to act.

Families joined the study to eat more sustainably and have more energy. They struggled to find recipes, shift practices in the kitchen, and find ingredients at local supermarkets. The main reasons for reverting to habitual cooking and eating were time, motivation, and digestion issues, resulting from changes in diet. Participants used the

Facebook group to exchange hopes, fears, questions, and concerns. These exchanges helped in the collaborative formulation of knowledges as people considered how to move forward.

As Solvejg's account demonstrates, the path through the research was not necessarily easy. She tells us that embodied engagement with the Foods at home, and access to a community of like-minded individuals online, enriched her situated practices, and helped her family engage with what it means to be sustainable in the home, even when they only lurked on facebook

(19'00)



Our participants were open-minded about transforming their eating behaviors. They want to work out how to change. They are willing to compromise on taste and flavor for more sustainability. But, time and cost exert very real pressures; and children's willingness to experiment can also be an issue.

For behaviour change to become culture change. we need to imagine the change we want to see—prototype it, think through experimentation—work out what's needed to support adoption adaptation, scaling—identify the new practices, policies, technologies and relationships we need if we want our extraordinary more-than-human world to flourish. We need to do these things now, engage people from all levels of society, so we can all start to be the change we urgently need before we even realise that we've done it. And this is what happened with our participants. Positioning the work as citizen science, helped with that, especially as we were disrupting what citizen science is, who citizens are, and how we might begin to engage with each other more deeply.

(20'00)

**ReThink or trouble our findings from your
individual research perspectives**

(20mins group work • 20mins discussion)

**ReThink or trouble your own research,
the ways that you design your research,
and how you understand it.**

(30mins solo • 20mins discussion)

Radical Responsiveness
ReThinking Education for Environmental
Citizenship through a post-disciplinary lens

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