

Urban Agriculture and Meaningful Learning: a Pedagogical Experience With School Gardens in Venezuela

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ABSTRACT

In recent decades, urban agriculture has gained increasing relevance as a socio-educational strategy aimed at strengthening environmental awareness, food security, and contextualized learning in urban spaces. In the educational field, school gardens have become established as pedagogical settings that allow for the integration of scientific, ecological, and community knowledge through practical experiences. In this context, this study aims to analyze the relationship between urban agriculture and meaningful learning in pedagogical experiences developed through school gardens in Venezuela. The research was conducted using a hermeneutic documentary approach within the interpretive paradigm, through the reflective analysis of academic texts, educational research, and specialized documents related to urban agriculture, environmental education, and meaningful learning. The results demonstrate that school gardens constitute spaces for pedagogical mediation where direct experience, community participation, and the contextualization of knowledge converge. Furthermore, the analysis reveals that urban agriculture facilitates comprehensive educational processes by promoting observation, experimentation, and critical reflection on the relationship between society and nature. It is concluded that the incorporation of school gardens in urban educational contexts fosters the development of meaningful learning and contributes to strengthening pedagogical practices linked to sustainability, community participation, and environmental education.

Keywords: urban agriculture, school gardens, meaningful learning, environmental education, community pedagogy.

Biographical Note: Bachelor's degree in Early Childhood Education. Specialist in Early Childhood Education. I began working in 2005 at the Celina Acosta de Viana School. I currently continue working as a preschool classroom teacher.