Overcoming Plant Awareness Disparity (PAD) with a didactic program in garden heritages

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gefördert durch DBU Deutsche Bundesstiftung Umwelt www.dbu.de

Background
Historic gardens are hardly being used as places of non-formal education
– neither for historic nor for biological purposes

Methodology
Development of a suitable learning program, using a ***design-based-research-approach***
(SCHEERSOI & HENSE, 2015)

Design
Evaluation
Re-Design
Evaluation

Cyclic repetition, until the concept`s practicality is ensured

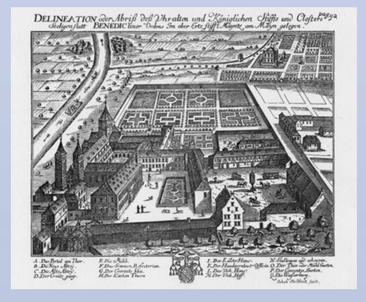
General objectives

Enabling teachers to perform self-guided tours in historic gardens

Fostering general understanding of interest-development

Design principles

Experiencing time periods



Plants as vivid monuments of the past

Symbolic perspectives

Historic plant collections as artworks with symbolic significance

Man-made biodiversity

Diversity of cultivated plants

Historic gardens as characterstic places, where botany may be connected with narrative perspectives (cf. ROBISCHON, 2019)

Student`s statements in interviews

…Moreover, particular plants are being planted that otherwise wouldn`t exist anymore. For example, there once was an animal, that has been called quagga, that was a zebra-like animal and it has finally been kept in the zoo […]. So this could inhere be transmitted on the trees...

…I found the story, from the beginning, of the tree interesting, because for example I didn`t actually know what it`s all about, that the tree already exists for so long…

…And for example quinces are hardly being eaten today and I find such gardens good, because they keep such plant varieties…

Literature: ROBISCHON, M. (2019): Narrative Landschaften als Lernraum im Wandel. HÜTTL, R. F. et al. (Hrsg.), Historische Gärten und Klimawandel. Eine Aufgabe für Gartendenkmalpflege, Wissenschaft und Gesellschaft. De Gruyter: Berlin/Boston, 294-302; SCHEERSOI, A. & HENSE, J. (2015): Kopf und Zahl – Praxisorientierte Interessenforschung in der Biologiedidaktik (PIB). Biologie in unserer Zeit 45 (4), S. 214-216. Picture of Klostergarten Seligenstadt under „Experiencing timen periods“, SG/Olli Heimann