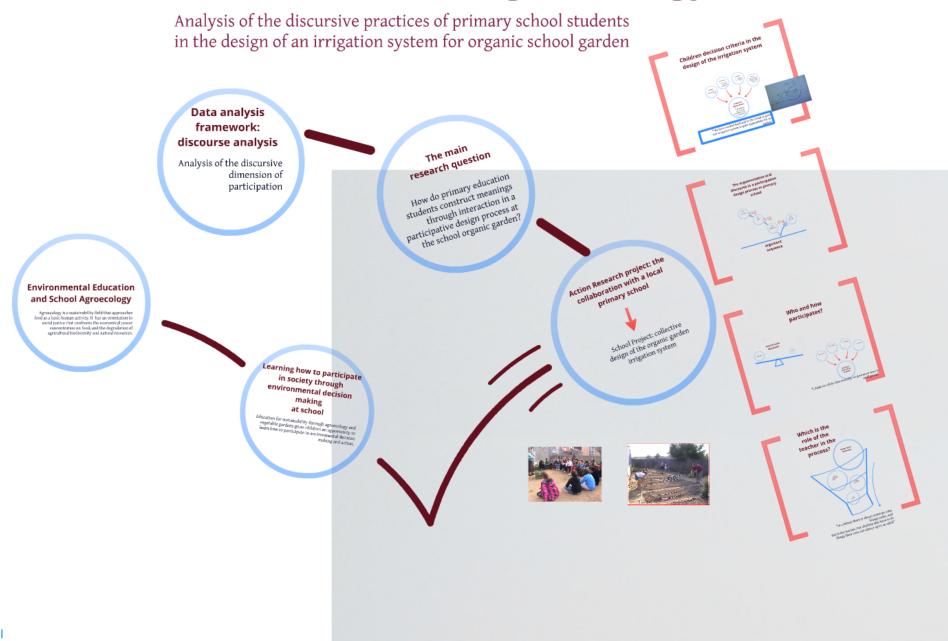
Discursive practices in participative design activities in school agroecology





Discursive practices in participative design activities in school agroecology





Environmental Education and School Agroecology

Agroecology is a sustainability field that approaches food as a basic human activity. It has an orientation to social justice that confronts the economical power concentration on food, and the degradation of agricultural biodiversity and natural resources.



Learning how to participate in society through environmental decision making at school

Education for sustainability through agroecology and vegetable gardens gives children an opportunity to learn how to participate in environmental decision making and action.



Action Research project: the collaboration with a local primary school



School Project: collective design of the organic garden irrigation system



Consensus



The main research question

How do primary education students construct meanings through interaction in a participative design process at the school organic garden?

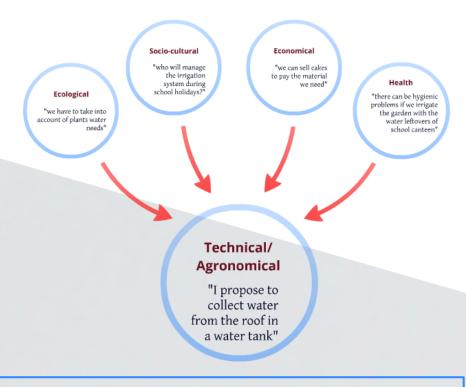


Data analysis framework: discourse analysis

Analysis of the discursive dimension of participation



Children decision criteria in the design of the irrigation system



"We have worked hard and so the result is good. The irrigation system is quite appropriate for our garden."



Socio-cultural

"who will manage the irrigation system during school holidays?"

Economical

"we can sell cakes to pay the material we need"

Health

"there can be hygienic problems if we irrigate the garden with the water leftovers of school canteen"

Ecological

"we have to take into account of plants water needs"

Technical/ Agronomical

"I propose to collect water from the roof in a water tank"



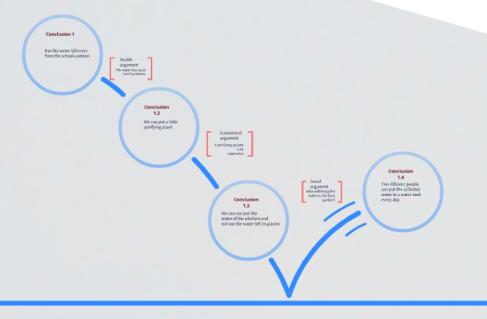
Technical/ Agronomical

"I propose to collect water from the roof in a water tank"

"We have worked hard and so the result is good. The irrigation system is quite appropriate for our garden."

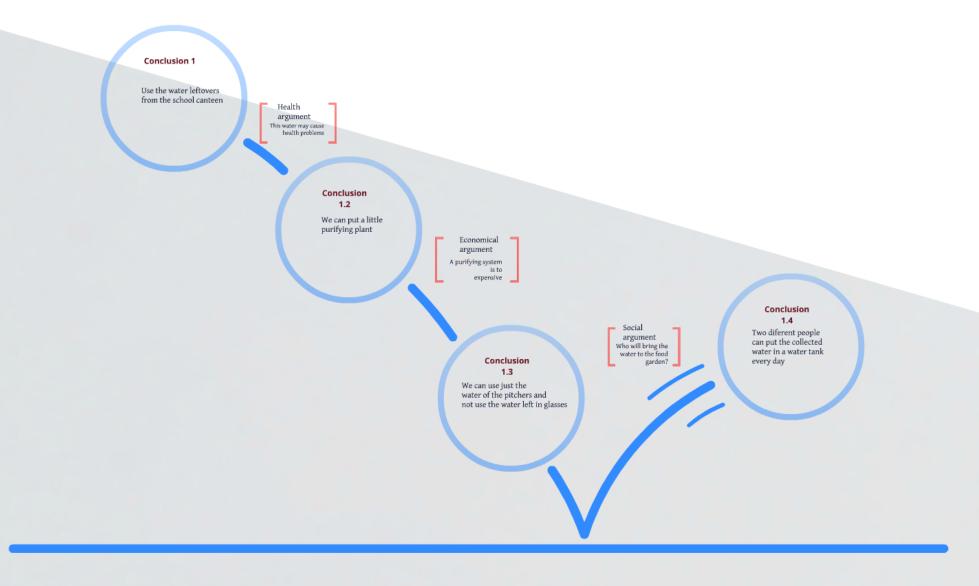


The argumentative oral discourse in a participative design process in primary school



argument sequence





argument sequence



Conclusion 1

Use the water leftovers from the school canteen



Health argument This water may cause health problems



Conclusion 1.2

We can put a little purifying plant



Economical argument

A purifying system is to expensive



Conclusion 1.3

We can use just the water of the pitchers and not use the water left in glasses



Social argument Who will bring the water to the food garden?

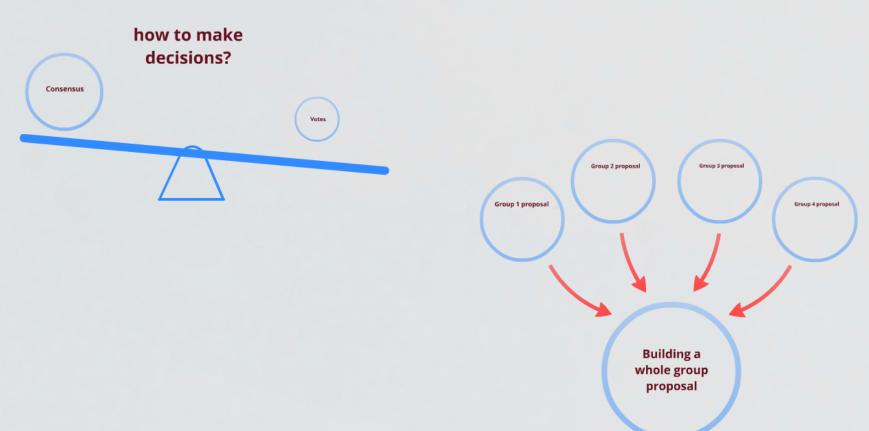


Conclusion 1.4

Two diferent people can put the collected water in a water tank every day



Who and how participates?



"I think the whole class assembly we gave more than in small groups"

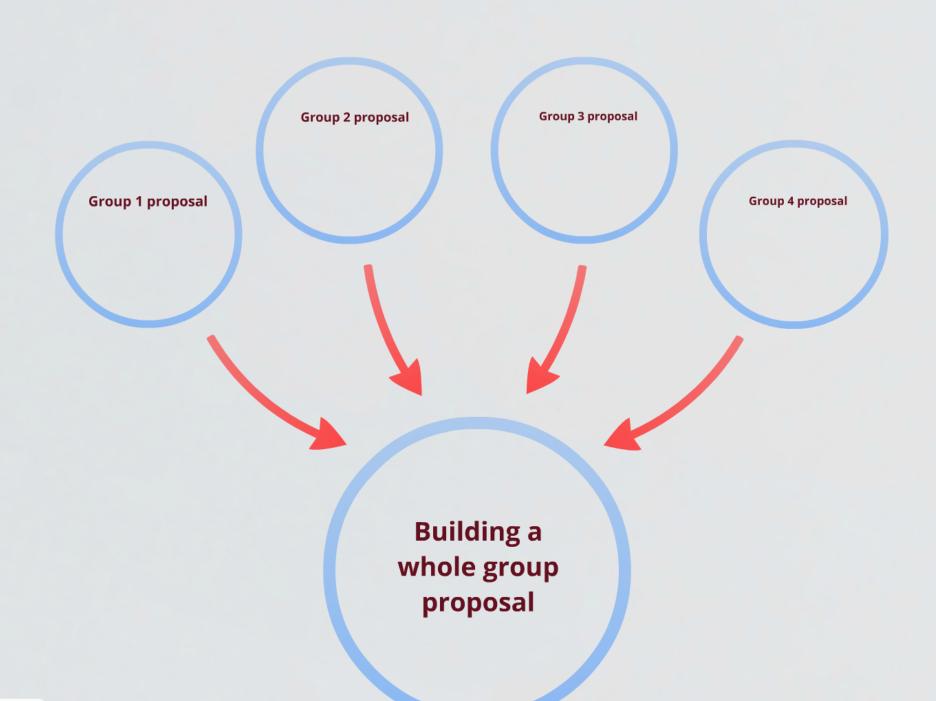


how to make decisions?

Consensus







whole class assembly we gave more than in

Building a whole group proposal

"I think the whole class assembly we gave more than in small groups"



Which is the role of the teacher in the process? healp reach consensus questions participation



make questions



manage participation



summarize and redirect





healp reach consensus



"In a debate there is always someone who brings order, and this is the teacher, but children also have to do things their own, not always up to an adult"

