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Call: Rural Renaissance – Fostering Innovation and Business Opportunities

Topic: RUR-13-2017 Building a future science and education system fit to deliver to practice

Grant agreement: No 771738

Duration: May 2018 to April 2022

Coordinator:

Dr Martin Melin, Swedish University of Agricultural Sciences, Alnarp, Sweden

WEBSITE:

<https://www.nextfood-project.eu/>



Nextfood - Educating the next generation of professionals in the agrifood system

Practice Abstract #40: Supporting reflection: use of “learning memories and key messaging”

Authors: Suzana Madzaric and Virginia Belsanti (CIHEAM Bari, Italy)

Reflection needs encouragement through targeted support that can drive students to combine theory with experiences and evolve into a competence. Alternative learning sources contribute to this purpose. By adopting the use of “Learning memories” and “Key messages” students developed the competences of participation, observation and dialogue-through establishing linkages between theory, field experiences and interaction with stakeholders.

- Learning memories: field visit experiences were linked with knowledge acquired from scientific articles by using a simple guideline where each experience-visit, meeting, group discussion- had to be related to literature evidence, reflected upon and then reported highlighting what was learned and would like to learn more.
- Key messages: this task helped to summarise what was learned in the interactions with stakeholders into key concepts to be used in the development of the group project. It mainly concerned visits to actors not directly related to the case studies where students were asked to listen and observe while looking at the details and how certain mechanisms, concepts and experiences coming from different contexts could support their activities.

Recommendations: While students at the beginning of the course were not fully aware of the importance of reflecting on every step of their activities, neither in written nor in oral form, as they fulfilled the above tasks, comprehension of the value of reflection started to kick in as they realised that they had produced a “valuable repository” consisting of all the information they had collected and developed which they could use for their final reporting.



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Practice Abstract #40 Apoyo a la reflexión: uso de "memorias de aprendizaje y mensajes clave"

Author: Suzana Madzaric and Virginia Belsanti (CIHEAM Bari, Italy)

Es necesario fomentar la reflexión mediante un apoyo específico que pueda impulsar a los estudiantes a combinar la teoría con las experiencias y evolucionar hacia una competencia. Las fuentes de aprendizaje alternativas contribuyen a este propósito. Mediante el uso de "Memorias de aprendizaje" y "Mensajes clave", los estudiantes desarrollaron las competencias de participación, observación y diálogo, estableciendo vínculos entre la teoría, las experiencias de campo y la interacción con las partes interesadas.

- Memorias de aprendizaje: las experiencias de las visitas sobre el terreno se relacionaron con los conocimientos adquiridos en los artículos científicos mediante una sencilla pauta en la que cada experiencia - visita, reunión, debate en grupo- debía relacionarse con las pruebas bibliográficas, reflexionarse sobre ellas y, a continuación, informar sobre lo que se había aprendido y lo que se quería aprender más.

Mensajes clave: esta tarea ayudó a resumir lo aprendido en las interacciones con los actores en conceptos clave que se utilizarían en el desarrollo del proyecto de grupo. Se trataba principalmente de visitas a actores no relacionados directamente con los estudios de caso, en las que se pedía a los estudiantes que escucharan y observaran mientras se fijaban en los detalles y en cómo ciertos mecanismos, conceptos y experiencias procedentes de diferentes contextos podían respaldar sus actividades.

Recomendaciones:

Aunque al principio del curso los estudiantes no eran plenamente conscientes de la importancia de reflexionar sobre cada paso de sus actividades, ni por escrito ni de forma oral, a medida que cumplían las tareas mencionadas, la comprensión del valor de la reflexión empezó a hacerse realidad cuando se dieron cuenta de que habían producido un "valioso depósito" compuesto por toda la información que habían recogido y desarrollado y que podían utilizar para su informe final.