



Philipps



Universität
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Lifelong
Learning
Programme

SAGITER

Meeting Gödöllő, Hungary
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Development of the SAGITER training-station

Guiding questions for setting up the training:

What is good AE-knowledge?

What is a good pedagogical approach?

Frame:

- Target groups
- AE-definition
- Philosophy of education

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Didactic games

(tragic of the commons, market failure)

Didaktische Spiele

Anti-Allmende

- ENSIGA
 - Fishing game
- Constructivistic approach
- > Encourage!

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Definition of AE for the training station

Following

- Lefoll
- Pierre Rabhi
- Gliessman (2007)

➤ Eclecticism between ecological, social and political dimension

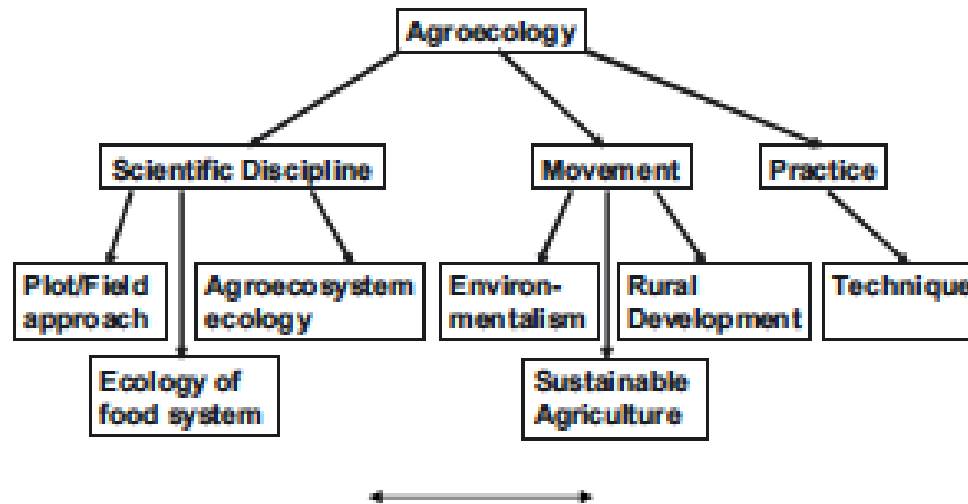
Aim:

No strict separation for an open approach

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Year	Author	Title
1928	Bensin	Agroecological characteristics description and classification of the local corn varieties chorotypes ¹
1928	Klages	Crop ecology and ecological crop geography in the agronomic curriculum ²
1930	Bensin	Possibilities for international cooperation in agroecological investigations ²
1930	Friederichs	Die Grundfragen und Gesetzmäßigkeiten der land- und forstwirtschaftlichen Zoologie ¹
1938	Papadakis	Compendium on crop ecology
1939	Hanson	Ecology in agriculture ²
1942	Klages	Ecological crop geography ¹
1950	Tischler	Ergebnisse und Probleme der Agrarökologie ²
1956	Azzi	Agricultural ecology ¹
1965	Tischler	Agrarökologie ¹
1967	Hénin	Les acquisitions techniques en production végétale et leurs applications ²
1973	Janzen	Tropical agroecosystems ²
1976	INTECOL	Report on an International Programme for analysis of agro-ecosystems ³
1978	Gliessman	Memorias del Seminario regional sobre la agricultura agricola tradicional ³
1979	Cox and Atkins	Agricultural ecology: an analysis of world food production systems ¹
1981	Gliessman et al.	The ecological basis for the application of traditional agricultural technology in the management of tropical agroecosystems ²
1983	Altieri	Agroecology ¹
1984	Douglass (ed.)	Agricultural sustainability in a changing world order ¹
1987	Arrignon	Agro-écologie des zones arides et sub-humides ¹
1987	Conway	The properties of agroecosystems ²
1989a	Altieri	Agroecology: A new research and development paradigm for world agriculture ²
1990	Gliessman (ed.)	Agroecology: researching the ecological basis for sustainable agriculture ¹
1991	Caporali	Ecologia per l'agricoltura ¹
1995	Altieri	Agroecology: the science of sustainable agriculture (3rd edition) ¹
1997	Gliessman	Agroecology: ecological processes in sustainable agriculture ¹
2003	Dalgaard et al.	Agroecology, scaling and interdisciplinarity ²
2003	Francis et al.	Agroecology: the ecology of food systems ²
2004	Clements and Shrestha (eds.)	New dimensions in agroecology ¹
2007	Gliessman	Agroecology: the ecology of sustainable food systems ¹
2007a	Warner	Agroecology in action: extending alternative agriculture through social networks ¹

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Qualitative Workshop
(Groupwork)

In-depth-Interview, “l'instruction au sosie”,

Group discussion
- Pro and contra

The aim:

- Know how – how to
- From processual to declarative knowledge extraction
- Complex knowledge
 - Chains of knowledge
- Simple knowledge
 - Example “old variety”

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Practical stage 2 parts:

1) Learning on the fields (participate at plantings, etc.)

Division in 3 groups:

- Pioneer group (active part, participation)
- Control group (making notes)
- Media group (filming, taking pictures)

2) Interview

- Control group leads the inquiry and Pioneer group make notes
- Media group (making pictures, filming)

Video learnings (Youtube, Vimeo)

- Division in groups

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Data analysis & debrief

Data analysis

- Content analysis of the interview
- Critical analysis of the videos, comments of all three groups

- Critical analysis of all stages of the seminar
- Synthesis of the training (personal, group)

- > Deductive knowledge

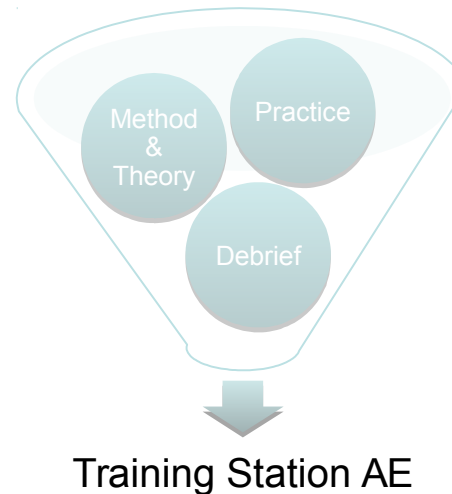
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Formalised description of the module

M1- AE-Sensibilisation, Theory, Method

M2- Practical Training

M3- Data & Debrief



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Itinerary:

Pretest:

17.08.2015

M1 & M3

Students seminar:

20.-21.10.2015

Testing of M1-3



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Pretest results:

Questions:

- What do you think about the impact of AE?

“I think that AE is, in combination with other methods, very suitable, because on the one hand we care about our ecosystem and on the other hand we feed our people.”

- What have you learned?

“(...) To learn how our agriculture is depending on our behavior, (...) the techniques being used hundreds of years ago are often adapted to the local needs.”

- What would you do differently?

“I think the time was not enough (...) Time is very difficult. This should be learned from early age on (...) even a weak would not be enough...”

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Planting the potatoes

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Harvesting the potatoes with students

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Workshop
2 Days

Day 1

(Game)
AE
Theory
Method (qualitative)

M1

Day 2

Practical training
Interview
Data analysis
Debrief

M 2 + 3