

PRÉMIO DE EXCELÊNCIA PEDAGÓGICA

Porto, 15 de Março 2018

Da Sala de Aula para o Jardim de Aula

Uma reflexão pedagógica sobre *Millennials* e Manutenção de Espaços Verdes

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Millennials – a Geração “Eu”

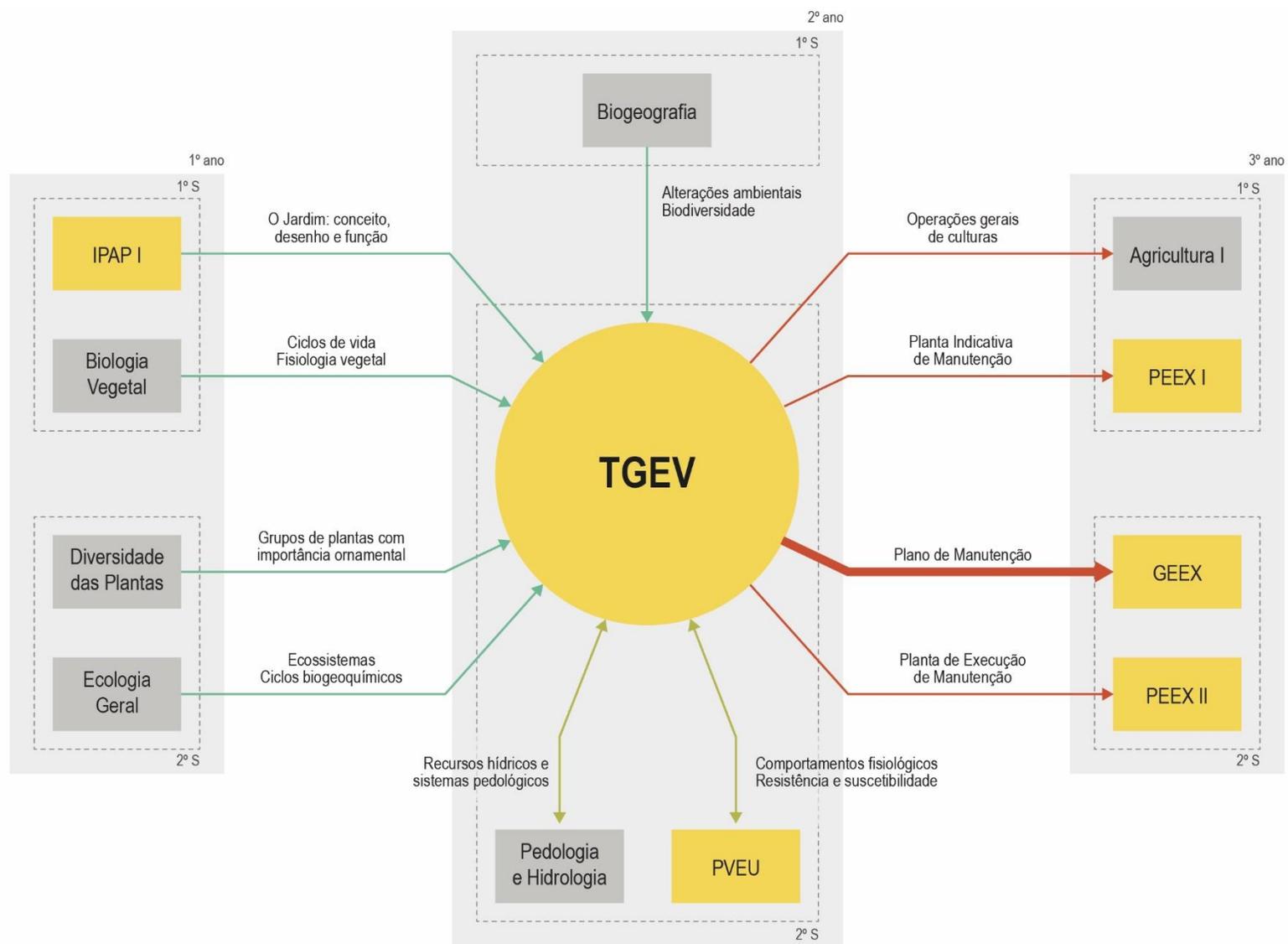


The more instructors are able to understand and identify the attitudes, family roles, lifestyle, and cultural diversities of each generation, the more accurately an educational delivery system can be developed (Sandeem, 2008).

Arquitetura Paisagista
e
Técnicas de Gestão de Espaços Verdes (TGEV)

*Crucial for the development of an aesthetic pleasing and ecologically diverse vegetation is Landscape Management.
Landscape Architecture counts on management as creative process, where numerous planning and design considerations are
involved (Bruns et al, 2010).*

posição no plano de estudos

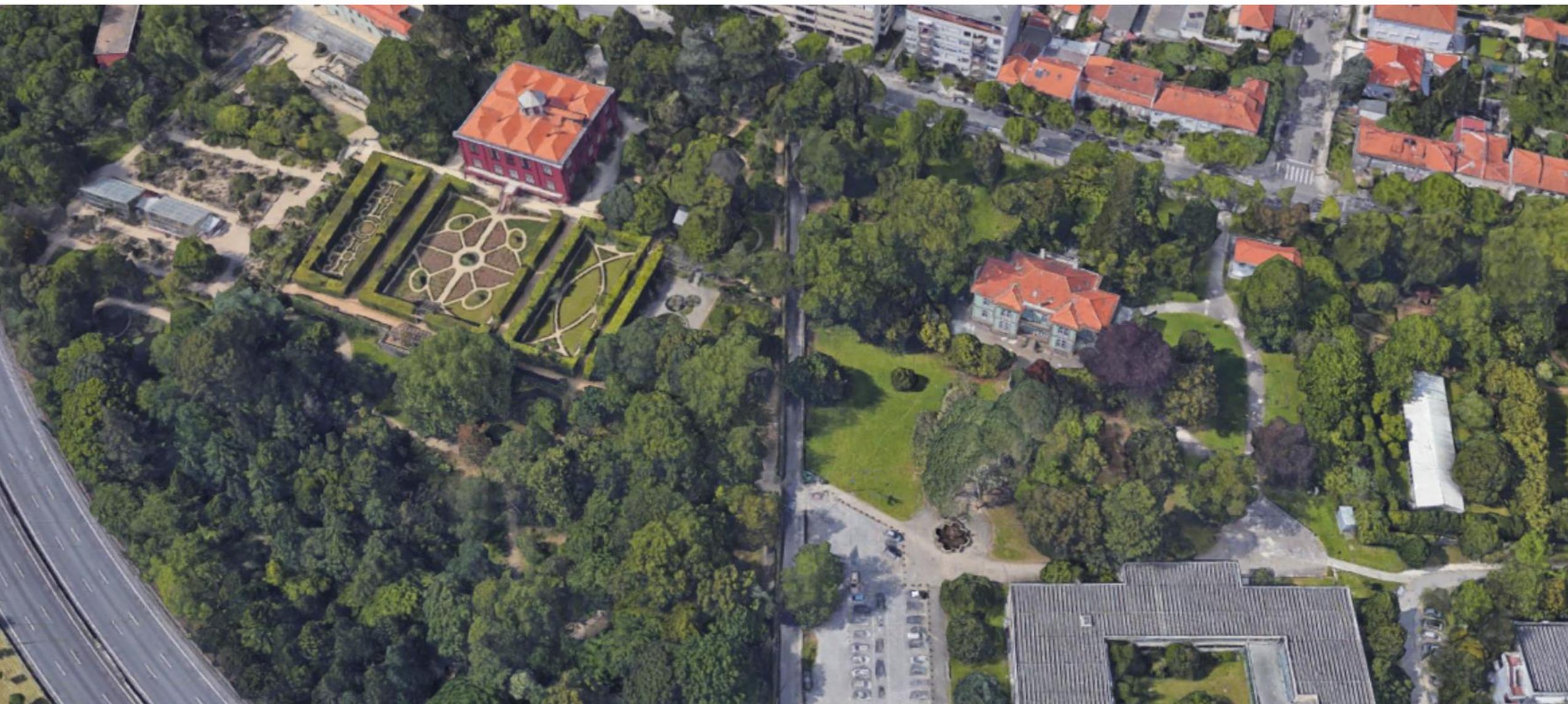


objetivos e programa

dotar os alunos de conhecimento técnico no que respeita à instalação, manutenção e otimização de espaços verdes concentrando esforços em três componentes fundamentais:

- manutenção de árvores e arbustos,*
- manutenção de revestimentos herbáceos,*
- rega e gestão sustentável da água.*

JBUP - o Jardim de Aula

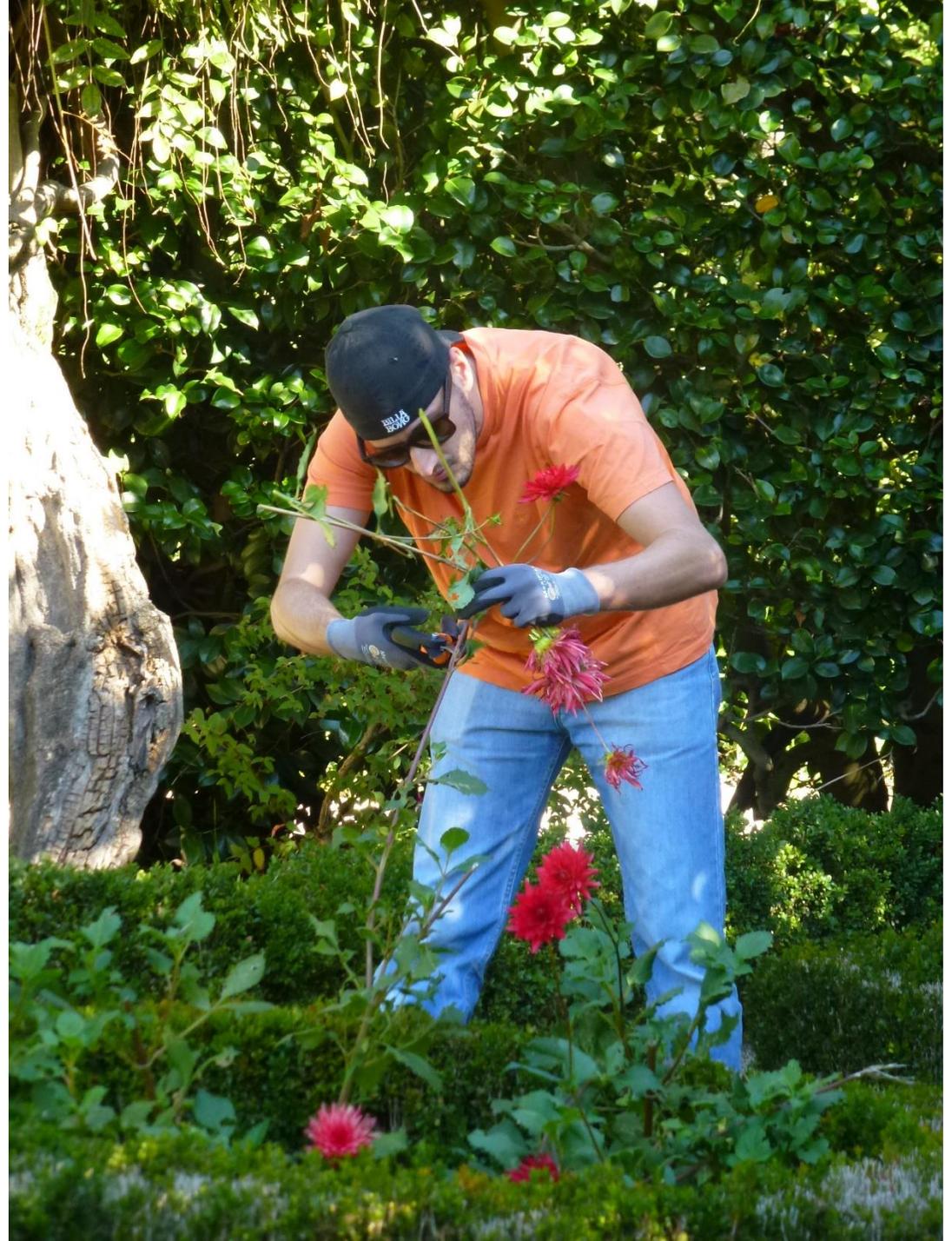




Active Learning | Cooperative Learning | Learning by doing | Field Instruction











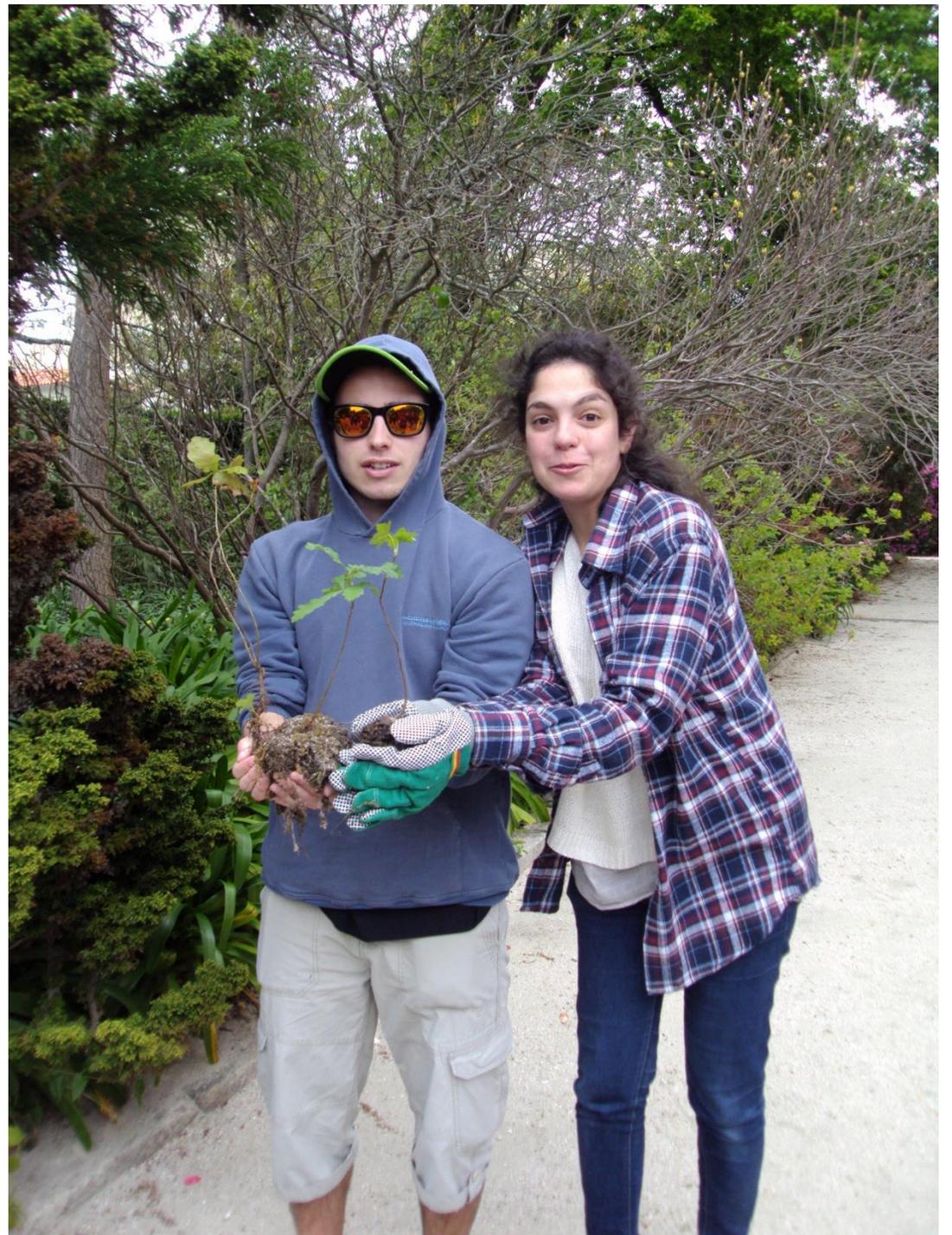












Visitas de estudio | Workshops















racional e constrangimentos

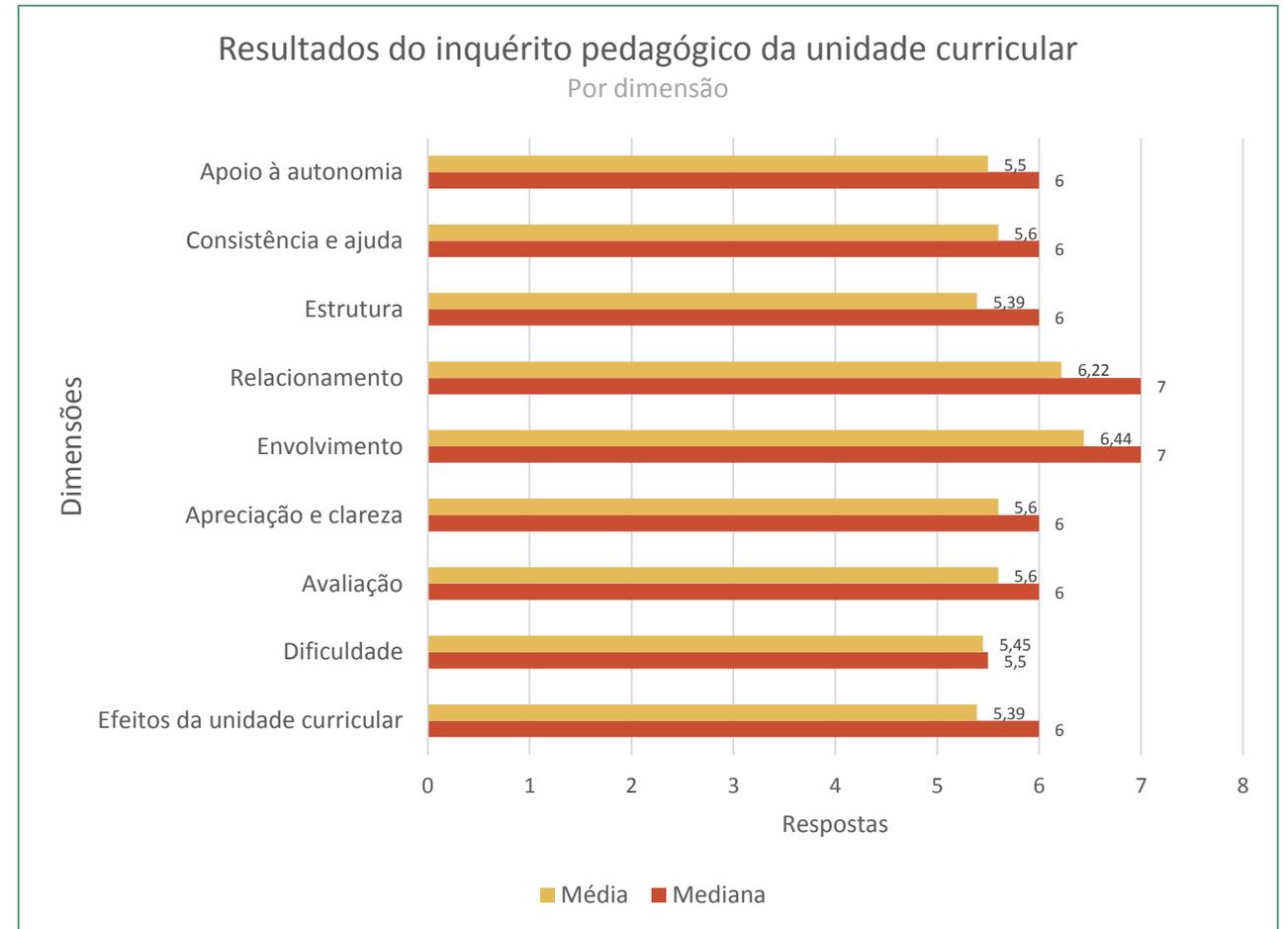
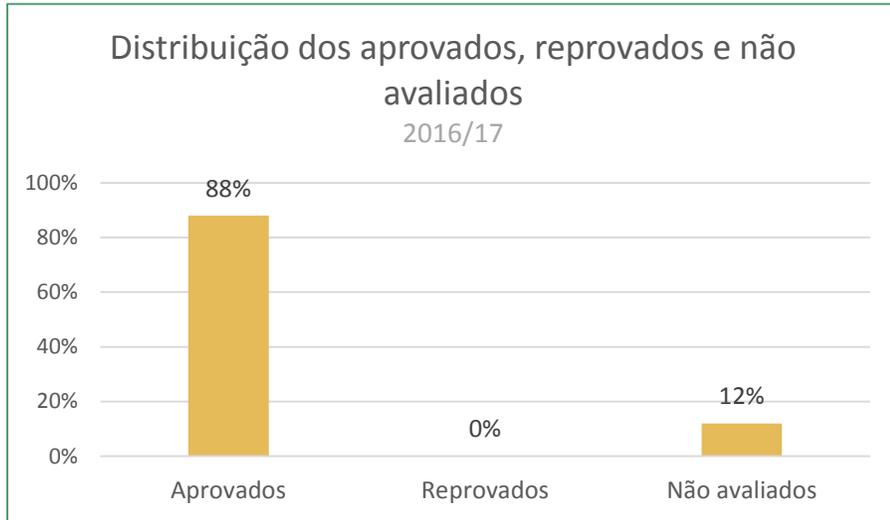
- *retira o foco do estudante de si próprio - Millenials*
- *compromisso, pertença, ligação emocional e recompensa*
- *contraria o paradoxo: ensinar indoors sobre espaço outdoors*
 - *combate o sedentarismo (computadores)*
- *aprendizagem mais inclusiva para estudantes ERASMUS e de outras áreas disciplinares*

- *a imprevisibilidade do clima*
- *exige grande capacidade de adaptação e improviso*
 - *segurança e risco*
 - *a possibilidade de erro*
- *As tarefas manuais e o estatuto social*

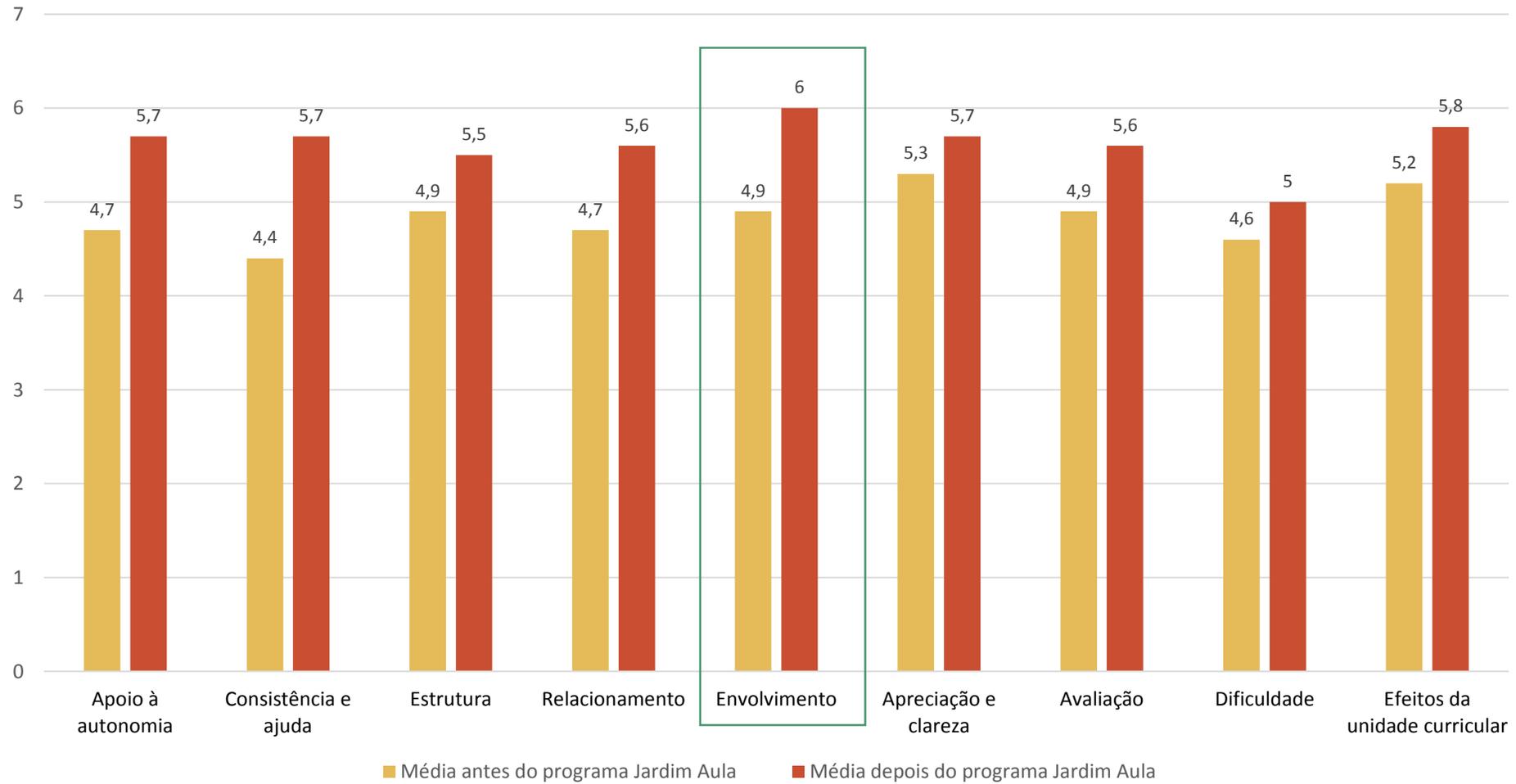
Avaliação

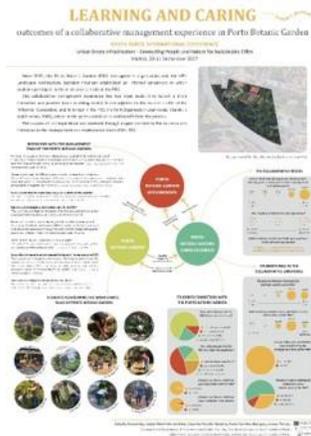


Resultados da UC



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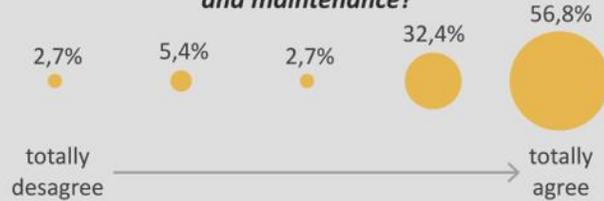




Inquérito sobre o programa Jardim de Aula (2017)

THE COLLABORATIVE MODEL

Do you think that this experience facilitated the learning process about green spaces management and maintenance?



How would you characterize this experience?



Which maintenance tasks and skills have you learn better with this experience?

Weeding, pruning, plantations and how to use the different equipments and maintenance tools

STUDENTS CONNECTION WITH THE PORTO BOTANIC GARDEN

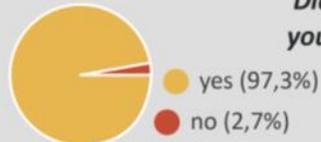
How often did you visit the PBG (before this experience)?



How often do you visit the PBG now (after this experience)?



Did this experience reinforced your connection with the PBG?

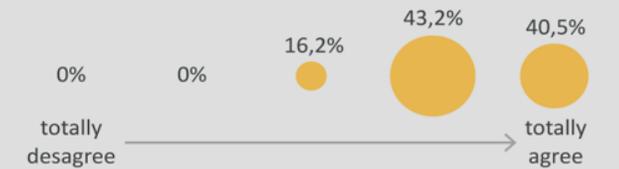


Did this experience reinforced your connection with nature?

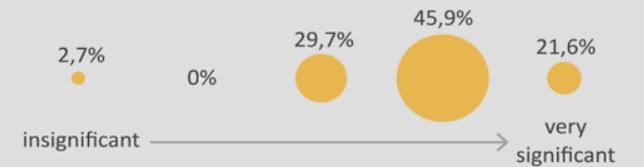


STUDENTS ROLE IN THE COLLABORATIVE EXPERIENCE

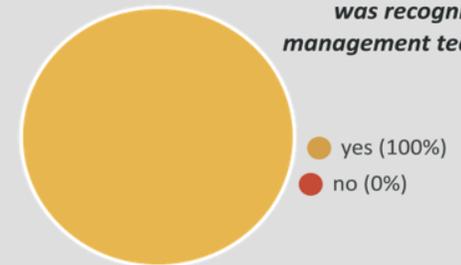
Did your contribution increased the aesthetic quality of the PBG?



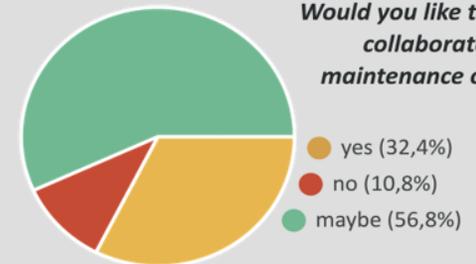
How would you evaluate your contribution to the maintenance of the PBG?



Do you think your contribution was recognized by the management team of the PBG?



Would you like to continue to collaborate in the maintenance of the PBG?



Perspetivas Futuras

Centennials – a iGeração

With regards to Centennial Education it is said that it “is less about the transfer of knowledge from teacher to student and more about helping students make sense of the overabundance of information available to them.” (Seemiller & Grace, 2016).

2014/15



2015/16



2016/17



Joana Tinoco



Ana Catarina Antunes



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Obrigada



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