

List of publications

Publications (peer-reviewed)

1. Lindemann-Matthies, P., Gellesch, T., & Matthies, D. (2026). One questionnaire - two points in time: has plant species knowledge of laypeople changed over a period of 20 years? *People and Nature*, in press.
2. Lindemann-Matthies, P., Lutz, F., & Remmele, M. (2025). Embodied learning - the contribution of a motion-based game to kindergarten children's knowledge of local tree species. *Sustainability*, *17*(16), em7310. <https://doi.org/10.3390/su17167310>
3. Lindemann-Matthies, P., Heber, E., & Remmele, M. (2024). Find the plant – an educational game fosters plant species literacy. *Sustainability*, *16*(11), em4702. <https://doi.org/10.3390/su16114702>
4. Remmele, M., & Lindemann-Matthies, P. (2024). Beautiful and wanted - how young people perceive invasive alien plant species and certain options of their management. *International Journal of Science Education, Part B*, *14*(3), 331-352. <https://doi.org/10.1080/21548455.2023.2277706>
5. Remmele, M., Wieland, E., Hahn, L., Klein, P., & Lindemann-Matthies, P. (2024). Flower or leaf characteristics, coloured or black and white illustrations – what helps student teachers to identify plants? *Journal of Biology Education*, *59*(3), 468-483. <https://doi.org/10.1080/00219266.2024.2351387>
6. Lindemann-Matthies, P., Werdermann, J., & Remmele, M. (2023). 'Simply make a change'- individual commitment as a stepping stone for sustainable behaviors. *Sustainability*, *15*(16), em12163. <https://doi.org/10.3390/su151612163>
7. Hellinger, F., Benkowitz, D., & Lindemann-Matthies, P. (2022). Do radishes and carrots grow in a bunch? Students' knowledge about the growth of food plants and their ideas of a school garden design. *Education Science*, *12*(5), em299. <https://doi.org/10.3390/educsci12050299>
8. Jaun-Holdererger, B., Lehnert, H.-J., & Lindemann-Matthies, P. (2022). Knowledge and perception of common local wild plant and animal species by children and their teachers - a case study from Switzerland. *International Journal of Science Education*, *44*(8), 1318-1335. <https://doi.org/10.1080/09500693.2022.2076949>

9. Jaun-Holderegger, B., Lehnert, H.-J., & Lindemann-Matthies, P. (2021). How children get to know and identify species. *EURASIA Journal of Mathematics, Science and Technology Education*, 18(1), em2061. <https://doi.org/10.29333/ejmste/11443>
10. Lindemann-Matthies, P., & Remmele, M. (2021). Vermittlung von Artenkenntnis in der Schule - eine Analyse der Bildungspläne in Deutschland. *Natur und Landschaft*, 96(8), 385-392. <https://doi.org/10.17433/8.2021.50153933.385-392>
11. Lindemann-Matthies, P., Benkowitz, D., & Hellinger, F. (2021). Associations between the naturalness of window and interior classroom views, subjective well-being of primary school children and their performance in an attention and concentration test. *Landscape and Urban Planning*, 214, em104146. <https://doi.org/10.1016/j.landurbplan.2021.104146>
12. Lindemann-Matthies, P., Hoyer, E., & Remmele, M. (2021). Collective public commitment - young people on the path to a more sustainable lifestyle. *Sustainability*, 13(20), em11349. <https://doi.org/10.3390/su132011349>
13. Lindemann-Matthies, P., Mulyk, L., & Remmele, M. (2021). Garden plants for wild bees – laypersons’ assessment of their suitability and opinions on gardening approaches. *Urban Forestry and Urban Greening*, 62, em127181. <https://doi.org/10.1016/j.ufug.2021.127181>
14. Bermudez, G. M. A., & Lindemann-Matthies, P. (2020). “What matters is species richness” - high school students’ understanding of the components of biodiversity. *Research in Science Education*, 50(6), 2159-2187. <https://doi.org/10.1007/s11165-018-9767-y>
15. Remmele, M., & Lindemann-Matthies, P. (2020). Dead or alive? Teacher students’ perception of invasive alien animal species and attitudes towards their management. *EURASIA Journal of Mathematics, Science and Technology Education*, 16(5), em1840. <https://doi.org/10.29333/ejmste/115105>
16. Benkowitz, D., Schulz, S., & Lindemann-Matthies, P. (2019). The impact of gardening experiences on children’s intake of vegetables. *The Journal of Health, Environment & Education*, 11, 1-5. <https://doi.org/10.18455/19001>

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18. Lindemann-Matthies, P., & Matthies, D. (2018). The influence of plant species richness on stress recovery of humans. *Web Ecology*, *18*, 121–128. <https://doi.org/10.5194/we-18-121-2018>
19. Remmele, M., & Lindemann-Matthies, P. (2018). Like father, like son? On the relationship between parents' and children's familiarity with species and sources of knowledge about plants and animals. *EURASIA Journal of Mathematics, Science and Technology Education*, *14*(10), em1581. <https://doi.org/10.29333/ejmste/92287>
20. Lindemann-Matthies, P. (2017). Perception of plant species richness by people with different nationalities - an experimental study. *Landscape Research*, *42*(5), 482-497. <https://doi.org/10.1080/01426397.2017.1305343>
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22. Kadji-Beltran, C., Christodoulou, N., Zachariou, A., Lindemann-Matthies, P., Barker, S., & Kadis, C. (2016). An ESD pathway to quality education in the Cyprus primary education context. *Environmental Education Research*, *23*(7), 1015-1031. <https://doi.org/10.1080/13504622.2016.1249459>
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24. Lindemann-Matthies, P., & Brieger, H. (2016). Does urban gardening increase aesthetic quality of urban areas? A case study from Germany. *Urban Forestry & Urban Greening*, *17*, 33-41. <https://doi.org/10.1016/j.ufug.2016.03.010>
25. Schüpbach, B., Junge, X., Lindemann-Matthies, P., & Walter, T. (2016). Seasonality, diversity and aesthetic valuation of landscape plots: an integrative approach to assess

- landscape quality on different scales. *Land Use Policy*, 53, 27-35.
<https://doi.org/10.1016/j.landusepol.2015.01.032>
26. Hyseni Spahiu, M., & Lindemann-Matthies, P. (2015). Effect of a toolkit and a one-day teacher education workshop on ESD teaching content and methods - a study from Kosovo. *Sustainability*, 7(7), 8051-8066. <https://doi.org/10.3390/su7078051>
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 28. Nates Jimenez, J., & Lindemann-Matthies, P. (2015a). Public knowledge of, and attitudes to, frogs in Colombia. *Anthrozoos*, 28(2), 319-332.
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 31. Lindemann-Matthies P. (2014). Biodiversity. In P. B. Thompson & D. M. Kaplan (Eds.), *Encyclopedia of Food and Agricultural Ethics*. Dordrecht: Springer.
https://doi.org/10.1007/978-94-007-0929-4_59
 32. Lindemann-Matthies, P., Keller, D., Li, X., & Schmid, B. (2014). Attitudes toward forest diversity and forest ecosystem services—a cross-cultural comparison between China and Switzerland. *Journal of Plant Ecology*, 7(1), 1-9.
<https://doi.org/10.1093/jpe/rtt015>
 33. Campos, C. M., Nates, J., & Lindemann-Matthies, P. (2013). Percepción y conocimiento de la biodiversidad por estudiantes urbanos y rurales de las tierras áridas del centro-oeste de Argentina. *Ecologia Austral*, 23(3), 174-183.
 34. Lindemann-Matthies, P., & Marty, T. (2013). Does ecological gardening increase species richness and aesthetic quality of a garden? *Biological Conservation*, 159, 37-44.
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38. Lindemann-Matthies, P., Bönigk, I., & Benkowitz, D. (2012). Can't see the wood for the litter: evaluation of litter behavior modification in a forest. *Applied Environmental Education & Communication*, *11*(2), 108-116. <https://doi.org/10.1080/1533015X.2012.751294>
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40. Hyseni, M., & Lindemann-Matthies, P. (2011). The integration of environmental topics in school books and national curricula in Kosovo. *ANASH*, *6*(8), 15-18.
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 51. Lindemann-Matthies, P., Constantinou, C., Junge, X., Köhler, K., Mayer, J., Nagel, U., Raper, G., Schüle, D., & Kadji-Beltran, C. (2009). The integration of biodiversity education in the initial education of primary school teachers: four comparative case studies from Europe. *Environmental Education Research*, 15(1), 17-37.
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53. Lindemann-Matthies, P., & Bose, E. (2007). Species richness, structural diversity and species composition in meadows created by visitors of a botanical garden in Switzerland. *Landscape and Urban Planning*, 79(3-4), 298-307. <https://doi.org/10.1016/j.landurbplan.2006.03.007>
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55. Lindemann-Matthies, P. (2006). Investigating nature on the way to school: responses to an educational programme by teachers and their pupils. *International Journal of Science Education*, 28(8), 895-918. <https://doi.org/10.1080/10670560500438396>
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Books and book chapters

64. Lindemann-Matthies, P. (2024). Umweltbildung und BNE. In U. Spörhase (Ed.), *Biologie-Didaktik: Praxishandbuch für die Sekundarstufe I und II* (in press). Berlin: Cornelsen.
65. Remmele, M., & Lindemann-Matthies (2023). Gefüllt oder ungefüllt – die Eignung von Gartenpflanzen als Nahrung für Wildbienen aus Sicht von Lehramtsstudierenden. In D. Müller & S. Schaal (Eds.), *Herausforderung Zukunft* (pp. 516-518). Ludwigsburg: Pädagogische Hochschule.
66. Goldschmidt, B., & Lindemann-Matthies, P. (2016). Bildung für nachhaltige Entwicklung. In H.-J. Lehnert, K. Köhler & D. Benkowitz (Eds.), *Schulgärten anlegen, pflegen, nutzen* (pp. 155-159). Stuttgart: Ulmer.
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Dissertation and habilitation

- Lindemann-Matthies, P. (1999). *Children's perception of biodiversity in everyday life and their preferences for species*. Dissertation, University of Zurich.

- Lindemann-Matthies, P. (2009). *Biodiversity perception, awareness and education*. Habilitation, University of Zurich.

Other publications

77. Lindemann-Matthies, P. (2024). Mensch, Natur und biologische Vielfalt. *Forum*, 441, 22-24.
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