



NextFood has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 771738.



Funding: Horizon 2020, European Union

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.