Growing capacities –
the Green Campus Community
program revisited.
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Abstract: What role does the herbal and food garden play in creating an active local community? How can different citizen groups, social groups and age groups work together on getting the most out of the same green spot? The Campus’ Community program around the corner from AAU campus has for the past 5 years been a greenhouse Service Learning (SL) and Problem Based Learning (PBL) approaches to community gardening and developing some of the answers to above questions. The presentation gives a status of the program at a 4 year

Edwards & Tsouros:

Sydhavn: a working mans neigbourhood
A Sydhavn foodscape walkabout shows: some challenges for healthy choices
A strollological* approach
Mapping the Ellebjerg school garden
(Teglborg et al., 2014)

Ellebjerg school garden revisited
Tagtomat’s project for students attending Kindergarten class

Outsourcing the gardening from garden to food-garden

Harvesting the affordances From a gardenscape to a Learningscape

*Lucius Buchardt: Spaziergangswissenschaft

Social Interaction
Unsafe
Risky of drowning
Mess
Hiding place

No Access

Playground

Pain

Before 2014

After 2018

Activities & Topics

Experiential learning

Hands on + Outdoor activities

Social learning

Increase gardening and food knowledge in children, families, teachers and members of the local community
Increase food neophilia
Enhance social skills
Promote physical activity
Increase awareness and respect about nature
Enhance self efficacy and self-awareness
Enhance sense of responsibility
Learning about life (broad sense)

 AIM & OBJECTIVES
The learning process

EXPERIENTIAL LEARNING

SOCIAL LEARNING

HANDS-ON EXPERIENCES
GARDENING/Food knowledge
OUTDOOR ACTIVITIES

INCREASE FOOD LITERACY
SOCIAL SKILLS
ENHANCE PHYSICAL AND
MENTAL WELL-BEING

Learning about food, nature and responsibilities in a safe & playful environment

LEARNING - OBSERVING

RESPONSIBILITIES - ENPOWERMENT

THE SEASON PROCESS

MID-SEASON
END OF SEASON
THE REWARD

The structural & environmental changes new and old affordances

BEFORE
UNSAFE
MESS
SOCIAL INTERACTION

AFTER
SAFE
ORGANIZATION
FOOD AS SOCIAL (EVENT)
Collaborations

Teachers and pedagogues in Ellebjerg School

Pedagogues and teachers of the kindergarten class think that Tagtomat was a bless, but it is not always easy to cooperate with the other users and make the activities run smoothly

- "Tagtomat has been a gift for us!"
- "I love this garden... If it was for me I will be here with the children 37 hours a week"
- "Children needs to know where food comes from..."
- "I could take the responsibility for the garden next season, but it needs many hours and I don't know if I will have time for it"
- "who?... oh, them?! (seniors). Well, we don't have any contact, at all with them"

Opzoomerne- Seniors and local community

Eldery don't feel welcome and think that the garden is poorly kept

- "Without them even knowing it, we cut the grass sometimes"
- "Where are they? Those plants are ready and the stuff is getting rotten!"

Tagtomat thinks that the collaboration has been successful, but more resources and more pedagogical support is needed during activities

- "It is a return to nature... to the old days"
- "It is learning about everything... it is not only learning about nature or food... it is learning about life"
- "I would like to have more... berries for example?"
- "We would need a teacher more for keeping children's focus"
- "The problem is that kids get scared (about the seniors)"
- "It is difficult to keep attention from the kid, when we are outside... they get so easily distracted, that it is difficult to keep the thread..."
CHALLENGES AND IMPLICATION

- Lack of human resources
- Time restrictions
- Lack of communication between Ellebjerg school and Opzoomerne
- Outdoor activities = lack of concentration by the children (distractions)
- Mantainance during summer vacation

Lessons learnt – outline of solutions

- "Multi stakeholder gardening through the lifecourse makes sense to all. But in practice its not easy"
- Social glue is important. Stakeholders are diverse – and important
- Children and Seniors are different - following different tasks in the program
- Things take time – its all about leader- and relationship
- The Knowledge triangle provides a good framework
- Governance, curling & GardPlomacy are KEY

Thanks for your attention

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