



Green Classrooms: Integrating Botany in Global Multidisciplinary Learning

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Abstract

In the contemporary educational landscape, integrating botanical knowledge into multidisciplinary learning has emerged as an effective approach to promoting environmental awareness, scientific understanding, and sustainable development. The concept of *Green Classrooms* emphasizes the integration of botany with diverse academic disciplines, including environmental science, technology, geography, health sciences, and social sciences, to create an interactive and globally relevant learning environment. This approach encourages students to explore plant diversity, ecosystem functioning, biodiversity conservation, climate change, and the importance of plants in maintaining ecological balance. By incorporating botanical gardens, school gardens, field-based activities, digital learning tools, and project-based methodologies, educators can connect theoretical knowledge with practical experiences. Furthermore, integrating botany into global multidisciplinary education supports critical thinking, scientific inquiry, collaboration, and the development of environmental responsibility among learners. Green Classrooms also provide opportunities to address global challenges such as deforestation, food security, habitat loss, and climate change through interdisciplinary perspectives. This paper explores the educational significance of Green Classrooms, examines strategies for integrating botany across disciplines, and highlights their potential to promote inclusive, experiential, and sustainability-oriented education. The approach contributes to the development of environmentally conscious global citizens equipped with the knowledge and skills necessary to address emerging ecological challenges.

Keywords: Green Classrooms, Botany Education, Multidisciplinary Learning, Environmental Awareness, Sustainability Education, Biodiversity Conservation, Experiential Learning, Global Education.