



## CHAIN Project

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa  
Erasmus+ CBHE Project CHAIN – 101082963



Co-funded by  
the European Union

# Online Training – Seminar of CHAIN project on Reflective Thinking and Self-learning methods

**Monday 13.01.2025 10:00 CET**

1. Reflective thinking – theoretical background
2. Workshop and tips related with reflective thinking

**Monday 20.01.2025 10:00 CET**

1. Self-learning methods – theoretical background
2. Workshop and tips related with self-learning methods

Google MEET link for the online meetings: [meet.google.com/ugq-sxiw-gha](https://meet.google.com/ugq-sxiw-gha)

**Trainers:**

UPWR, Poland (Wrocław University of Environmental and Life Sciences)

**Please check before the CET time!**



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Cooperation for Holistic  
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Nests in Sub-Saharan Africa

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# Online Training 2-days Session - CHAIN project Seminar topic: „Reflective Thinking and Self-learning methods”

**Start at:**

10:00 (Poland, Germany, Nigeria)

09:00 (Togo)

11:00 (Romania)

12:00 (Kenya)

**Link to the access on Google MEET platform:**

[meet.google.com/ugq-sxiw-gha](https://meet.google.com/ugq-sxiw-gha)



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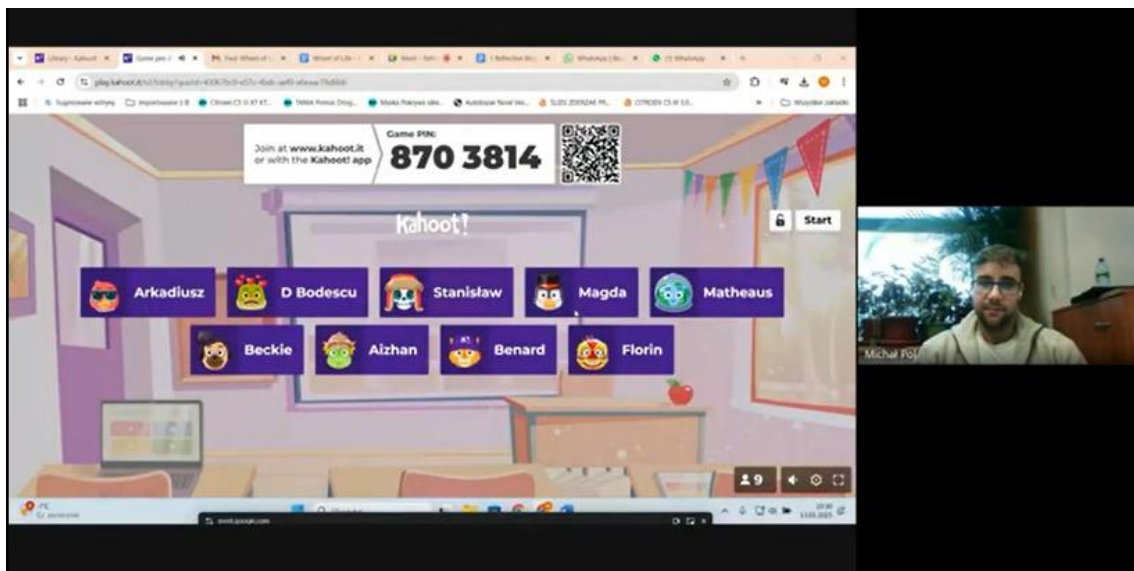
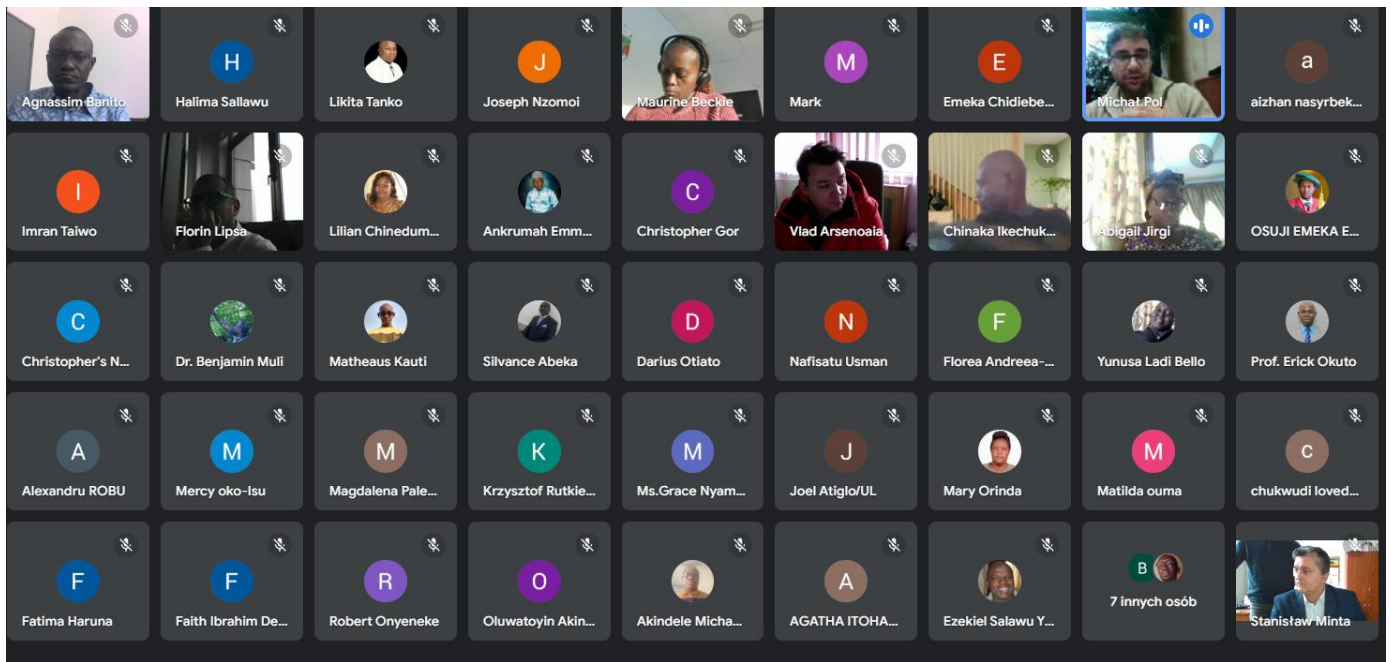


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## Seminar 13.01.2025. Pictures + Participant

List of participants – Seminar on Reflective Thinking, 13 January 2025					
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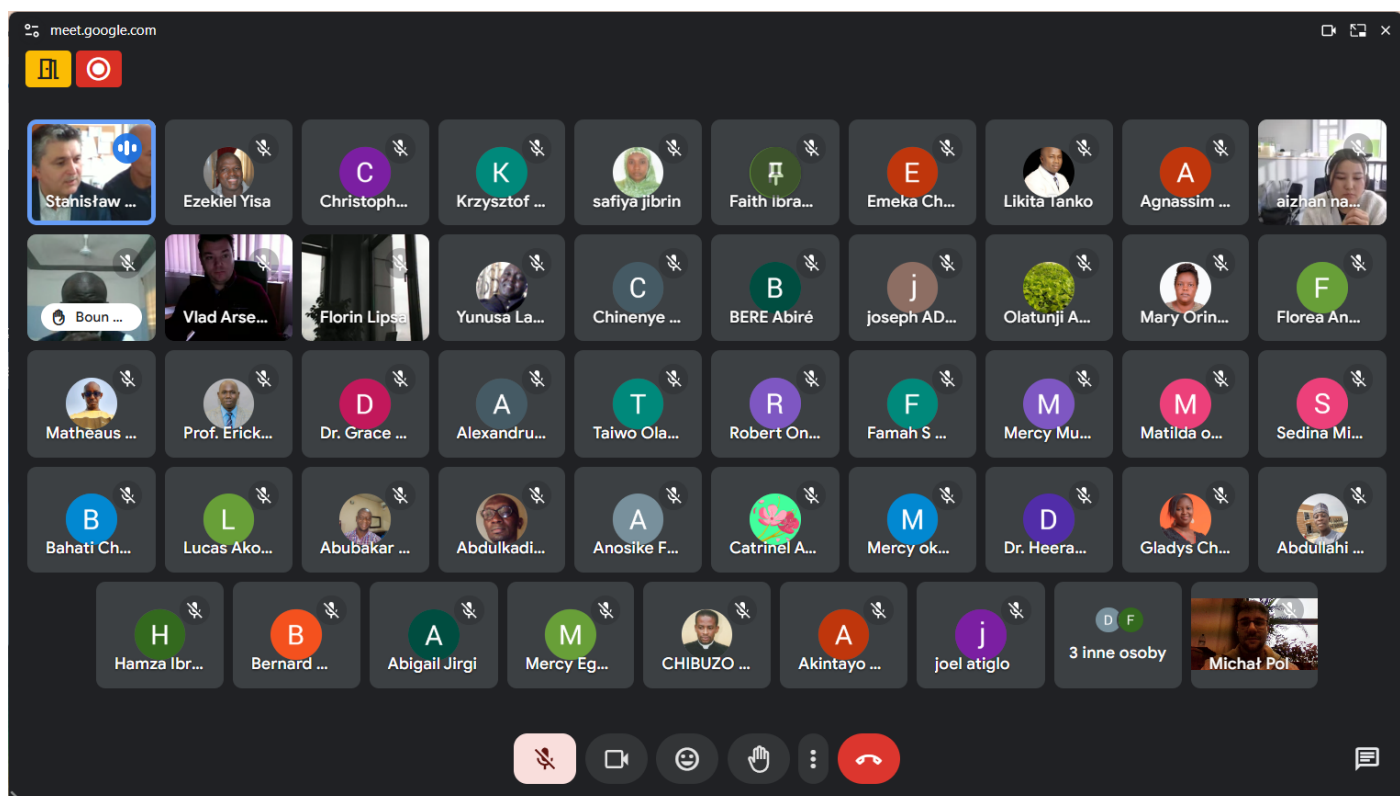


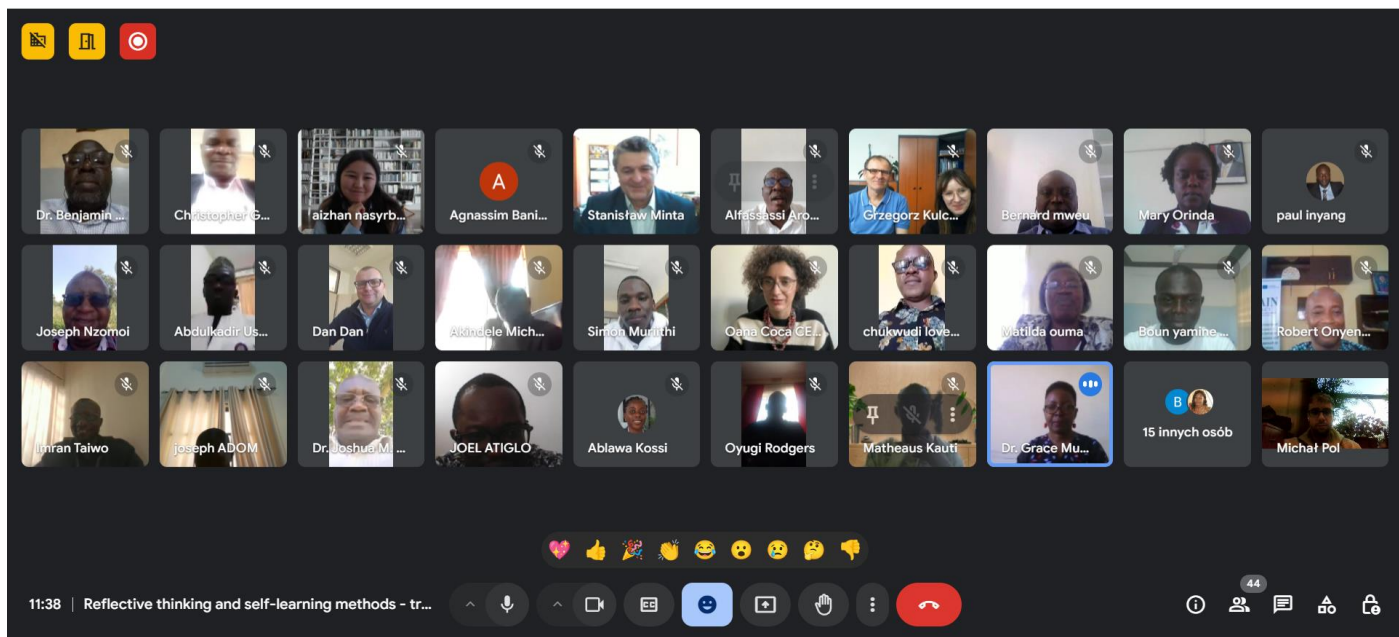


## Seminar 20.01.2025. Pictures + Participant listopad

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## Online Training Session - CHAIN project

### Topic: „Reflective Thinking”, January, 13th, 2025

#### Trainers (team of UPWR – Poland):

**Dr Stanislaw MINTA**, Department of Applied Economics

**Prof. Arkadiusz DYJAKON**, Energy, Environment and Society Centre

**Dr Natalia SZULC**, Department of Physics and Biophysics

**Prof. Grzegorz KULCZYCKI**, Institute of Soil Science, Plant Nutrition and Environmental Protection

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## **Agenda of the training:**

1. Reflective Thinking – theoretical background
2. Development Circle – a workshop on reflecting on our capabilities and limitations
3. The GOLD method as a tool for developing reflective thinking  
Entrepreneurship test
4. Question & Answer and summary of the training



# **Reflective Thinking**

- theoretical background**

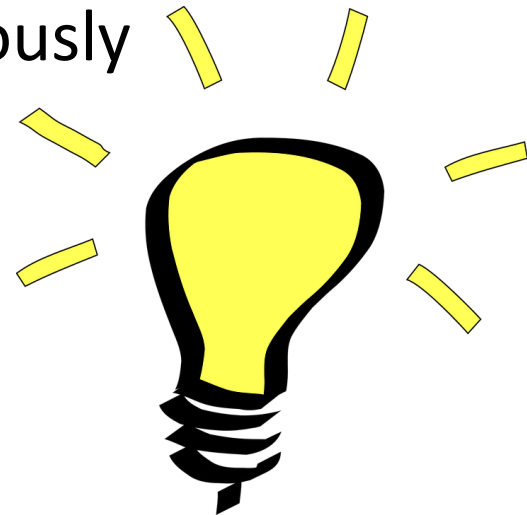
## ***Definition of reflective thinking***

**Reflective thinking** is the process of analyzing and evaluating our thoughts, experiences, and actions in order to gain deeper context and perspectives, which is supposed to lead to better decisions in the future.



The result of the reflective thinking process should be better outcomes based on previously acquired knowledge and experience.

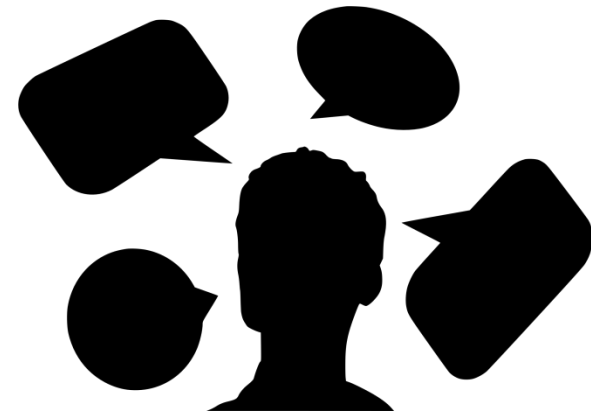
***Reflective thinking*** is also known as ***metacognition*** or ***critical reflection***.



Reflection is considering why what you did or plan to do matters, whether it can be done better than in the past, or what solution seems best in a given situation or context.



Reflective thinking helps us understand something better by taking into account emotions, feelings, knowledge, and previous experiences, and at the same time is an attitude of openness to new solutions based on the obtained facts and thoughts.



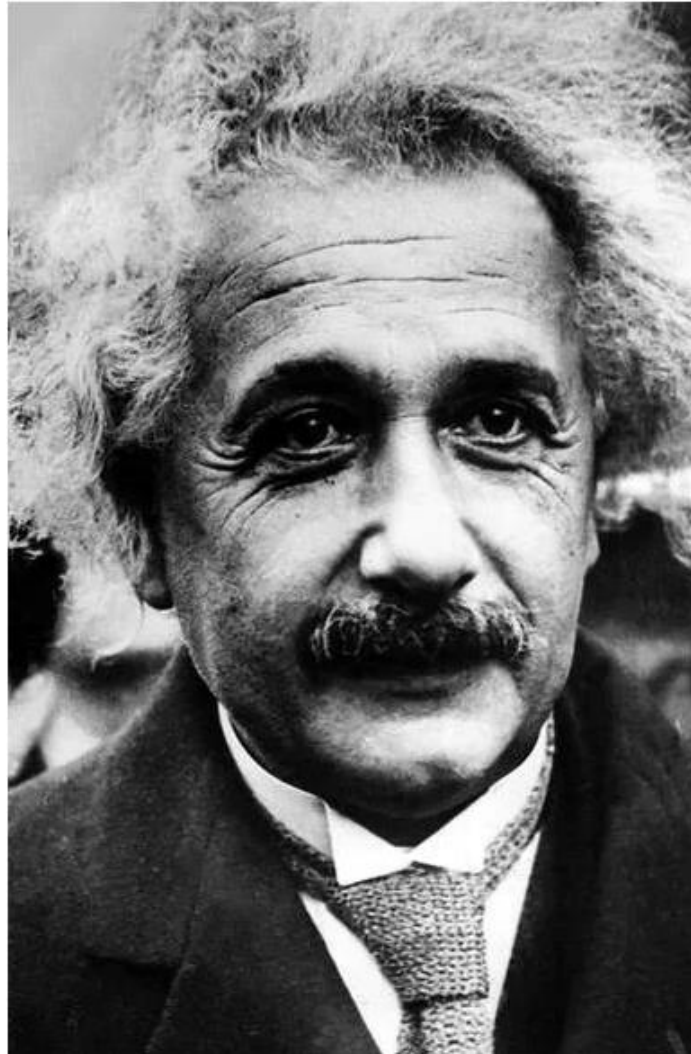
## *The essence of reflective thinking*

Reflective thinking is the ability to think about WHAT we do and HOW we do it.

It requires moving away from established solutions and using mental effort to analyze the state and search for new, better solutions.



***Who is in this photo and why  
from the perspective  
of today's CHAIN training? 😊***





# *The place of reflective thinking in educational structures*

## Types of education structures

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graph TD; A[Types of education structures] --> B[Traditional structured education]; A --> C[Semi-structured education]; A --> D[Progressive „free” education];
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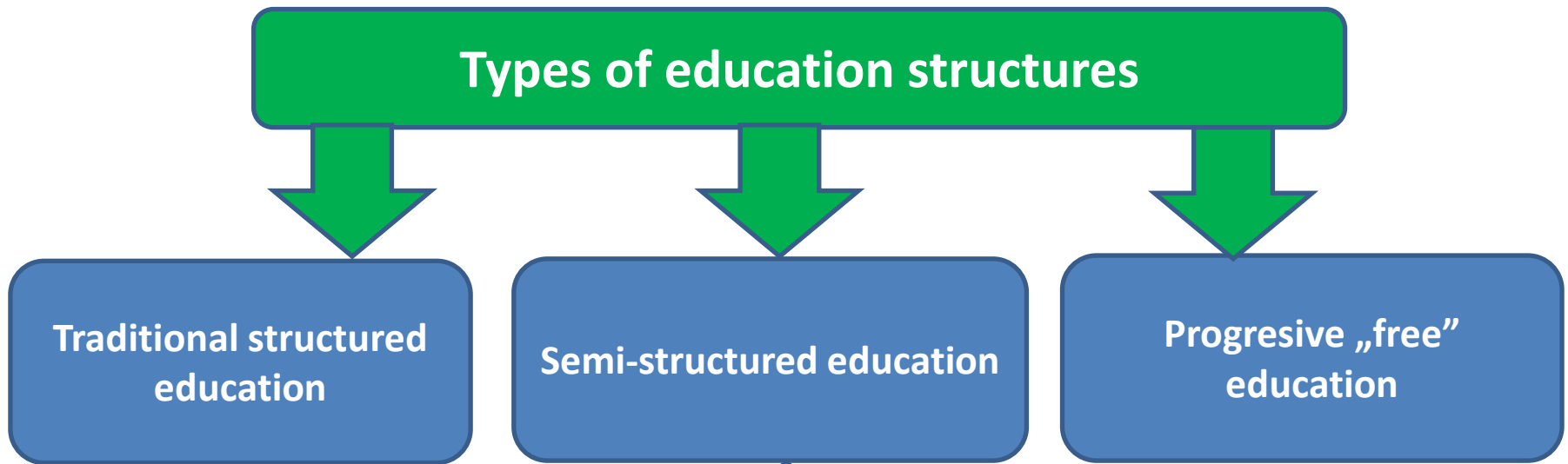
### **Traditional structured education**

(orientation towards the unthinking acceptance of knowledge - knowledge is considered the only and true one)

**Semi-structured education**  
(educational experiences are planned to some extent, educational practice consists in organizing cognitive processes in specific structures)

**Progressive „free” education**  
(education is "free", practically oriented, is not limited by any structures and is not planned)

## *The place of reflective thinking in educational structures*



*Reflective thinking is most suited to semi-structured education. It gives students a lot of freedom and allows them to use their natural path of development. Students make progress thanks to their activity and experience. However, the teacher is very important because he organizes these didactic processes, i.e. reflection is a planned form of education.*

# **Reflective Thinking**

- benefits for students and teachers**

## *Reflective Thinking as a Tool to Support the Teaching Process for Students and Teachers*

Reflective thinking helps students identify their strengths and weaknesses, define learning goals, and consider alternatives.

For teachers, reflective thinking can help improve teaching practice and make teaching decisions based on data and previous experiences.

*Through reflective thinking, students and teachers become active players in their learning journey, constantly adapting and developing based on their reflections.*

## Benefits of using reflective thinking for students:



1. Increases awareness through better understanding of yourself and your environment.
2. Prepares you to solve problems and make decisions more effectively.
3. Develops creativity and creative thinking.
4. Allows you to better understand the material and assimilate it for a longer period of time.
5. Develops learning skills and strategies.
6. Facilitates dealing with difficult emotions and situations.
7. Increases self-confidence.
8. Allows you to achieve a higher level of social maturity.
9. Allows you to get to know your strengths and areas worth working on.
10. Develops the ability to evaluate your own progress.





## Development of various skills thanks to use a reflective thinking

- Taking notes
- Presentation
- Acquiring knowledge
- Paraphrasing and summarizing source texts
- understanding texts (e.g. a scientific article from the FVC area)
- Writing papers (semester, diploma)
- Finding sources
- Using artificial intelligence

- participating in a discussion/debate
- working in a team on a group project
- communication effectiveness
- giving and receiving feedback
- expressing one's own needs
- showing empathy
- dealing with criticism

# **Models of Reflective Thinking**

## **- examples**

In order to develop reflective thinking in classes with students, it is worth getting to know and using different models of this method.

Examples of reflective thinking models:

1. Schön model
2. Borton model
3. Gibbs model



## ***Donald Schön Model***

***According to D. Schön, reflective learning results from:***

- 1) reflection in action***
- 2) reflection on action***

**Reflection in action** is a process that includes a given activity and at the same moment reflecting on what we are doing.

Student learning results from conscious analysis of one's own activity and the ability to make changes to it during the activity.

Student thinks critically, tries out different approaches, and experiments during a given activity. Reflection in action is about learning from one's own actions and experience. It is a conscious process, but it does not have to be verbalized.

***According to Donald Schön, reflective learning results from:***

***1) reflection in action***

***2) reflection on action***

**Reflection on action** is an analysis of what happened from a certain time perspective. Learning comes from deep, intellectual reflection, which is not accompanied by time pressure.

Conscious analysis of the action often requires verbalization through discussing what happened with the activity partner or mentor. Analysis of the experience can also take place in written form.

When reflecting on one's own practice, new cognitive values are created. The effect of reflection on action is new knowledge.

## ***Borton Model***

**The Borton Model** consists of 3 stages, which are described by questions:

- 1) WHAT?**
- 2) SO WHAT?**
- 3) NOW WHAT?**



# ***Borton Model***

## **1. WHAT?**

- This is a detailed description of the experience being analyzed that involves asking questions beginning with "what?", for example: What happened? What did I do? What was I trying to achieve? What was good or bad about this experience?

## **2. SO WHAT?**

- This stage includes analysis and evaluation of what happened. The student makes in-depth inferences about the event and reflects on what is associated with this experience. Examples of guiding questions: What is the most important thing about what happened? What can I learn more from the experience?

## **3. NOW WHAT?**

- In the final stage, we consider alternative courses of action and choose what to do next. We ask ourselves: what can I do now?, what do I need to do now?, what could I do later?, what might be the consequences of these events?

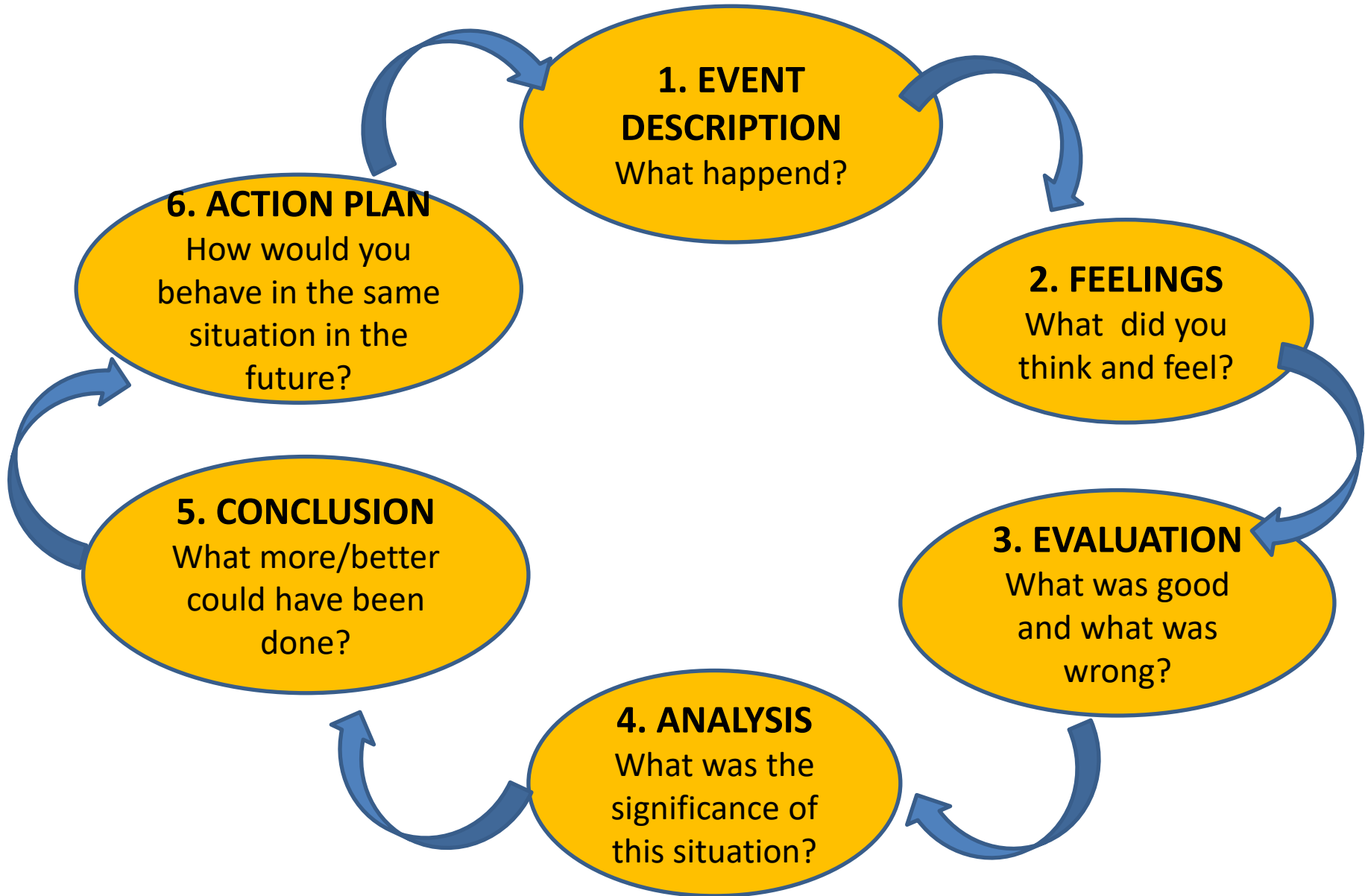
## ***Graham Gibbs Model***

According to Gibbs, reflection is a key category of the learning process and occurs at each of the six stages of the model he developed.

The additional value of this concept is the emphasis on the role of emotions in learning. G. Gibbs' model is cyclical and is divided into six key areas.



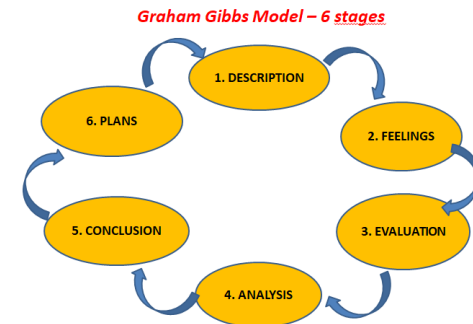
# ***Graham Gibbs Model – 6 stages***



# ***Graham Gibbs Model – 1st stage „EVENT DESCRIPTION”***

The **event description** is a detailed description of the facts that make up the event. The student reports on the activity, its participants and witnesses, the context and the result.

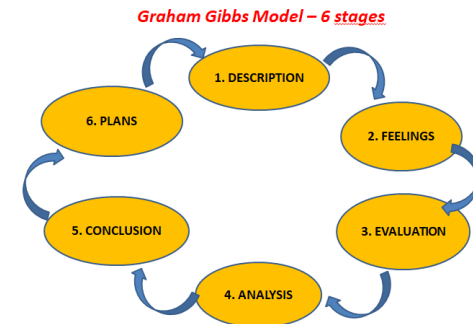
He/she considers: where was he/she?, who else was there?, what were they doing?, what were others doing?, what was the context of the event?, what was the involvement?, what was the result of the activity?



## ***Graham Gibbs Model – 2nd stage „FEELINGS”***

In the second stage "**Feelings**", the student should consider feelings, thoughts and their own attitude before and during the event.

Questions for this stage may be: try to remember what you thought and felt at the beginning, how others influenced what you thought and felt?, what do you think about this event now?

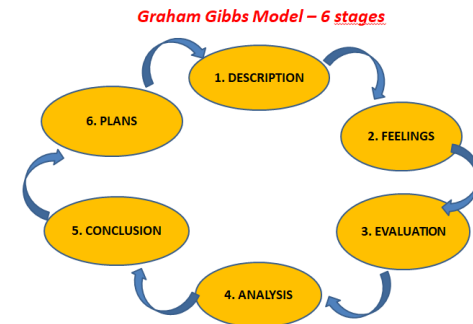


## ***Graham Gibbs Model – 3rd stage „EVALUATION”***

In the "**EVALUATION**" stage, the student makes an estimate, which consists of assessing the causes of the event and their possible consequences.

A good solution here is to point out the good and bad sides of the analysed experience. Evaluation is an attempt to assess and explain what happened.

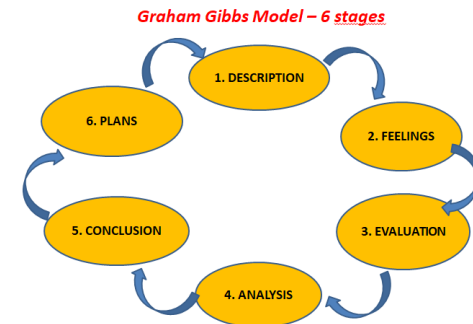
At this stage, the student wonders what went well and what went wrong in general, and what he/she did right or wrong?



## ***Graham Gibbs Model – 4th stage „ANALYSIS“***

**ANALYSIS** is a review of the event, which involves thinking about the meaning of the situation being discussed. The auxiliary questions at this stage are: what does this event mean to me and what is my role in it?

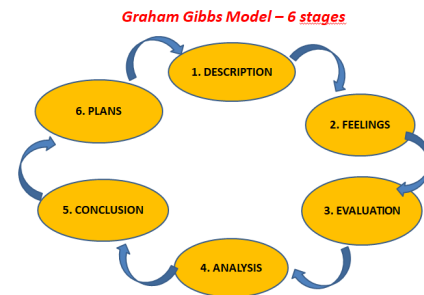
Analysis can be done by examining each element of the event in detail. We explain separately: what went well?, what did I do well?, what did others do well?, what went differently than it should have?, how did others influence this element?



## ***Graham Gibbs Model – 5th stage „CONCLUSION”***

**CONCLUSION** is an in-depth assessment of what happened. The student bases his/her criticism on what he/she knows and on external information about the discussed situation. The student formulates conclusions: what else could have been done? what should I not have done?

At this stage, it is important to remember the purpose of reflection, which is to learn from experience. Detailed analysis and "honest research" are the conditions for a valuable learning opportunity.

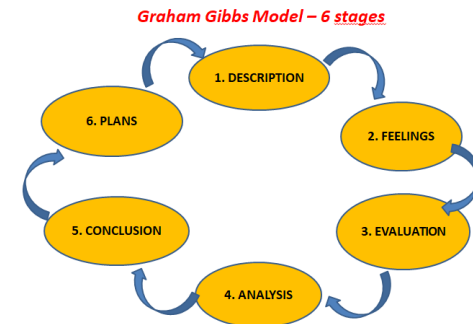


## ***Graham Gibbs Model – 6th stage „ACTION PLAN”***

**ACTION PLAN** consists of thinking about how to behave in the future if a similar problem or situation occurs to the one that occurred in the past.

Reflection is expressed by asking: if I would to find myself in this situation again, how would I act, knowing what I know now?

In other words, at this stage the student looks into the future in case a similar problem/ situation/ project/ event is encountered again.



**Tips, tools and examples for  
implementing reflective thinking in a  
educational work with students**



## Tips for introducing reflective thinking into the teaching process:

1. Start with short exercises and simple questions.
2. Present the benefits and explain in what situations the ability to think reflectively is useful or necessary.
3. Get students used to the reflection process by regularly using elements of this method in your teaching.



## Tips for introducing reflective thinking into the teaching process:

4. Do not evaluate the conclusions and the way students speak. Prepare a space and atmosphere that gives a safety and confidence for your students and will facilitate opening up to discussions and student involvement.
5. Let's focus on **LISTENING** to the answers and opinions and critical thinking of our students.
6. Let the students feel that you are interested in what they have to say and you are curious about their opinions (this also applies, or maybe especially, to those students who do not engage in the teaching process).

# **Tools of developing reflective thinking**

**Making notes  
from the  
lectures**

**Writing a summary of the text  
provided to students, along  
with their expression of the  
feelings and impressions they  
had while reading the text.**

**1-minute paper**

**Group discussion –  
after completing a  
stage of some work  
or project**

**Using didactic cards and  
discussing what they present  
(cards related to our didactic  
course or evoking associations  
with the topic we want to cover in  
class (e.g. water management in  
agriculture))**

**Reflective  
writing**

## ***REFLECTIVE WRITING - an example of the application of reflective thinking when writing a student's diploma thesis:***

### **REFLECT**



What stages did the process of writing a bachelor's thesis consist of? How did the writing process proceed?  
What did you feel while writing your bachelor thesis?

### **REVIEW**



What was good? What didn't you manage to do? What mistakes did you make?  
What could have been done differently? What did this experience teach you?

### **REFINE**

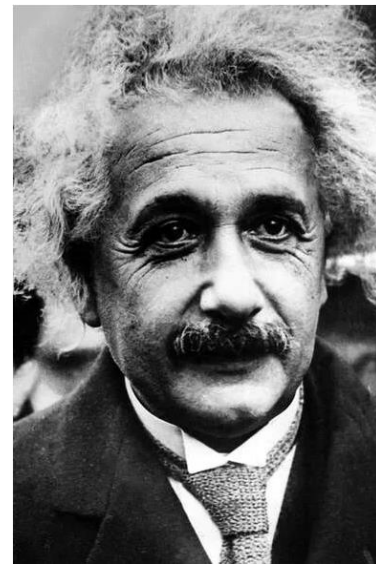


What could have been done better when writing a master's thesis?  
What actions do you want to take to achieve the goal of a good quality master's thesis?

**Some reflection for the summary...**

***The definition of insanity is:  
doing the same thing over and over  
and expecting a different result.***

**Albert Einstein**



***So how do we avoid insanity  
and doing things in a smart way?***

The solution is to use ***reflective thinking*** and make decisions that will bring us better results than the decisions we made in the past.

*At the end... for the reflection about reflective thinking  
in students teaching and learning...*

<https://www.youtube.com/watch?v=PcefQdySMb0>

Video (duration time 3:58) about  
why should we teach students to write  
and why should we teach reflective and critical thinking?...

Or not???

We as the teachers and supervisors have to thinking  
in reflective way and answer the question!

## References and useful video materials:

1. Borton T., 1970: Reach, Teach and Touch. McGraw Hill, London.
2. Gibbs G., 1988: Learning by doing: A guide to teaching and learning methods. Oxford Further Education Unit, Oxford.
3. Perkowska-Klejman A., 2013: Modele refleksyjnego uczenia się (*A models of reflective learning*). Journal „Teraźniejszość – Człowiek – Edukacja”, Nr 1(61), pp. 75-90.
4. Perkowska-Klejman A., 2024: Does Tutoring Develop Reflexivity? Multidisciplinary Journal of School Education, 13(1(25), 131–151.  
<https://doi.org/10.35765/mjse.2024.1325.07>
5. Schön D.A., 1987: Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Profession. Jossey-Bass Publishers, Oxford.
6. Video „Gibbs Reflective Model with an Example – Simplest Explanation Ever”. Available online: [https://www.youtube.com/watch?v=f\\_wprGcziso](https://www.youtube.com/watch?v=f_wprGcziso)
7. Video „Jak uczyć myślenia krytycznego? (*How to teach a critical thinking*)”. Available online: <https://www.youtube.com/watch?v=PcefQdySMb0>
8. Video „Reflective Teaching (Explained for Beginners in 3 Minutes”. Available online: [https://www.youtube.com/watch?v=f\\_wprGcziso](https://www.youtube.com/watch?v=f_wprGcziso)
9. Video „Understanding Reflective Practice”. Available online: <https://www.youtube.com/watch?v=iBmtH0Qx0YU&t=40s>





**CHAIN Project**

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa  
Erasmus+ CBHE Project CHAIN – 101082963



Co-funded by  
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***Online Training Session - CHAIN project***

***Topic: „Reflective Thinking”***

***January, 13th, 2025***

**Thank you for your attention  
and commitment!**



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# CHAIN Project

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa  
Erasmus+ CBHE Project CHAIN – 101082963



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## Online Training Session - CHAIN project

### Topic: „Reflective Thinking”, January, 13th, 2025

#### Trainers (team of UPWR – Poland):

**Dr Stanislaw MINTA**, Department of Applied Economics

**Prof. Arkadiusz DYJAKON**, Energy, Environment and Society Centre

**Dr Natalia SZULC**, Department of Physics and Biophysics

**Prof. Grzegorz KULCZYCKI**, Institute of Soil Science, Plant Nutrition and Environmental Protection

**Dr Magdalena PALECZNA-SAREŃCZA**, Department of Applied Economics

**M.Sc. Michał Pol**, UPWR PhD student

**Martyna ŁAWNICZAK**, Student Scientific Society of Market Analysis

**Paulina WALACIK**, Student Scientific Society of Market Analysis



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UNIwersytet  
Przyrodniczy  
we Wrocławiu

Project CHAIN  
Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa  
13 January 2025, Wrocław, Poland

**Arkadiusz DYJAKON**  
**Stanisław MINTA**

**On-line workshop**



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# DEVELOPMENT CIRCLE - method

The development circle allows you to illustrate the level of satisfaction in the areas you are interested in. With this tool, you can work with the values that are currently important for you.

The exercise consists in the designating the key spheres (categories), and then putting them on the circle (usually about 10-12 categories).

There can be many ideas for categories – depending on your needs.

# DEVELOPMENT CIRCLE - method

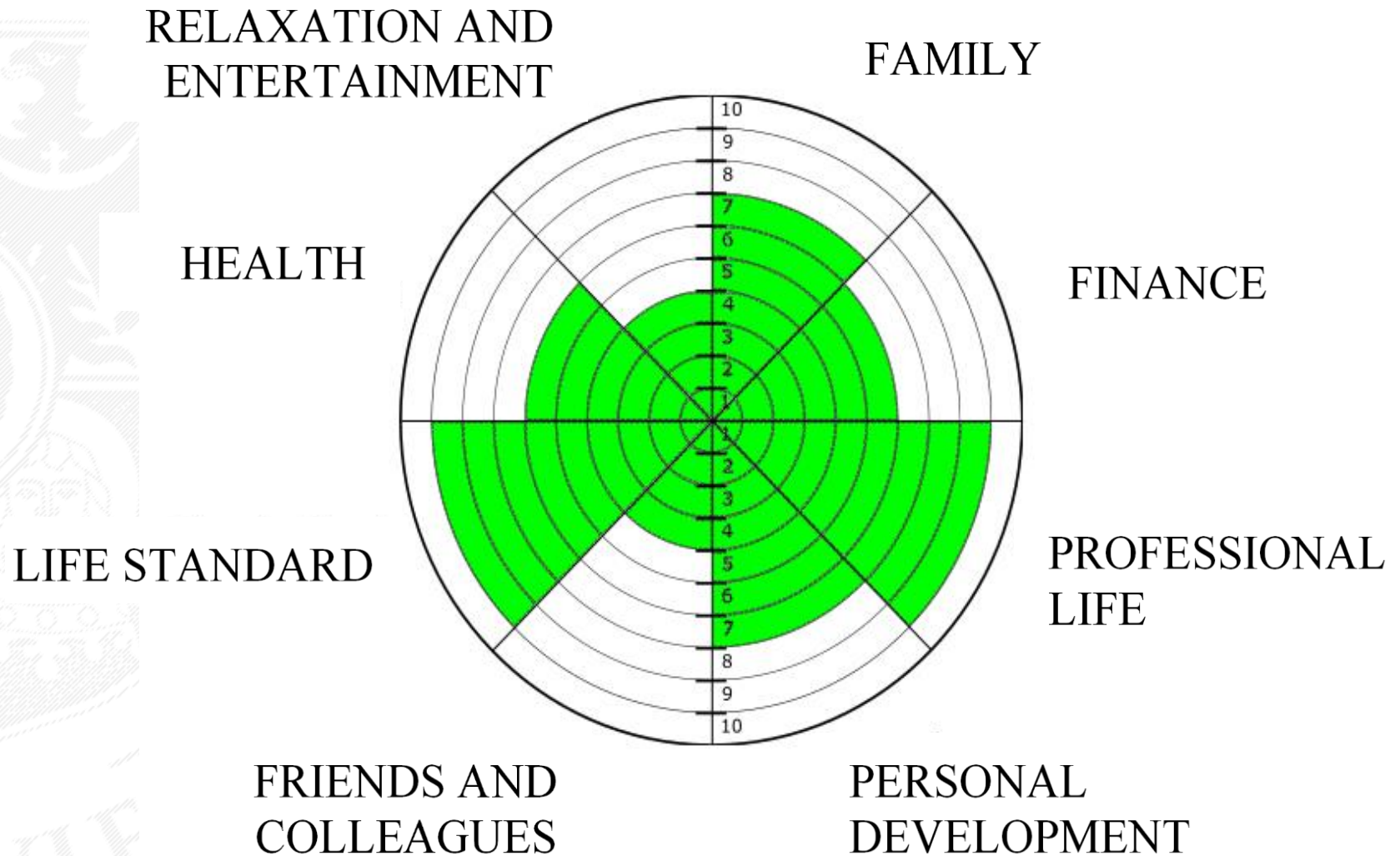
Next, you need to evaluate the designated categories (using, for example, a score from 1 to 10, in which 1 is an unsatisfactory level and 10 is a fully satisfactory level), so that an analysis can be carried out.

This is done by answering open questions.

The main goal is to evaluate the present situation.



# DEVELOPMENT CIRCLE – EXAMPLE



# DEVELOPMENT CIRCLE – HELPING QUESTIONS

- ✓ What do you feel and think about your life when you look at a drawing?
- ✓ Which values arouse the greatest emotions and why?
- ✓ Did anything surprise you?
- ✓ Which areas require the most attention?
- ✓ What would a score of 10 give you for each value?
- ✓ What happens if you don't make any changes?
- ✓ In which areas can you make the fastest changes?
- ✓ Which of these categories would you like to improve the most?
- ✓ What prevents you from making a change?
- ✓ Who and how could help you make the change?
- ✓ Which category can you start with?
- ✓ When will you start acting?

# DEVELOPMENT CIRCLE – EXERCISE

- ❖ Please, consider the activity/topic/problem referring to the **FOOD VALUE CHAIN**.

**Then:**

- ❖ define the categories (minimum 8) that in your opinion are crucial for this issue.
- ❖ Evaluate the categories from 1 to 10, respectively.
- ❖ Elaborate some supporting questions that facilitate the analysis of the obtained results.
- ❖ Describe the conclusions and the final outcomes.



# **GOLD METHOD**

**The GOLD model is a conversation focused on goals, results, learning and conclusions. It refers to the issue: what will I do differently?.**

**It is an example of obtaining feedback and a tool to support the development of the person (student, lecturer, co-worker, employee etc.).**

**It focuses on learning based on personal experiences. It is used when the actions of a given person have caused negative consequences or when the level of performance of the assigned task does not meet expectations (i.e. of the supervisor).**

# GOLD METHOD

**O**utcome

What did you achieve?

**L**earn

What did you learn?

**G**oal

What was your goal?

**D**ifferently

What will you do  
differently next time?



# GOLD METHOD

Issue	Questions to be answered
<b>GOAL</b>	<p>What was your goal?</p> <p>What did you intend to achieve?</p> <p>What were you aiming for?</p> <p>What was supposed to be the result of your action?</p>
<b>OUTCOME</b>	<p>What was the outcome?</p> <p>What was the actual result?</p> <p>What have you achieved?</p> <p>What went well?</p> <p>What else can you work on?</p>

# GOLD METHOD

Issue	Questions to be answered
<b>LEARN</b>	What did you learn? What conclusions can you draw from this? What did you take out from this? What other opportunities do you see now?
<b>DIFFERENTLY</b>	Next time what will you do differently? What will you do differently next time? What will you do more or less? What will you take into account when such a situation arises again? Where will you start? Where will you end up?

# **GOLD Method**

**Finally, on the basis of all the thoughts, we prepare a real action plan that we will consistently put into practice.**

**It should be remembered that if you want to learn something from your own mistakes, you need to meet one basic condition – be aware that you have made it and not blame the failure on everything and everyone around you.**

**You should think through each mistake well and try to work through it, break it down into factors, analyze it, know exactly what it resulted from.**



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Erasmus+ CBHE Project CHAIN – 101082963



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# Online Training Session - CHAIN project

## Topic: „Self-learning methods”

**Start at:**

**10:00 (Poland, Germany, Nigeria)**

**09:00 (Togo)**

**11:00 (Romania)**

**12:00 (Kenya)**

**Link to the access on Google MEET platform:**

**[meet.google.com/ugq-sxiw-gha](https://meet.google.com/ugq-sxiw-gha)**



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# CHAIN Project

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa  
Erasmus+ CBHE Project CHAIN – 101082963



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## *Online Training Session - CHAIN project, Topic: „Self-learning methods” January, 20th, 2025*

### **Trainers (team of UPWR – Poland):**

**Prof. Grzegorz KULCZYCKI**, Institute of Soil Science, Plant Nutrition and Environmental Protection

**Dr Magdalena PALECZNA-SAREŃCZA**, Department of Applied Economics

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USV 1842

## **Agenda of the training:**

1. Organizational issues of the training
2. Self-learning methods – theoretical background
3. Workshop of academic staff self-learning (using QR codes to create tests useful in working with Food Value Chain students)
4. Training evaluation - completing the questionnaire for the CHAIN project
5. Question & Answer Session and summary of the training





# Self-learning methods

Magdalena Paleczna-Sareńcza, Grzegorz Kulczycki  
University of Environmental and Life Sciences



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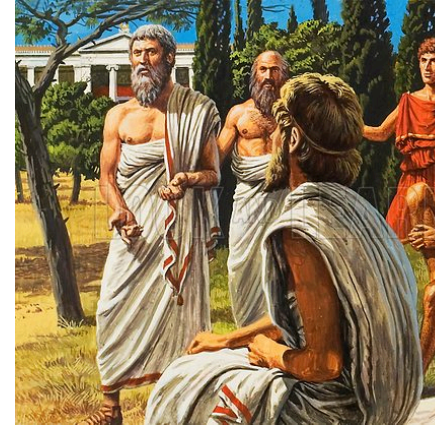


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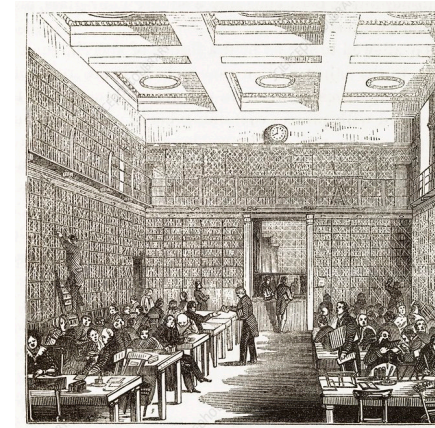
Training of the CHAIN project 20.01.2025 Wrocław

# Introduction to self-learning methods

- **Self-learning** has a historically long and rich history that dates back to antiquity
- From ancient scrolls to modern printed books, **access to literature** has been a fundamental part of self-learning
- The development of public libraries in the 19th century enabled people to access literature **independently**



Source: Lookandlearn



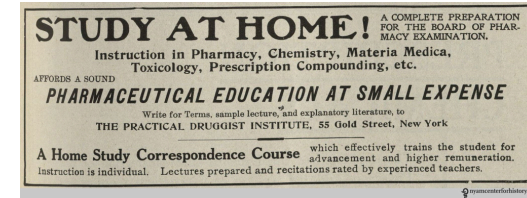
Source: British Museum li



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# Introduction to self-learning methods

- A form of early distance learning was **correspondence courses**, which pioneered modern forms of education
- Through the development of **the internet and digital technologies**, self-learning has reached a new level
- It is now possible to use countless educational resources such as **e-books, tutorials, discussion forums or online courses**
- Self-learning is now **more effective, interactive and accessible on a larger scale than ever before**



Source: Education Plan



Source: Online courses



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# Definition of self-learning

- Self-learning is a process of learning where a person acquires new knowledge, skills or competences without the formal assistance of a teacher or instructor



Source: ChatGPT

- It is a form of education in which the person directs his or her own learning, choosing sources, materials, techniques and the pace at which information is acquired



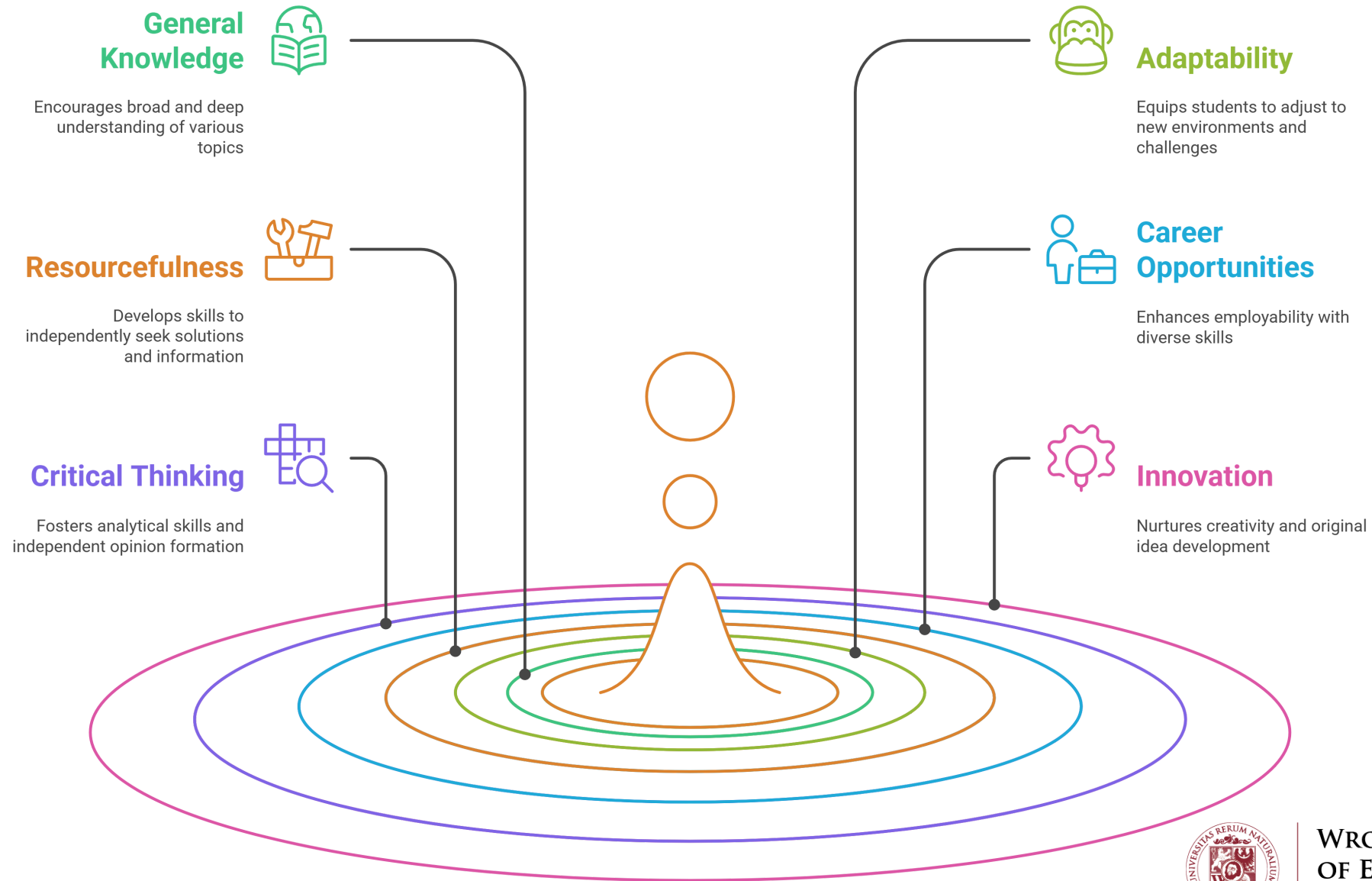
Source: ChatGPT

- Another term for this process might be ‘learning on one’s own’, without the need for teacher supervision.

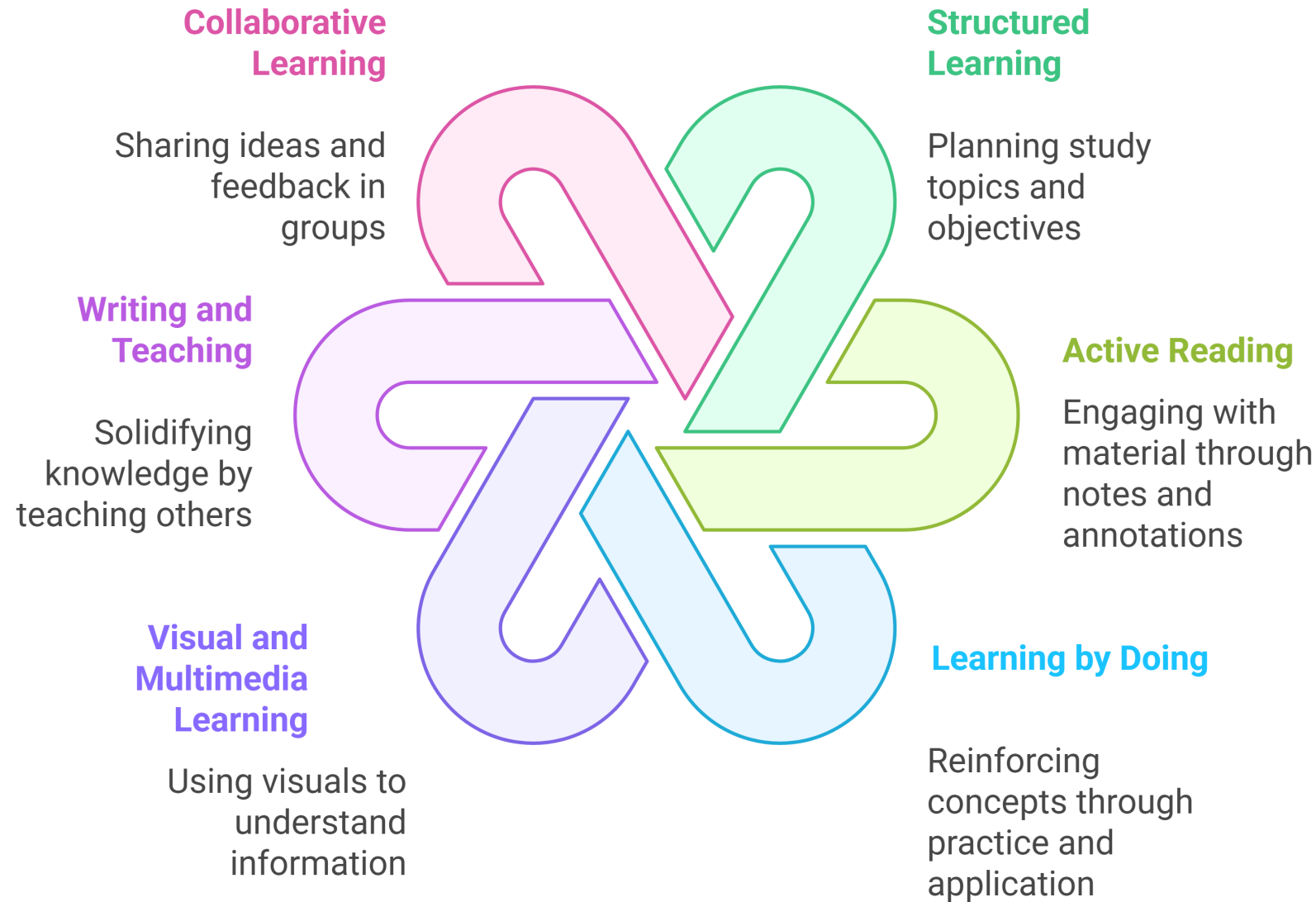


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# Benefits of self-directed learning

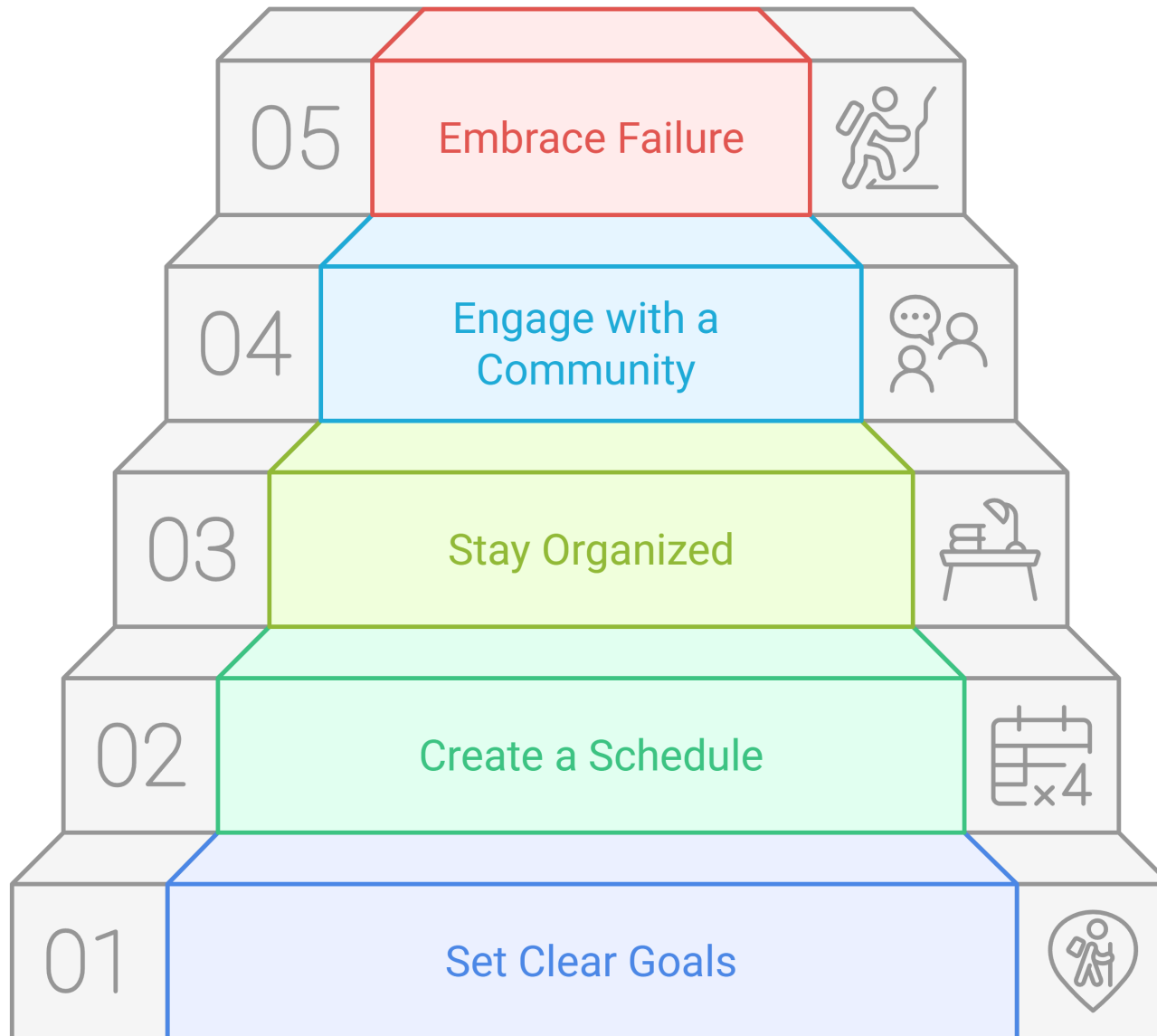


# Self-study methods

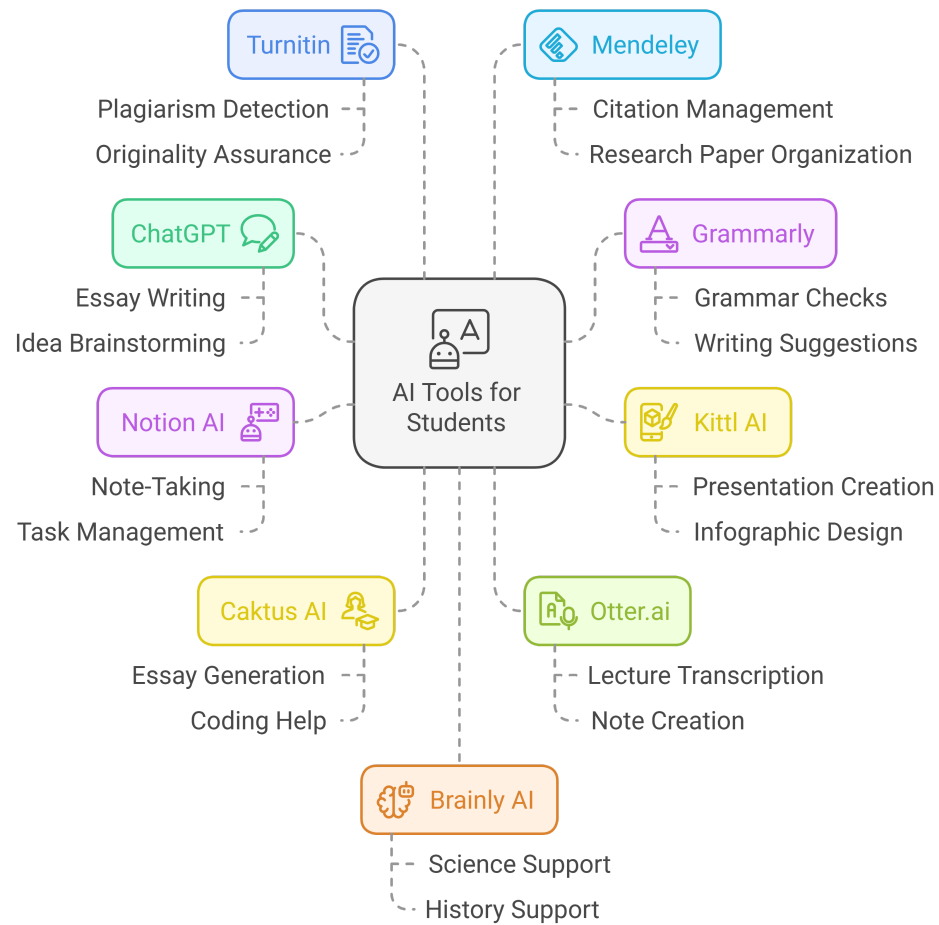




# Strategies for effective self-education

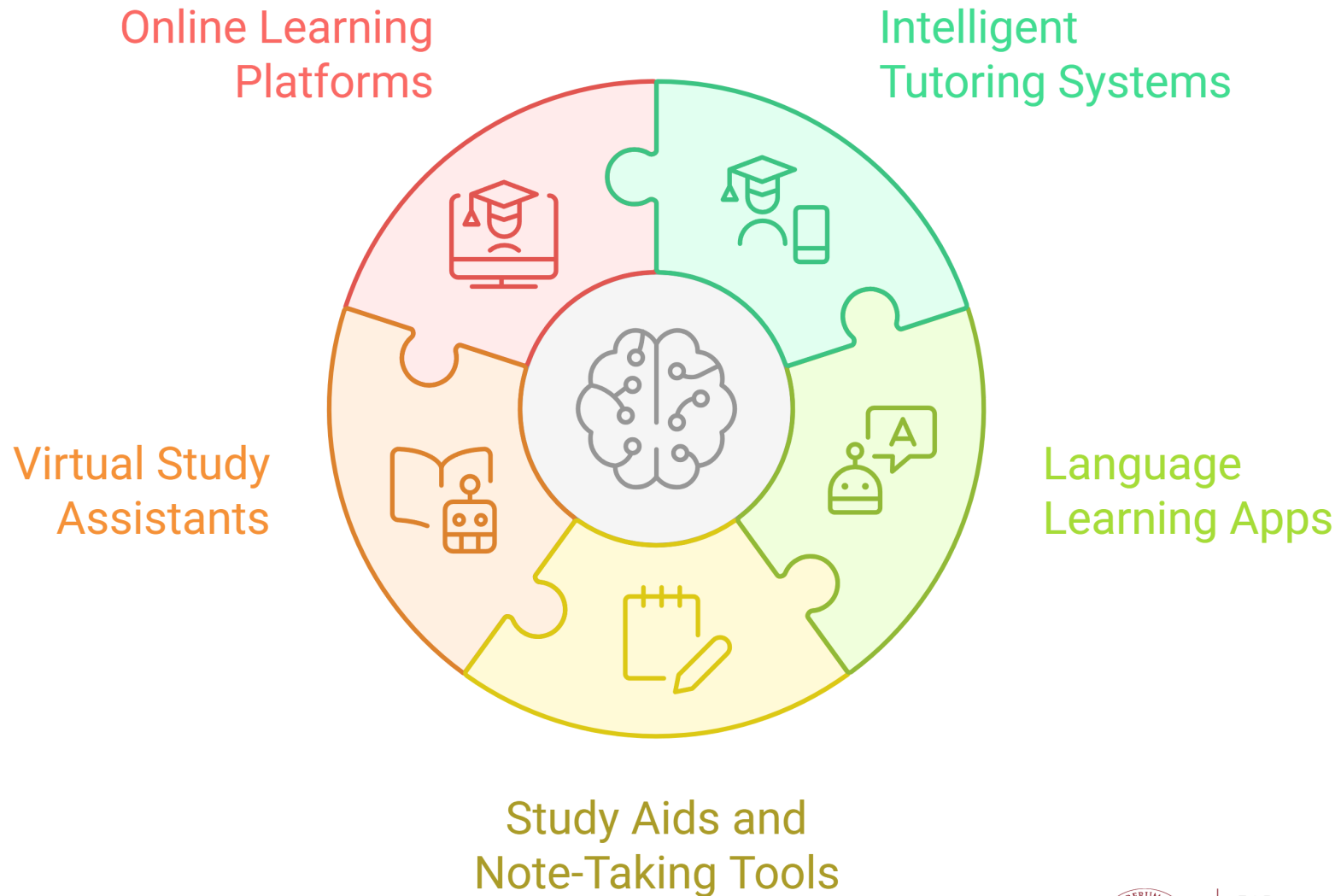


# Tools for self-study with AI





# Enhancing self-learning with AI



# The most popular e-learning platforms



Cooperates with universities all over the world, offering online courses



Offers a wide range of academic courses in various disciplines



Proposal of courses, both academic and practical at affordable prices



Offers free educational courses in maths, science or history



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# The most popular e-learning platforms



Offers courses focused on developing professional skills such as programming, project management or graphic design.



Works with universities and educational institutions to offer courses in a variety of disciplines



Offers courses in data, programming and data analysis



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# Learning to make text visualisations using AI

- We will use [Napkin.ai](https://napkin.ai) for this access to the beata version is free of charge
- We will now visualise our project website [CHAIN](https://project-chain.eu/)
- We will use a simple prompt for this:



Learn from <https://project-chain.eu/> and then make a visualisation characterising the purpose of the project



# Image creation with ChatGPT



- We will use ChatGPT
- We will now create an image to characterise our CHAIN project
- We will use the text from the project page of the Aims & Objectives and use prompt: Create an image to match the project goals



# Survey on self-learning methods

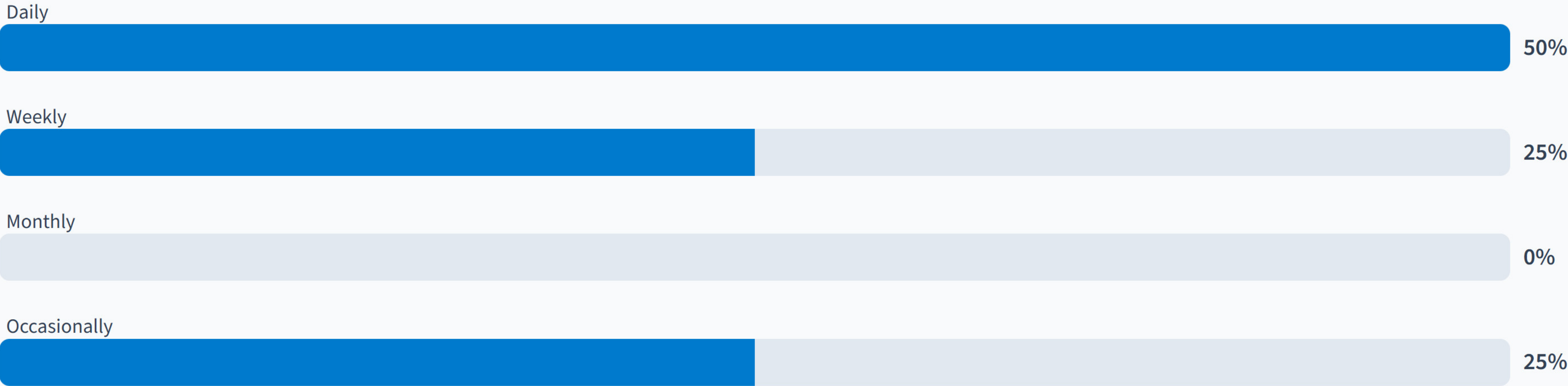


**Poll Everywhere**

# What motivates you to pursue self-learning?



# How often do you engage in self-learning?





# Which self-learning methods do you use most frequently?



# What type of content format do you prefer for self-learning?



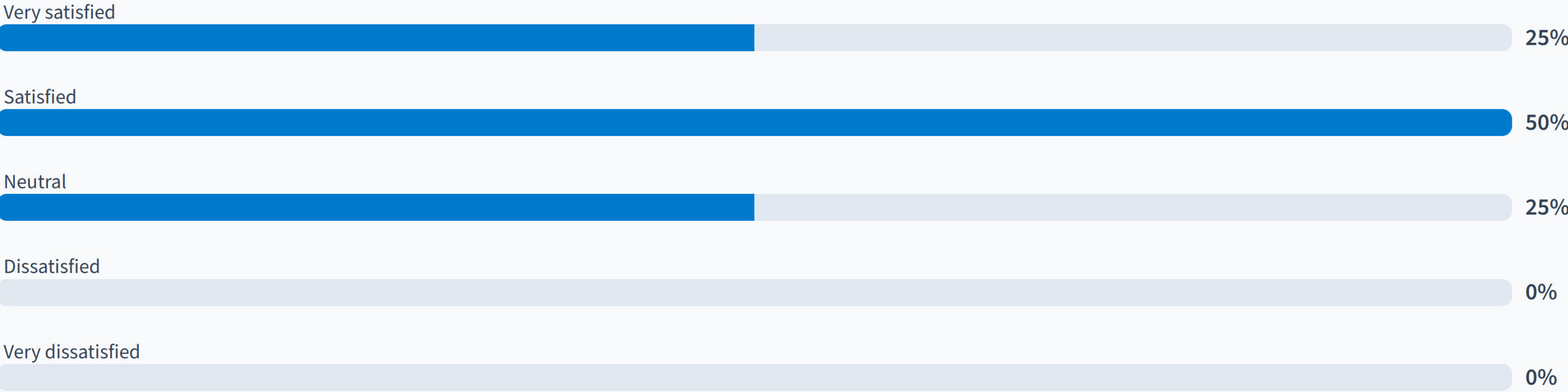
# What are the biggest challenges you face when self-learning?



## How do you overcome challenges in self-learning?



# How satisfied are you with your self-learning experiences?





# Thank you for your attention



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Source: ChatGPT

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Project CHAIN  
Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa  
Online workshops (Self – learning methods)  
20 January 2025

**Martyna ŁAWNICZAK**  
**Natalia SZULC**  
**Paulina WALACIK**

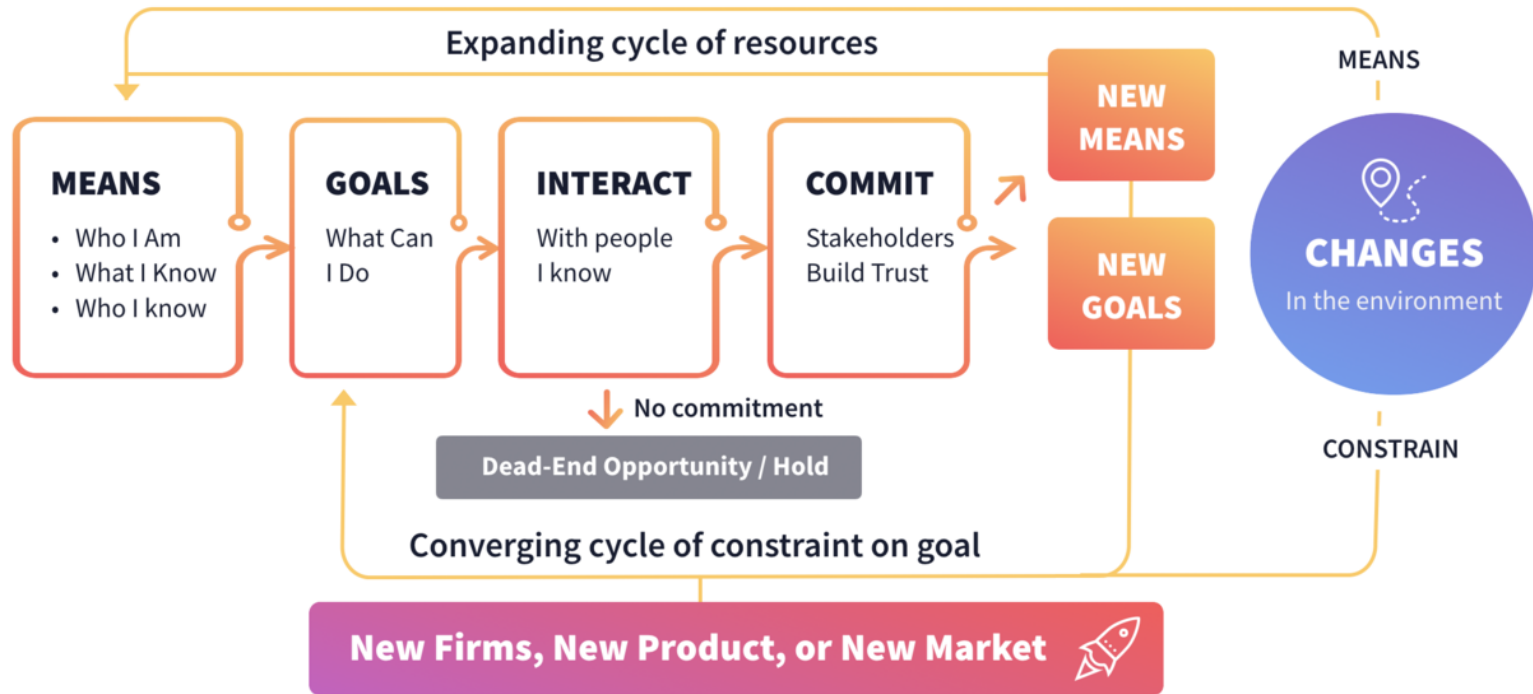
**Online workshops – self-learning methods.**

# Effectuation theory



Design Impact  
Newsletter

## Effectuation In Design Innovation





# QUIZ - ARE YOU ENTREPRENEURIAL?

The **goal** of this quiz is to support self-assessment and development of entrepreneurial traits such as decision-making, tackling challenges, and time management. Through questions based on everyday situations, participants can gain insight into their strengths and areas for improvement, serving as inspiration for further growth in the spirit of self-learning.



# QUIZ - ARE YOU ENTREPRENEURIAL?

<https://www.surveymonkey.com/r/2NDW6K6>



# DISCOVER YOUR TYPE?



# CAUTIOUS PRAGMATIST



Your approach to life is very cautious and you focus on avoiding risk. You prefer tried and tested solutions, which gives you stability but can limit potential opportunities. To develop your entrepreneurial traits, try to open yourself up to new experiences and gradually take on smaller challenges.



# GROWING ENTREPRENEUR



You have some entrepreneurial traits, such as an openness to learning and a willingness to act, but you are still working on consistency and self-confidence. Try to manage risk better and take initiatives more boldly. You are well on your way to achieving bigger goals!





# LEADER AND INNOVATOR



**Congratulations!** You have clear entrepreneurial traits. You are dynamic, creative, and effectively deal with challenges. You manage your time well, take informed risks, and adapt easily to change. You have all the predispositions to be a successful leader and innovator!



# QUIZ - ARE YOU ENTREPRENEURIAL?

## ➤ Quiz summary

Question Summaries

Insights and Data Trends

Individual Responses

Rules

Saved views

Exports

Shared data

Insights

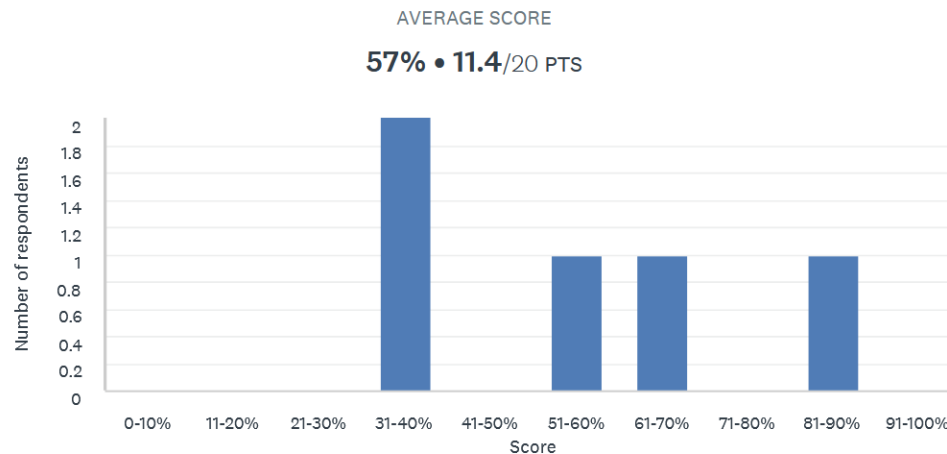
Multi-survey analysis

Add to dashboard

Save as

RESPONDENTS: 5 of 5

### Quiz Summary



Help!

Feedback

# SELF-LEARNING



Quiz





# MODERN FOOD PROCESSING TECHNOLOGIES



**Minimal Processing Technologies:** Methods like high-pressure pasteurization (HPP) or UV treatment help preserve nutritional value and extend product shelf life.



**Fermentation and Biotechnology:** Advanced fermentation processes (e.g., using probiotics) improve the nutritional value of food, increase its durability, and reduce waste.



**Drying and Freeze-Drying:** These methods maintain high product quality, minimize nutrient loss, and reduce weight and volume, lowering transportation costs.

# SUSTAINABLE INNOVATIONS IN PACKAGING PRODUCTION



**Biodegradable and Compostable Materials:** Packaging made from renewable resources like PLA (polylactic acid) or plant-based fibers.



**Edible Packaging:** Packaging made from gelatin, seaweed, or starch that reduces plastic waste.



**Smart Packaging:** Freshness monitoring systems, such as temperature indicators or color changes, help consumers manage food better.

# REDUCING FOOD WASTE IN HOUSEHOLDS



**Food Storage:** Educating people on proper storage (e.g., different conditions for fruits and vegetables, using vacuum containers).



**Freezing Surpluses:** Freezing products before their expiration date to extend shelf life.



**Cooking with Leftovers:** Promoting "zero waste cooking" practices – e.g., soups from vegetable peels or bread made from leftover mashed potatoes.

# REDUCING FOOD WASTE IN HOUSEHOLDS



**Shopping Planning:** Making shopping lists and meal plans to avoid overbuying.



**Mobile Apps:** Apps for managing food inventories that remind users of upcoming expiration dates.



**Labels with QR Codes:** Allowing users to check food freshness with an app.

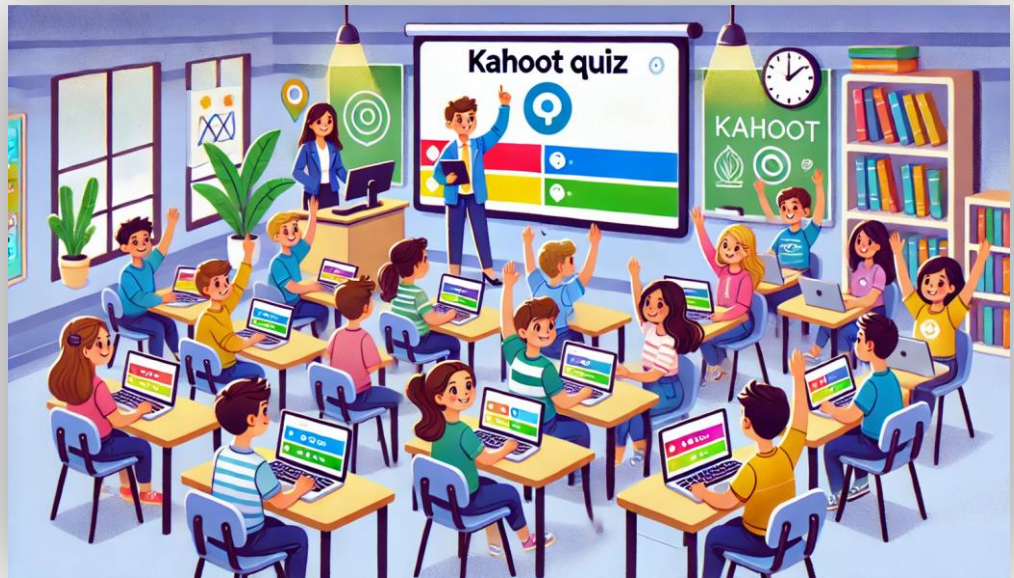
# WHAT IS KAHOOT?

## A Powerful Tool for Modern Education

**Interactive Platform:** Kahoot transforms traditional learning into a dynamic and engaging experience.

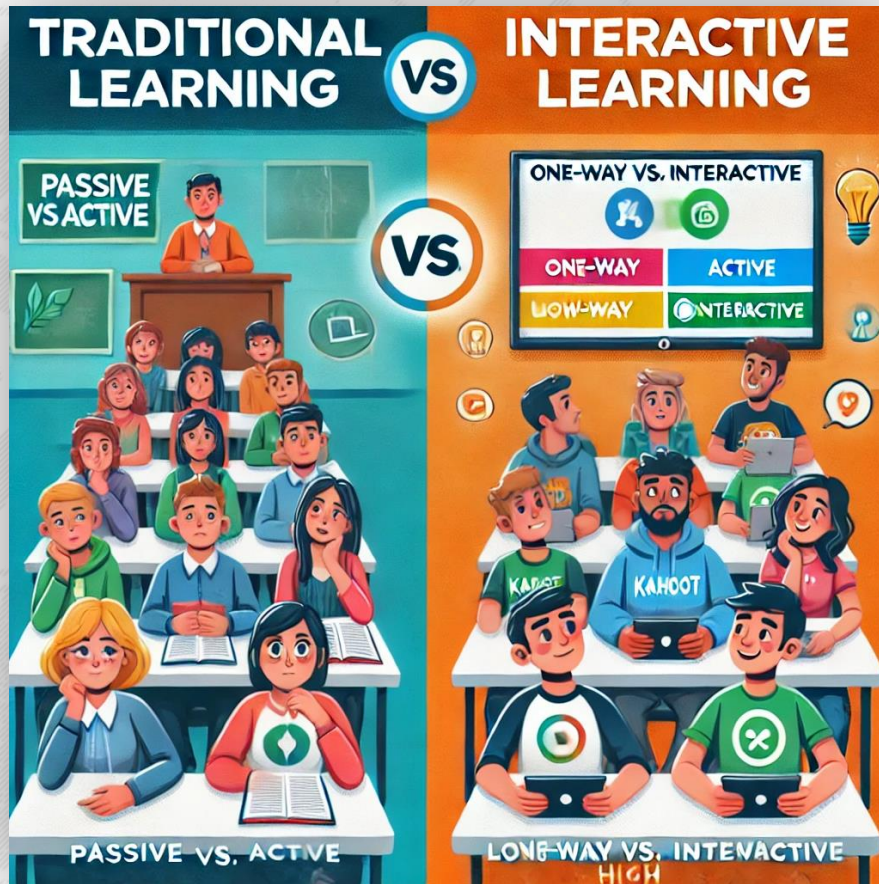
**Fun and Accessible:** Students participate via quizzes, polls, and challenges on any device.

**Widely Used:** Over 1 billion players annually in schools, universities, and businesses.





# HOW KAHOOT ENHANCES LEARNING?



**Fast Knowledge Retention with Kahoot**

Gamified Learning

Spaced Repetition

Instant Feedback

# HOW KAHOOT ENHANCES LEARNING?

**Engages** students through competition and rewards.

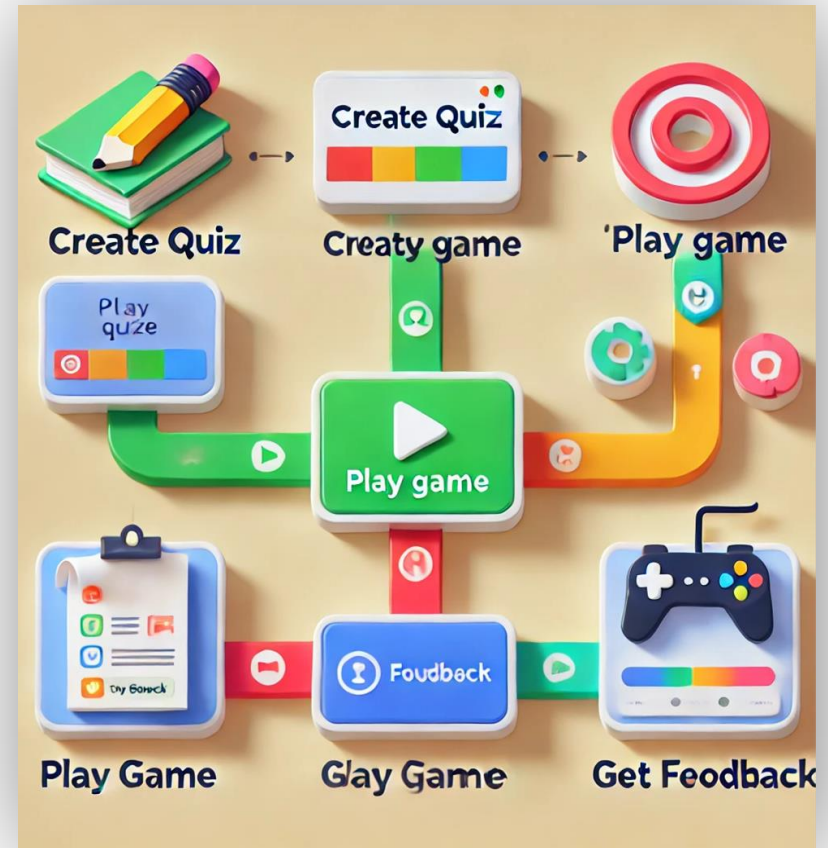
Promotes active **participation**.

**Reinforces** knowledge by revisiting key concepts.

Improves **long-term memory**.

Students see **results** immediately, enabling self-correction.

Teachers gain insights into **performance** trends.



# WHY CHOOSE KAHOOT?

## **Transform Learning into an Adventure**

**Engagement:** Keeps students motivated and focused.

**Flexibility:** Adaptable to any subject or age group.

**Collaboration:** Encourages teamwork and peer learning.

**Proven Results:** Boosts academic performance and confidence.





<https://create.kahoot.it/details/9d462cac-f3c6-4f79-aa12-f438d6af96ba>





Erasmus+ CBHE Project CHAIN – 101082963  
**Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa**

Project CHAIN  
Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa  
Online workshops (Self – learning methods)  
20 January 2025

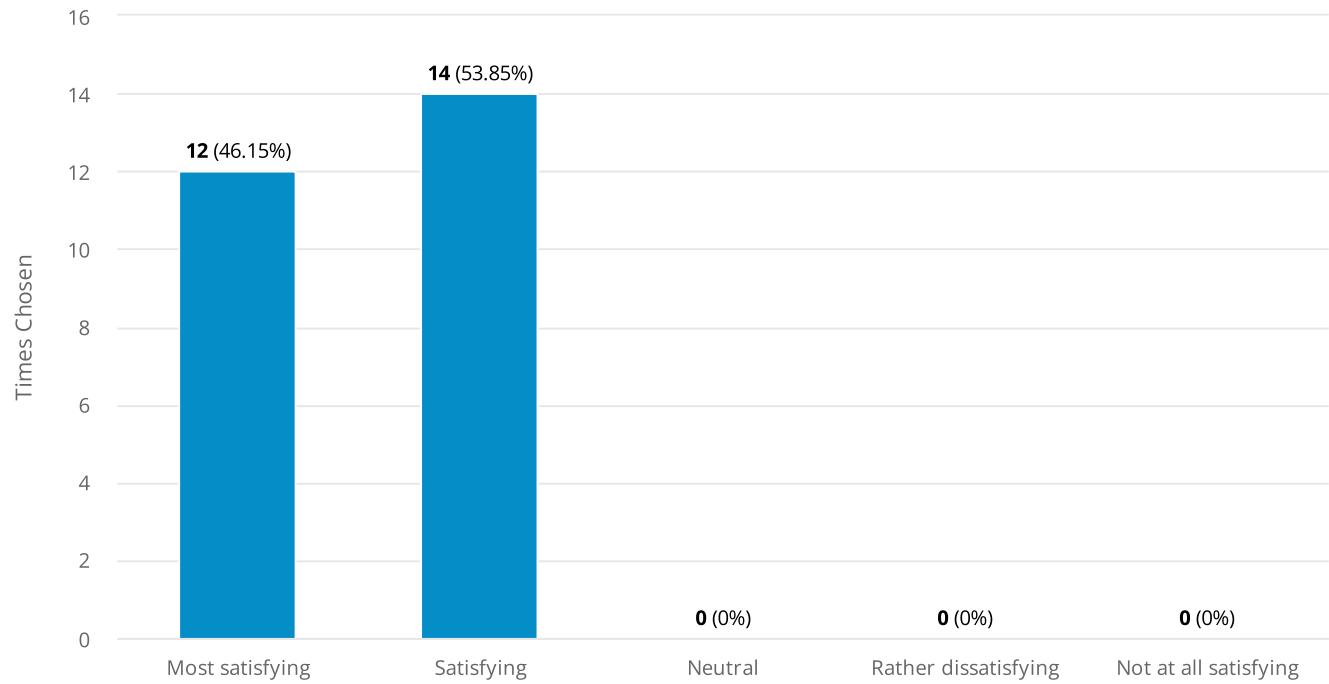
**Martyna ŁAWNICZAK**  
**Natalia SZULC**  
**Paulina WALACIK**

**Online workshops – self – learning methods.**

# Evaluation\_Training on reflective thinking and self-learning methods

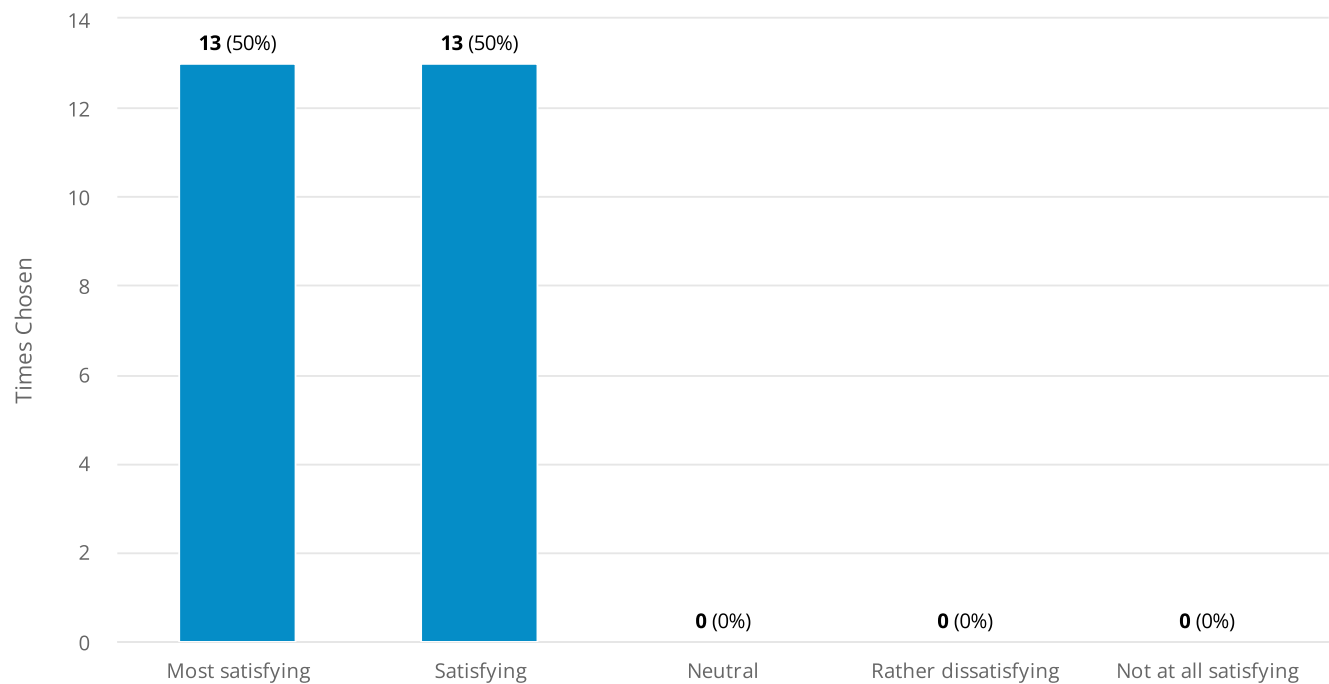
## The event administration, structure and invitation were ...

Number of responses: 26



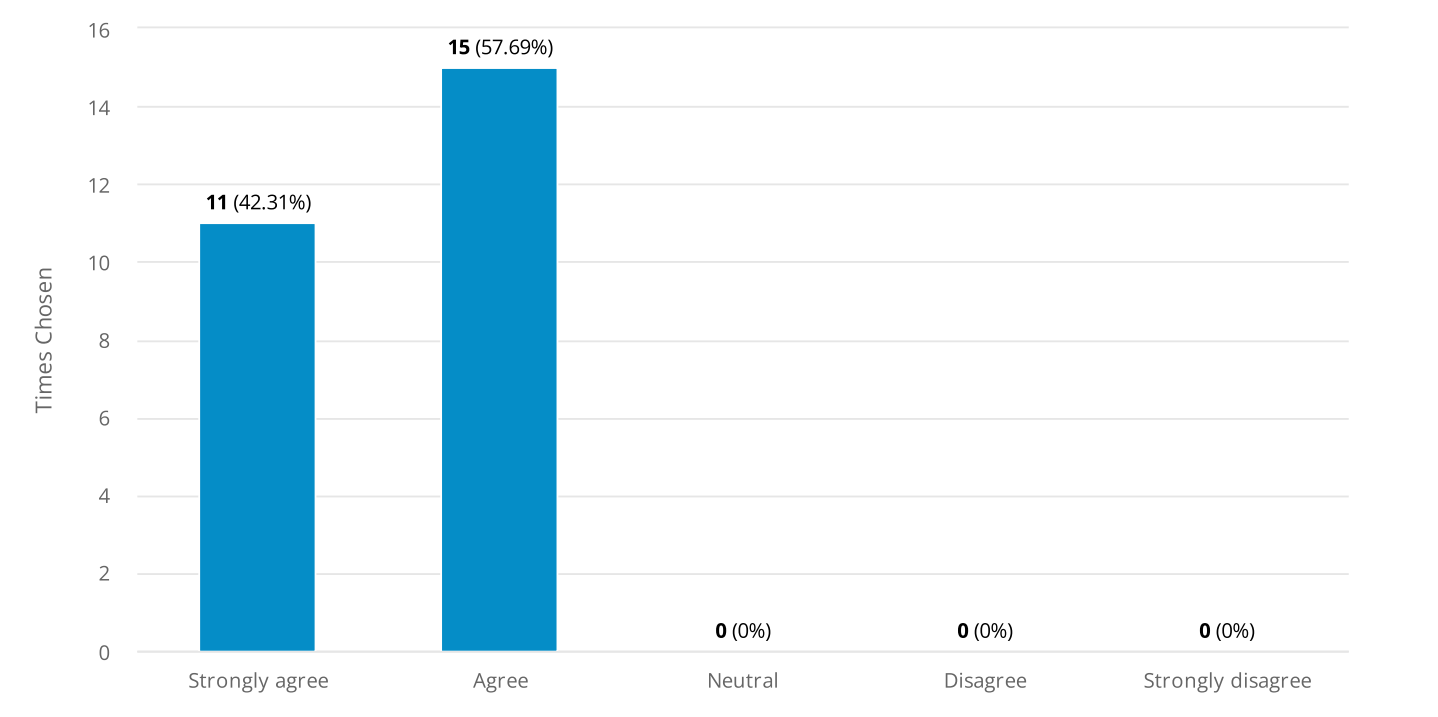
## The program and covered topics were ...

Number of responses: 26



**This event covered the topics I have expected.**

Number of responses: 26



**According to the first workshop day "Reflective thinking and self-learning methods on Monday 13.01.2025" I have the following comments, remarks or requests:**

Number of responses: 16

Text answers:

- The place of reflective thinking in educational structures was well presented among others
- Kindly share the Presentation Slides if possible?
- No comment
- No comment
- The free access tool on Visual/image creator
- I didn't attend 13.01.2025
- The presentation was explicit on simple language
- I learnt a lot and hope to start practicing what has been taught

The interaction was great

great pacing

Very Interesting and I appreciate your effort

More workshops in future

It has broaden my understanding of the concept

The methods and tools discussed are relevant and will assist me in my teaching endeavours. Kudos to the facilitators

Share the materials with participants.

Reflective thinking is a very nice method to evaluate teaching methods and make changes to gain more attention and interest on the subjects from the students

**According to the second workshop day "Reflective thinking and self-learning methods on Monday 20.01.2025" I have the following comments, remarks or requests:**

Number of responses: 17

Text answers:

Was very interesting and informative workshop, also i liked small breaks with interactive content

This was the most interesting training and well taken for my personal career development and skills

Kindly share the Presentations?

No comment

No comment

Request for more such learning opportunities

OK

Very inspirational and encouraging learning and networking as well

Very interactive and explicit

Can we get help when we need via email on the use of some tools?

The presenters were clear and well prepared.

the session was well structured, with clear learning objectives.  
KUDDOS

I followed the workshop. It was lovely and I appreciate it. I would like to have the presentation.  
My email: lilian.mebrim@futminna.edu.ng

Machine learning in future

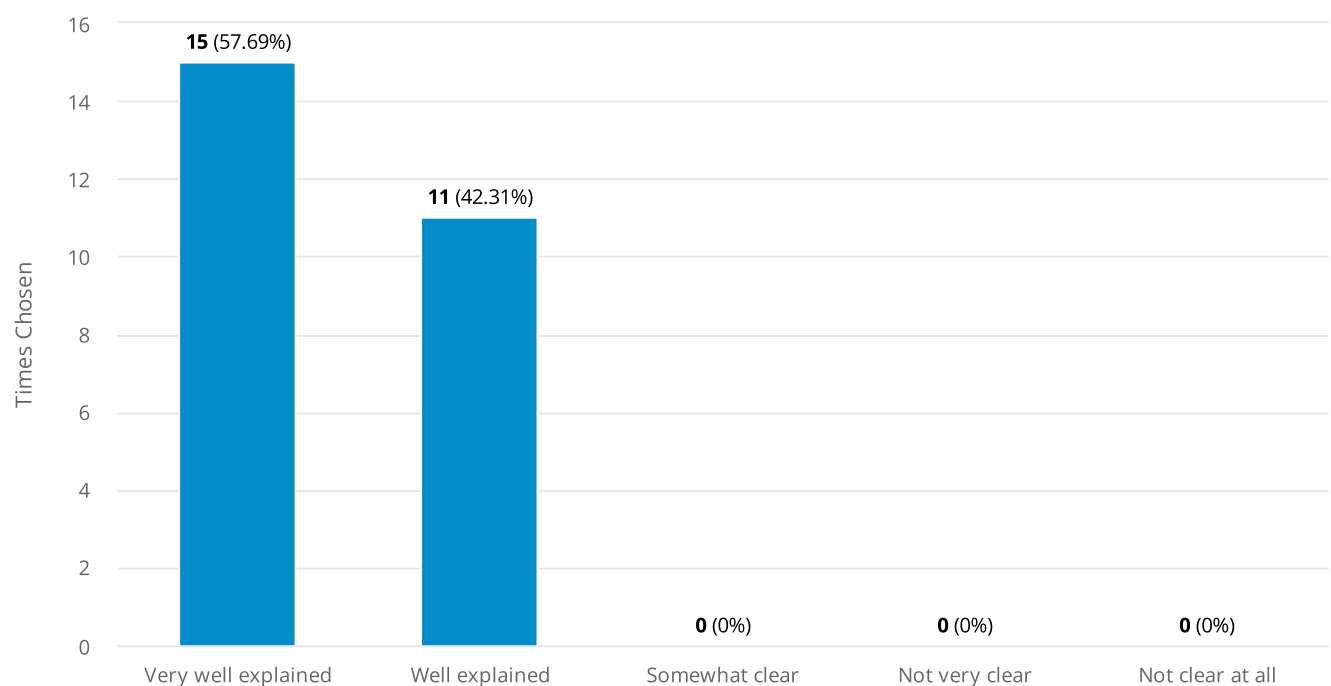
The presentations and contents are eccentric. More grace to the facilitators.

Quite interactive and informative

was very interesting, i learned about new self-learning tools and find new ways of self-learning

## How well were the contents explained and made understandable?

Number of responses: 26



## At the workshop I liked the least: / I would like to recommend or improve:

Number of responses: 12

Text answers:

Nothing to complain

Everything was just alright

Would like to recommend a shorter duration of presentation from 2 and 1/2 Hours to 1 and 1/2 Hours

OK

More interactive such sessions

Every was well understood. I will like to have presentation sent to emails

I would like that we can have accountable partners in using some of this e-learning tools

Work and practice outside the workshop time

More training

The organisation

Nil

The workshop needs to be regular.

## At the workshop I liked most: / The following parts were very helpful for me:

Number of responses: 16

Text answers:

Presentations and emplanation of the topics with using examples and showing the possibility for practical using these methods in FVC studies.

New methods of self learning



The presentations, knowledgeable facilitators and the fact they were doing it as a team. Quite a diversity

I liked the Assignments

Self learning

AI tool insight

Visualization creation tools

Introduction of technology and the future world with AI

All parts were helpful

I like that the facilitators explained so well

various. it was generally great

Self learning methods

Visual representation of text using AI

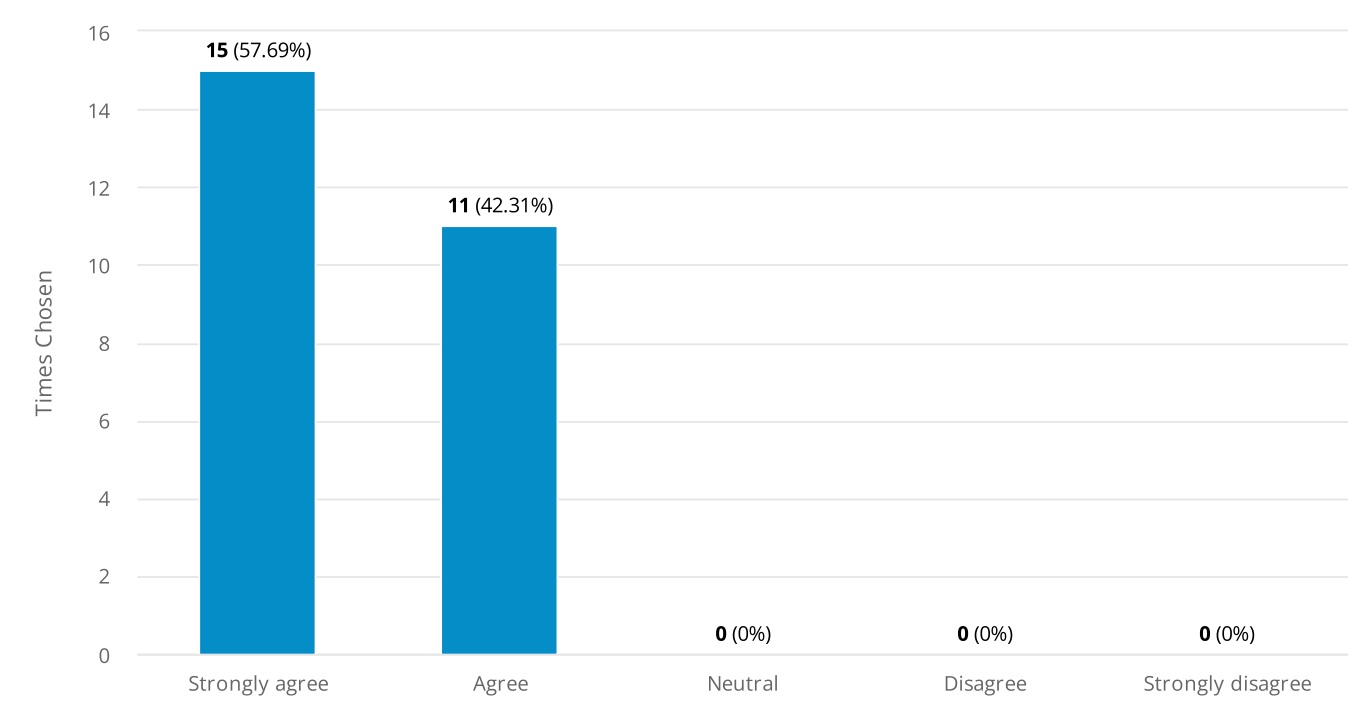
The contents and delivery

The interactive sessions and questions.

Self-learning tools and the interactive parts from workshop were very good

Overall, the workshop and the coverage of this topic was useful and relevant.

Number of responses: 26



I would rank the workshop series with the following number of stars:

Number of responses: 26

