

September 2024 | Version 2

# Training on Religions and Development Research Course

**Module 3:**  
Practical Application

**Session 5:**  
Reflection and Feedback



Joint Learning Initiative  
on Faith & Local Communities

# Homework (pre-session)

Students must reflect on the following questions and write a 500-word essay on what they have learned during their small research project and if/how they think the skills acquired on the project will be helpful for them going forward.

# Reflection

(1 hour)

*The first part of the session should be used for reflection. Instructors should encourage students to think about what they have learned from working on the small research projects they have implemented, what difficulties they encountered, how they addressed them, and what that tells them about their work more broadly.*

1. **Individual reflection (10 min)**: Students should take time to reflect on their learning experience.
2. **Partner work (20 min)**: Students should work with a partner, reading each other's homework essays and discussing them together.
3. **Documentation (25 min)**: In groups of three to five, students should discuss key reflections and document them on Manila papers/posters. They can do this by making lists and using bullet points, but they should also be encouraged to use creative forms of visualisation, such as drawings.
4. **Gallery walk (5 min)**: Students can take some time to walk around the classroom and take in others' work.

# Feedback

(1 hour)

*The second part of the session should be used for feedback. What did the students like about the module and course? What would they do differently?*

1. **Break (5 min)**
2. **Brainstorm ideas (10 min)**: Students should take some time to individually reflect on their feedback on the module (feedback on the module as a whole is also welcome). What worked, what didn't work so well? What could be changed? Students write one piece of feedback on a post-it. All post-its are then stuck to a wall for everyone to see.
3. **Summary of feedback points and discussion (45 min)**: The instructor reads feedback from post-it notes, arranges them by themes with the group's help, asks clarifying/prompting questions and facilitates a discussion. The focus of the discussion should not just be on what the institution can change about the course but also on how students can be involved in this. How can they support future cohorts of the course? Would setting up a mentoring system whereby previous students mentor new students make sense? Etc pp.

# Creative task

(1 hour)

1. **Break (5 min)**
2. **Introduction (5 min)**: The instructor explains to students that the final task is to create a poster to help advertise the course in future years. Students can work independently or in groups to make a poster outlining what they will learn, why they should sign up, what they are expected to learn, etc.  
**Work on creative outputs (45 min)**: Students work on creative outputs.
3. **Gallery walk (5 min)**: Leave some time at the end of the class to allow students to view each other's work.

