



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 #92: Facilitators creating scope for building higher-order thinking skills to enhance action- and reflection- based learning

Authors: Anshuman Das, Parthiba Basu, Ritam Bhattacharya (Welthungerhilfe/University of Calcutta)

"Thinking" has occupied a major portion of contemporary pedagogic through practices involving critical thinking, logical thinking, reasoning, inferring, problem solving, creative thinking and, more recently design thinking - despite the fact that teachers often feel the urge to *tell* the answer rather than allowing students to ponder on critical questions.

In the NextFood course organised by Welthungerhilfe in collaboration with the University of Calcutta, facilitators tried to practice reversing this situation in the following ways:

- Not providing theories first, but starting with a phenomena/challenge and letting students find many different solutions themselves.
- Recognising that students are actively involved and in charge of their learning, where knowledge is constructed by them and through joyful, meaningful, engaging activities – not through monologues by teachers.
- Giving room for group work as an important space where students can exchange ideas, form opinions and construct knowledge in absence of a teacher.

Creating scope for identifying challenges, gathering information, generating ideas, providing solutions and testing its efficacy, taking one farm as a phenomena.



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Practice Abstract #92: Facilitadores que crean un ámbito para construir habilidades de pensamiento de orden superior para mejorar el aprendizaje basado en la acción y la reflexión

Authors: Anshuman Das, Parthiba Basu, Ritam Bhattacharya (Welthungerhilfe/University of Calcutta)

"Pensar" ha ocupado una parte importante de la pedagogía contemporánea a través de prácticas que implican el pensamiento crítico, el pensamiento lógico, el razonamiento, la inferencia, la resolución de problemas, el pensamiento creativo y, más recientemente, el pensamiento de diseño, a pesar de que los profesores a menudo sienten el impulso de decir la respuesta en lugar de permitir a los estudiantes reflexionar sobre cuestiones críticas.

En el curso NextFood, organizado por Welthungerhilfe en colaboración con la Universidad de Calcuta, los profesores intentaron invertir esta situación de las siguientes maneras

- No proporcionar teorías en primer lugar, sino comenzar con un fenómeno/desafío y dejar que los estudiantes encuentren muchas soluciones diferentes por sí mismos.
- Reconocer que los estudiantes participan activamente y están a cargo de su aprendizaje, donde el conocimiento es construido por ellos y a través de actividades alegres, significativas y atractivas - no a través de monólogos de los profesores.
- Dar cabida al trabajo en grupo como un espacio importante en el que los alumnos pueden intercambiar ideas, formar opiniones y construir conocimientos en ausencia de un profesor.

Crear un espacio para identificar los retos, recopilar información, generar ideas, aportar soluciones y probar su eficacia, tomando una granja como un fenómeno.