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

Practice Abstract #60: Reflection as a core competence in the NextFood approach

Author: Marie Henriksen Bogstad (NMBU, Norway)

Reflection is a structured activity for making sense of the multitude of experiences that students, farmers and other stakeholders have in the agrifood- and forestry system. Reflection is essential to bridge the gap between past, present and future linking immediate experiences, thoughts and feelings to existing knowledge and plans for further development as professionals. Being able to reflect entails an examination of the world 'out there' – the farming and food systems – and the world 'in here', seeing experiences in the light of attitudes, actions and interactions. As a competence, reflection needs to be trained as a structured activity for learning developing the ability to link insights, experience and theory, while at the same time identifying room for further exploration and work. Hence, reflection is at the heart of understanding and developing sustainable farm, food and forestry systems.

When training reflection in an action learning environment, metaphorically the learner can be seen as the ruminant and the learning experience as the grass on which it chews. In cultivating reflection, it is important to introduce reflection as a concept, organize reflection sessions frequently (individually and in groups), write a reflection diary, and provide tools for reflection. Ask your learners to reflect on: What did I observe/experience? What did I feel/think/learn about this? What are the questions I am asking myself? What will I do to find the answers? What are the implications for my own development? And ask yourself as a teacher, after completing a session: How did I experience this session/course? How do I think my students experienced this session/course? If I were to conduct the same session/course again, what would I do differently?

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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

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

WEBSITE:

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



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Practice Abstract #60: Visjonstenking som nøkkelkompetanse i NextFood-modellen

Author: Marie Henriksen Bogstad (NMBU, Norway)

I NextFood-modellen er visjonstenking en kompetanse hvor man forestiller seg en ønsket fremtid innenfor et spesifikt mat-, gårds- eller skogssystem. Studenter praktiserer visjonstenking med bønder og andre aktører ute i felten. En slik kollektiv aktivitet kan bidra til å forene ulike interesser, aktiviteter og verdier, og åpne opp for samskaping av fremtidsrettet kunnskap. Når en delt visjon er utformet øker rommet for transformativ endring da visjonen fungerer som et nav for handlingsplaner og avgjørelser underveis. Å ha en delt visjon basert på hva som er viktig for en gruppe i fellesskap øker også eierskap og individuelt ansvar.

Visjonstenking er en helhetlig og proaktiv tilnærming til fremtiden, forskjellig fra problemløsing som er reaktiv og spesifik. Problemløsing setter problemet i forsetet, mens visjonstenking heller vier fullt fokus til forestillingen om den ønskede fremtiden. Oppmerksomheten er da rettet mot hva aktørene ønsker skape.

Som for en hvilken som helst kompetanse kan evnen til å utøve visjonstenking kun utvikles gjennom praksis. Når man øver på visjonstenking er det viktig å huske at det er en allsidig tilnærming som kan brukes på mange ulike måter og situasjoner. Før du starter en øvelse i visjonstenking er det viktig å sørge for trygge omgivelser og informere godt om prosessen i forkant. Det er også viktig å stille spørsmål som oppmuntrer til frisipp av fantasien. I mange situasjoner kan det fungere å bruke en 'guidet forestilling' som en metode for å reise frem i tid, og for å observere og visualisere hva den ønskede fremtiden handler om. Uansett er det viktig å skape en avslappet atmosfære som tillater deltakerne å se bort ifra fordømmer.



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Practice Abstract #60: La reflexión como competencia básica en el enfoque de NextFood

Author: Marie Henriksen Bogstad (NMBU, Norway)

La reflexión es una actividad estructurada para dar sentido a la multitud de experiencias que tienen los estudiantes, los agricultores y otras partes interesadas en el sistema agroalimentario y forestal. La reflexión es esencial para tender un puente entre el pasado, el presente y el futuro, vinculando las experiencias inmediatas, los pensamientos y los sentimientos con los conocimientos existentes y los planes para el desarrollo futuro como profesionales. Ser capaz de reflexionar implica examinar el mundo "de fuera" -los sistemas agrícolas y alimentarios- y el mundo "de dentro", viendo las experiencias a la luz de las actitudes, acciones e interacciones. Como competencia, la reflexión debe formarse como una actividad estructurada de aprendizaje que desarrolle la capacidad de vincular las percepciones, la experiencia y la teoría, al tiempo que identifica el espacio para seguir explorando y trabajando. Por lo tanto, la reflexión está en el centro de la comprensión y el desarrollo de sistemas agrícolas, alimentarios y forestales sostenibles.

Cuando se entrena la reflexión en un entorno de aprendizaje en la acción, se puede considerar metafóricamente al alumno como el rumiante y la experiencia de aprendizaje como la hierba que mastica. Para cultivar la reflexión, es importante introducir la reflexión como concepto, organizar sesiones de reflexión con frecuencia (individualmente y en grupo), escribir un diario de reflexión y proporcionar herramientas para la reflexión. Pida a sus alumnos que reflexionen sobre ¿Qué he observado/experimentado? ¿Qué he sentido/pensado/aprendido al respecto? ¿Cuáles son las preguntas que me hago? ¿Qué voy a hacer para encontrar las respuestas? ¿Cuáles son las implicaciones para mi propio desarrollo? Y pregúntate a ti mismo, como profesor, después de terminar una sesión: ¿Cómo he vivido esta sesión/curso? ¿Cómo creo que mis alumnos han vivido esta sesión/curso? Si volviera a realizar la misma sesión/curso, ¿qué haría de forma diferente?