Importance of primary education and environmental awareness-raising for plant conservation in the Valencian Community (Spain)

A. Belda Antolí[1]; S. Fenollar Pavón[2]; V. Ferri Vila[3]

[1]Dpt. Ciències de la Terra i del Medi ambient, Universitat d'Alacant. Sant Vicent del Raspeig. Spain.

[2]CEIP Horta Major (Alcoi). GVA. Spain.

[3]Fundación C.V. Victoria Laporta Carbonell. Spain.

Contact: Dpt. Ciències de la Terra i del Medi Ambient, Universitat d'Alacant, Campus San Vicent. Ap. 99-E03080, Alacant, Espanya. e-mail: antonio.belda@ua.es

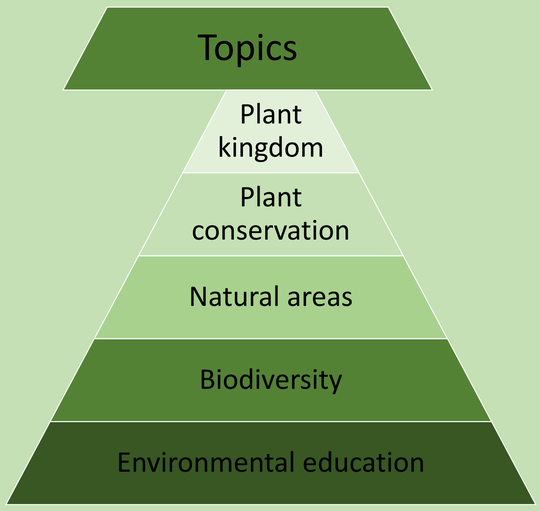
XARXES- INNOVAESTIC 2023

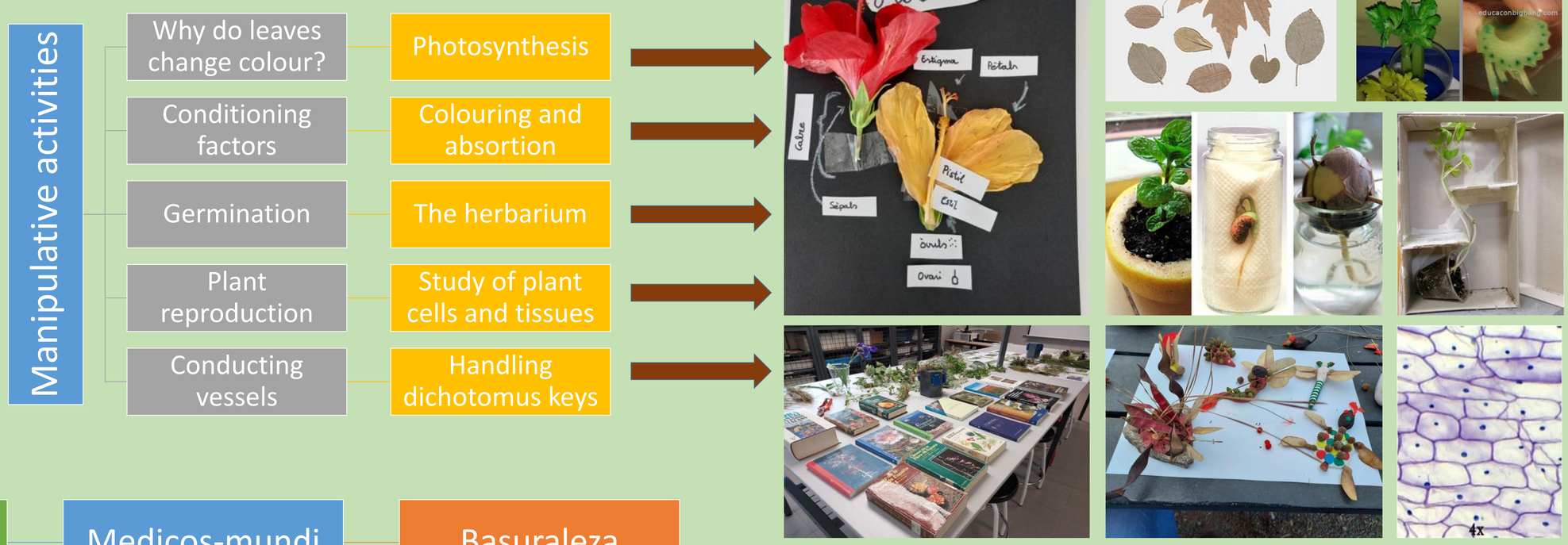
Introduction

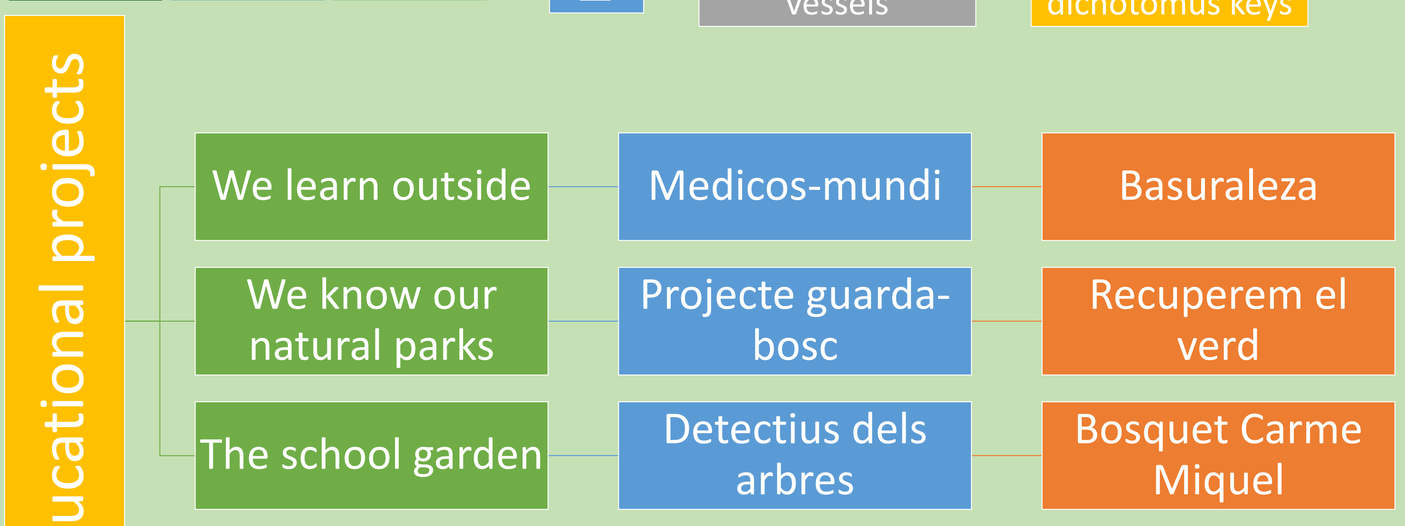
The aim of this work is to show some didactic and informative proposals to work with nature in an experiential way and to value the importance of the knowledge and conservation of the plant kingdom in the Valencian territory (Spain). In the same way, the aim is to achieve the appropriate development of our pupils, both intellectually and physically, in contact with nature. Therefore, our purpose is to improve the teaching-learning process through the implementation of didactic resources and to analyze how the incorporation of flipped classroom educational resources and cooperative work affects, in which manipulation and experimentation are key aspects in the training process.

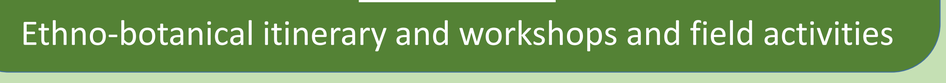
Methodology

In the legislative framework, Organic Law 3/2020, of 29 December, protects the care and respect for the environment and proposes that schools should promote the development of teaching activities in open spaces and natural environments. Thus, a series of didactic (5x) and educational projects (9x) and activities (10x) are proposed that serve to highlight the importance of conservation and environmental awareness for plants. C.V. Victoria Laporta Carbonell Foundation has designed an ethno-botanical itinerary and workshops and field activities, through the figure of custody of the territory, for the study of Valencian flora. These proposals are used in some Valencian public schools and are made known to children's and primary school teaching students at the University of Alicante.









Conclusions

Cooperative work has made it possible to distribute tasks and that group work has been effective, dynamic and enriching. Experiential learning is highlighted with laboratory practices in order to get to know our biodiversity better. The manipulative process is key in the educational process. The flipped classroom transfers the work of certain learning processes outside the classroom and uses class time to facilitate other processes of knowledge acquisition and practice in the classroom. These projects and activities emphasize green pedagogy, involving all students. More than 300 early childhood education students, 6,000 primary education students, 2,500 secondary education students and 500 university teaching students have participated in some of these activities or projects related to the protection of the plant kingdom.

References

Bergmann, J. (2012). Flip your classroom: Reach every student in every class every day. Eugene, OR: International Society for Technology in Education.

Bergmann, J., & Sams, A. (2014). Flipped Learning: Gateway to Student Engagement. International Society for Technology in Education.(ISTE).

Domingo, J. (2008). El treball cooperatiu a les aules. Àmbits de psicopedagogia, 23:10-16.

Cañal, P., García Carmona, A. y Cruz Guzmán, M. (2016). Didáctica de las Ciencias Experimentales en Educación Primaria. Madrid: Ediciones Paraninfo.