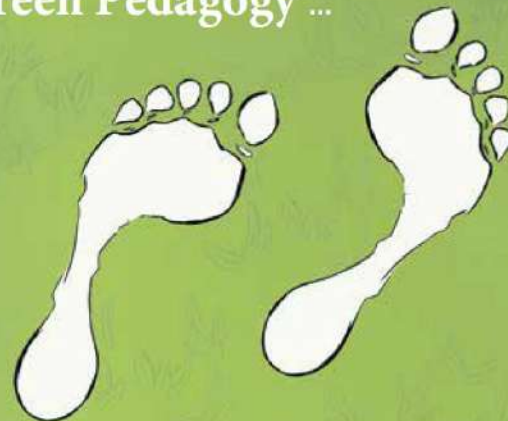


Green Pedagogy ...

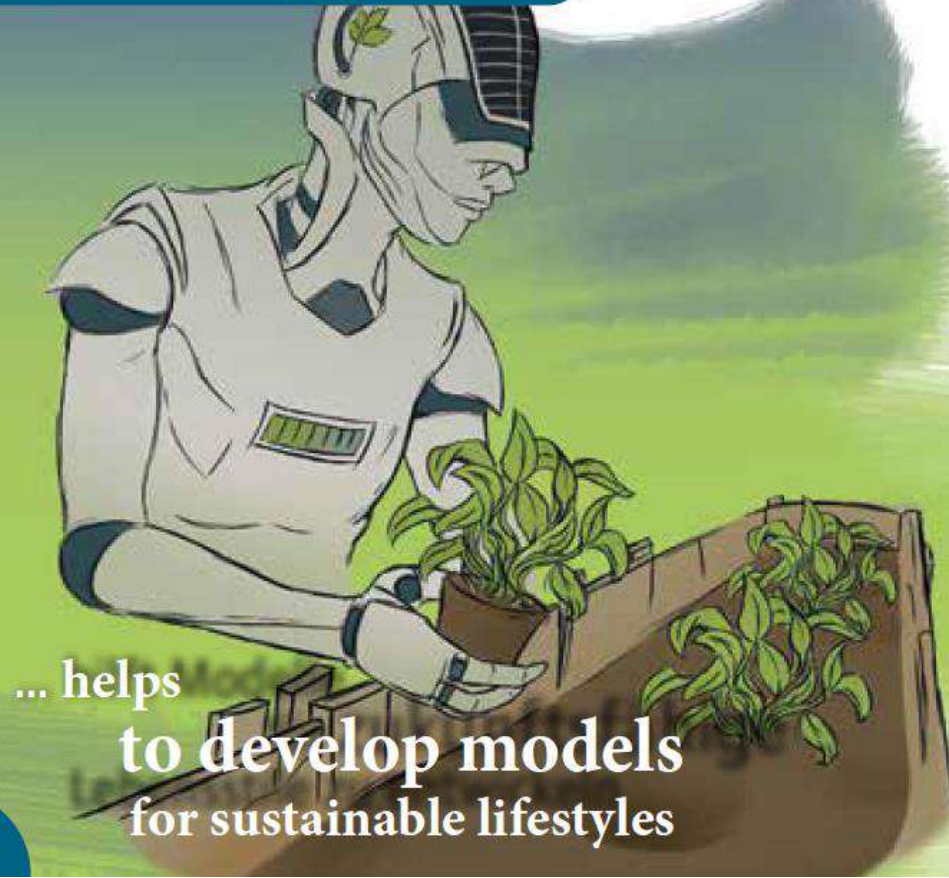


... is characterised by
Human-nature-relationship



Competence Orientation in the Development of Training Programmes and Courses based on the Concept of “Green Pedagogy”

Veronika Hager, 28.10.2021



Agricultural and environmental education deals with complex and rapidly changing problems.

New ideas and concepts of how a diverse and sustainable agriculture can look like in the future, as well as models for sustainable agriculture, must be developed.

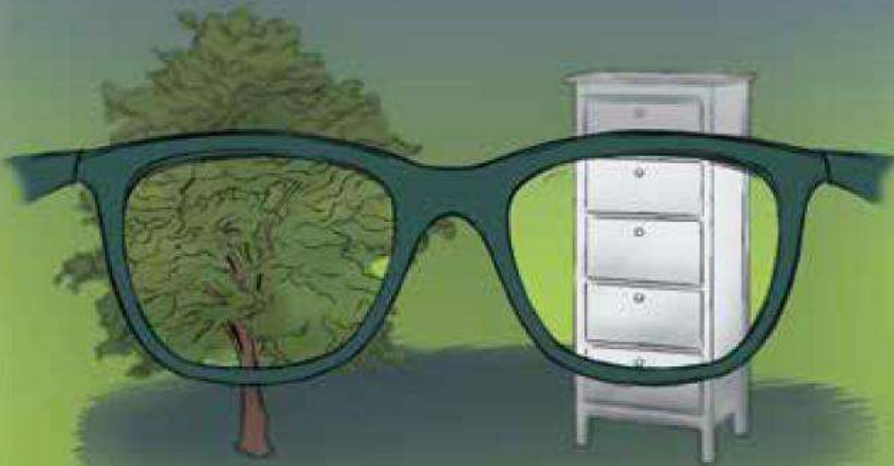


**... means taking contradictions
as an occasion to learn**

Dynamic processes and unpredictable developments make it impossible to issue recipes for sustainable action; dilemma situations often arise.

This didactic concept demonstrates the benefit of taking a step back, not to push contradictions aside, but to take them as an opportunity to learn.

The focus should be on the learners and their competence development.



... is characterised
**by a multi-perspective
approach**

Dealing with complex socially relevant issues can only be successful if it is possible to include different perspectives.

It links different approaches and disciplines.

The networking of expertise from different subject perspectives offers learners added value.

Networking in teams or team teaching support the interdisciplinary claim.

Green Pedagogy ...

... means active learning
in a social exchange



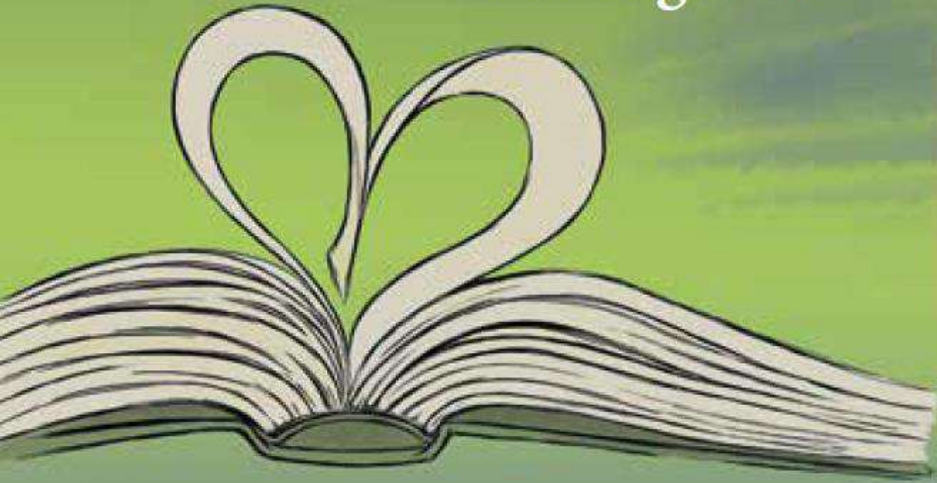
Learning arrangements are highly oriented towards the perspectives of the learners.

Learning takes place actively, self-directed and in exchange with others.

Topics are selected according to their social relevance.

Problems are dealt within a situational context, which is oriented towards the professional and personal lifeworld of the learners.

**... combines emotion
and cognition**



Green pedagogy is based on systemic constructivist theories.

Learning is seen as a process in interaction with the world around.

It is not oriented towards individual elements, but tries to understand a dynamic overall structure.

At the centre are the confrontation with different perspectives, the linking of different experiences and deepening in reflection phases.

Affectedness is produced in the field of tension between emotion and cognition.



... avoids stereotyping

The wish for simple answers leads to pigeonhole thinking.

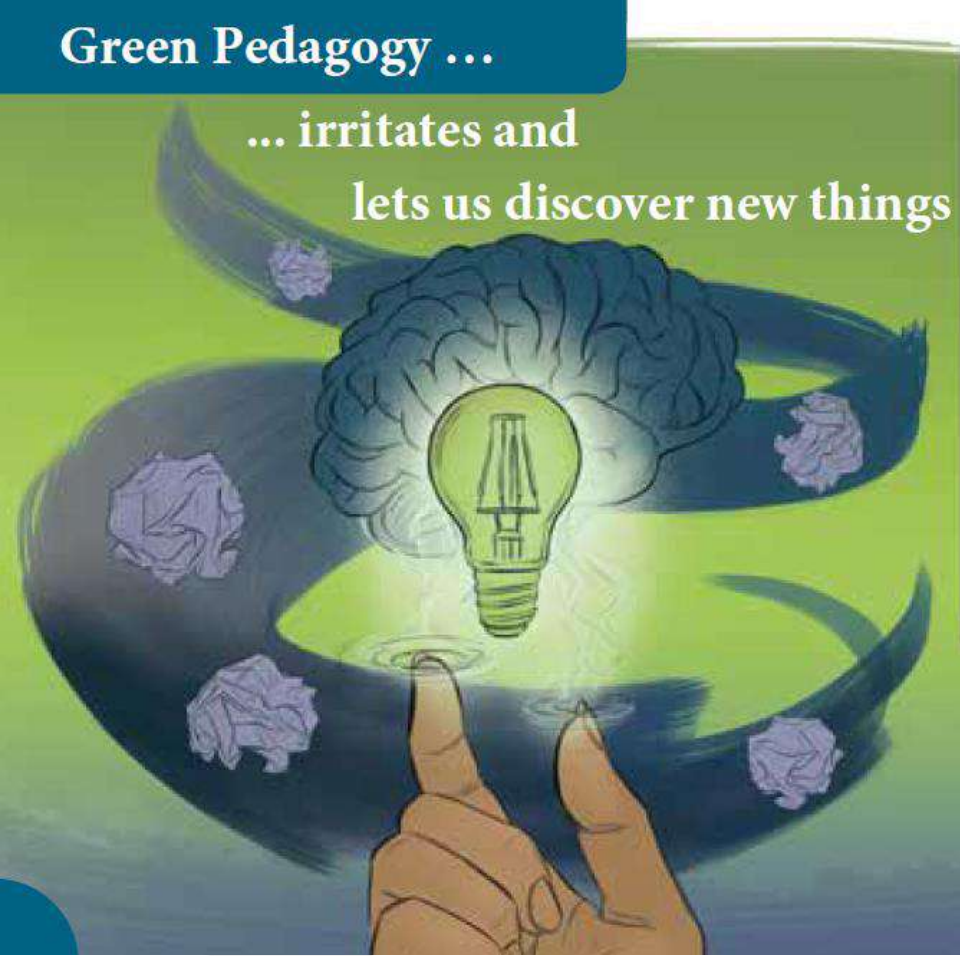
Linear cause-and-effect principles are not longer sufficient in a complex world.

Problems must be analysed in terms of different factors.

Methods, that promote systemic thinking support the rethinking of dynamics in a new way.

Green Pedagogy ...

**... irritates and
lets us discover new things**



Irritation engages, generates curiosity. It asks for a solution. The aim is to exclude uninflected and one-sided observations.

When views are reflected and new aspects are discovered, learning processes are set in motion.

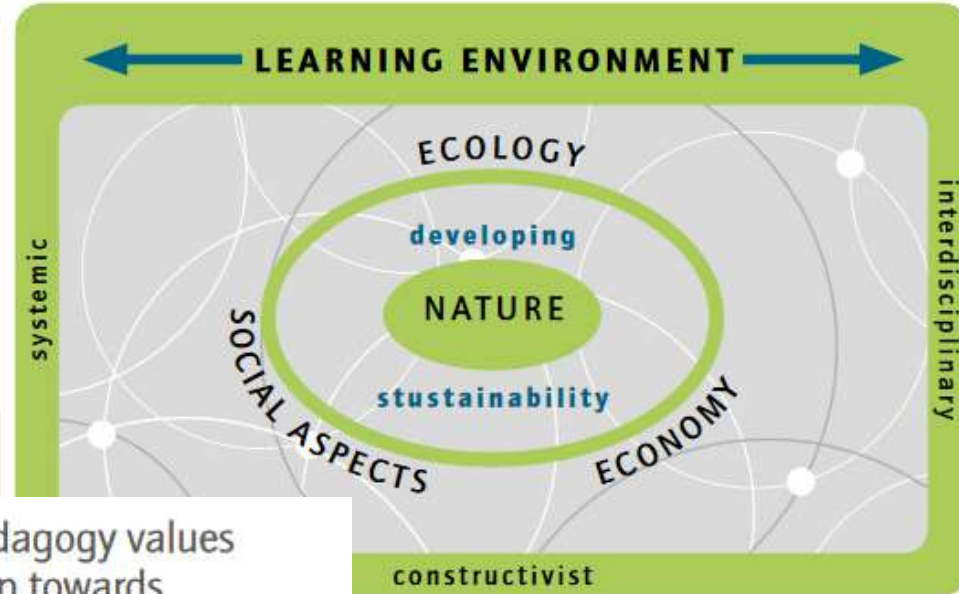
Sustainable learning is linked to the ability to irritate and reflect, because learning takes place when differences are perceived.



A resolution of uncertainty contributes to a reflected world view.



Erasmus+



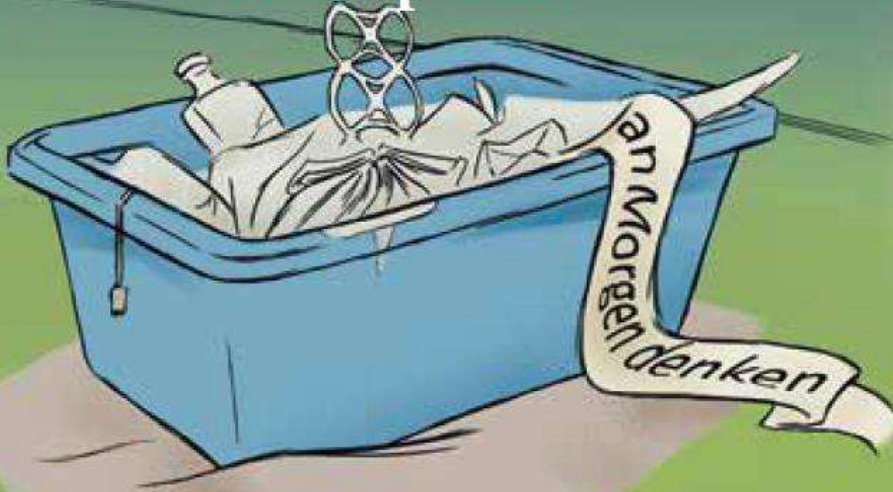
Green Pedagogy allows the depiction of constructive solutions in situations of economic-ecological dilemmas.



In Green Pedagogy values signify a step towards objectification and validation of the sought cognitive process.

Figure 1: Model of Green Pedagogy

... concretises
education for sustainable
development



Education for sustainable development calls for dealing with ecological, economic and social issues.

This is the starting point of green pedagogy.

Plattform Nature Education



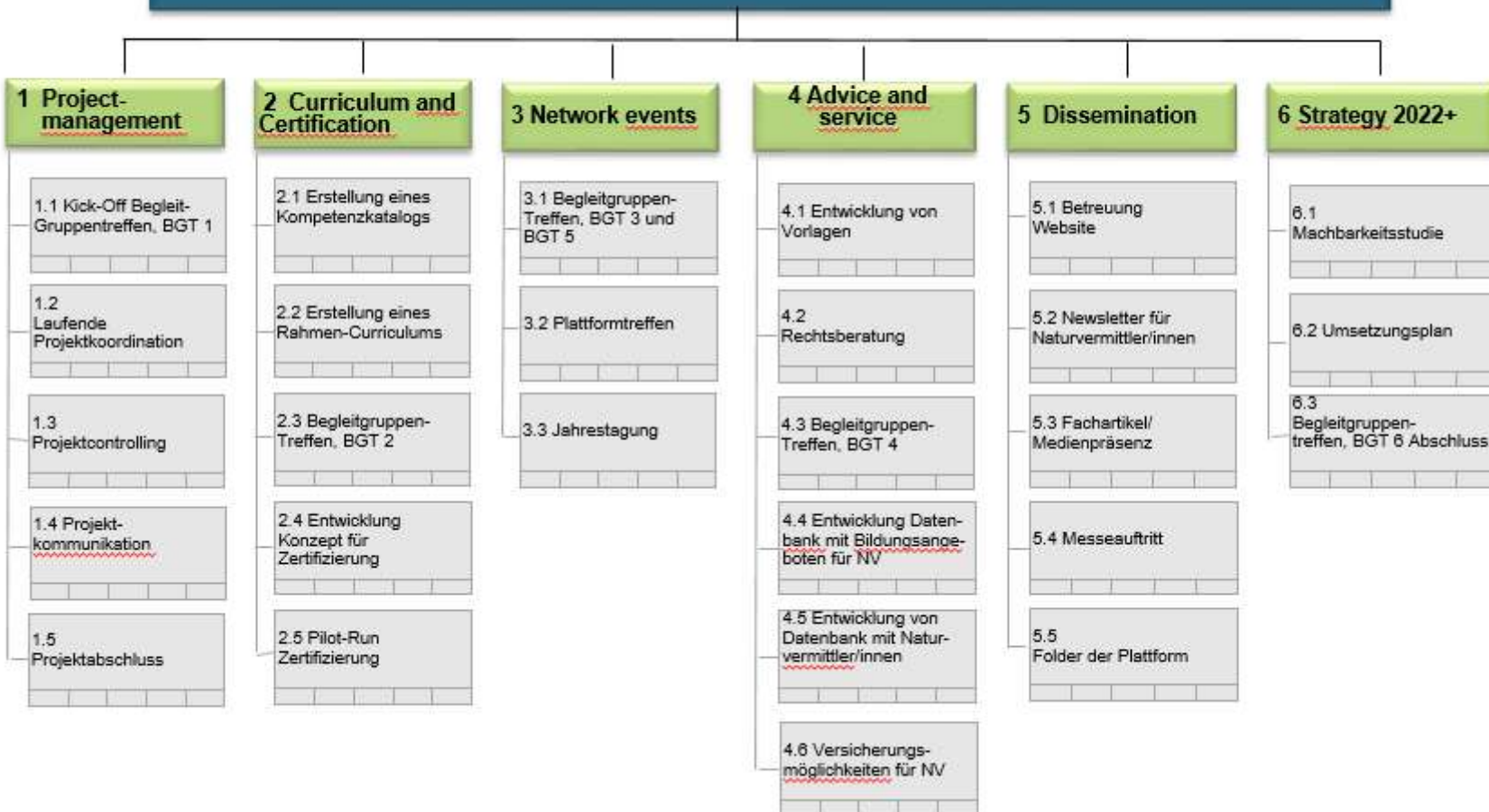
Bernhard Steskal: Nature Park Austria

**“Walks in nature are encounters with the original.
Our nature guides guide you with heart and mind”**

Cluster of 18 organisations



Platform Nature Education



**„Let's move together towards
a sustainable future”**

