

**21^e REUNION DES ATELIERS POUR LA MISE EN ŒUVRE DE LA CONVENTION
EUROPEENNE DU PAYSAGE : « Paysage et éducation »
Tropea 3-4 octobre 2018**

Débatte du paysage : enjeux didactiques et processus d'apprentissage

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DE GENÈVE**



Photo: A. Campi

A Research Programme:

DIDACTICS OF THE LANDSCAPE

Sharing didactical experiences and perspectives on
landscape controversies

Funded by the Swiss National Science Funds (FNS)

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www.unige.ch/portail-didactique-paysage

Our research questions

➤ **A Context :**

- The European Landscape Convention: landscape is everywhere.

Increase awareness among civil society;

Promote training and education;

Establish procedures for the participation of the general public.

Ambitious...How to do this?

- The multiplication of sensibilisation, mediation, participation experiences: is it effective? Who participates? How? Why?

Is it a panacea or a lure?

➤ **Main lines of Research:**

How to train (future) citizens to talk about the landscape, to take a position on / through the landscape and argue?

How to train professionals to take into account these positions and to facilitate the debate? To become mediators?

Can an approach based on didactics, - that means a reflexive posture and a research on the construction of knowledge - enrich our reflexion and practices?

An international team of 13 researchers and trainers

Team:

BILLEAU BEUZE Sandrine, University of Geneva, Switzerland, **adjointe scientifique**

BONIN Sophie, École Nationale Supérieure de Paysage, Versailles, France

DAVODEAU Hervé, École du paysage d'Angers, Agrocampus Ouest, France

DERIOZ Pierre, University of Avignon and Pays de Vaucluse, France

DIVERNERESSE François, University of Geneva, Switzerland, **doctorant**

FORTIN Marie-José, University of Quebec in Rimouski, Canada

LELLI Laurent, UMR Métafort (INRA Sad), Clermont-Ferrand, France

PARADIS Sylvie, University of Geneva, Switzerland, **collaboratrice scientifique**

PARTOUNE Christine, University of Liege, Belgium

PERNET Alexis, École Nationale Supérieure de paysage, Versailles, France

SGARD Anne, University of Geneva, Switzerland, **responsable du projet de recherche**

TOUBLANC Monique, École Nationale Supérieure de Paysage, Versailles, France

DAUNE Laurent †, Haute école du paysage, d'ingénierie et d'architecture de Genève (HEPIA), Switzerland



An international team of 13 researchers and trainers

A team:

all researchers in social sciences, mainly geographers, teaching in different institutions and contexts:

Universities: geography and planning studies

Schools of Landscape Architecture

Teachers Training Institutions: for primary and secondary schools

Continuing formation

And a question: we all teach (with) the Landscape: what can we share?

Our method

- We share a common conception of the landscape as a social construct and a political issue, and want to analyse how far this approach contributes to education and training.
- **Three main hypothesis:**
 - the landscape is an effective training tool
 - the landscape is a toll for transversality
 - landscape controversies are particularly relevant situations for training and education
- Seminars, conferences and two common research fields: two controversies in Switzerland.
An attention to ordinary landscapes.



Why a Political Approach of the Landscape?

- Focus on the Stakeholders: « Follow the stakeholders! » (Latour, 1999)
How do they perceive and interpret the landscape, how do they act?
- Landscape as a relation.
Landscape is conceived as a relation between persons and/or groups and their environment or territory: an aesthetic and polysensorial relation (A. Berque: a « mediance »), contributing to individual and collective identity and sense of belonging.
- An attention to Mobilizations
Why do populations mobilize and what can we learn by analysing mobilizations?

(Cefai, 2012; Davodeau, 2008;
Sgard & Rudaz, 2016)



Our main results

➤ **We have to work on the articulation between the sensitive and the political dimensions**

- political dimensions of the landscape : territorial projects, critical analysis of participatory approaches, emphasis on controversies....
- didactic potential of the landscape is based on the articulation between the political and the sensitive spheres: the forms, the sensory contact, the emotions, the attachments,...

➤ **Didactical interest of the public controversy**

- focus on the actors and what they do with the landscape,
- an analysis of the stakes formulated by the actors,
- the diversity of viewpoints and the importance of plurality.



Our main results

➤ **The role of the debate**

- discussion, exchange, confrontation of positions
- construction, circulation, hybridization of knowledges.



Purpose? to go beyond the description of a landscape chosen by the teacher or the animator and work on the confrontation of the glances, the formulation of a reasoned opinion, on/about / with landscapes chosen by the learners.

Pedagogical devices ?

Diversity of ressources: image, testimonials, impressions *in situ*... to identify issues and define an investigation project with learners / participants.

Obstacles?

The language: how to express? To argue?

How to go beyond the diversity of the points of view and build a project?

A conference: « Debating the Landscape »

Colloque international

DEBATTRE DU PAYSAGE

Enjeux didactiques,
processus d'apprentissage,
formations

25-27 octobre 2017
hepiA
rue de la Prairie 4, Genève

Conférence, tables rondes,
posters, communications,
outils et expériences
pédagogiques

www.unige.ch/gaia/colloque-paysage/tropea

Hes SO / GENÈVE

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An international symposium organized in October 25-27th 2017 in Geneva :

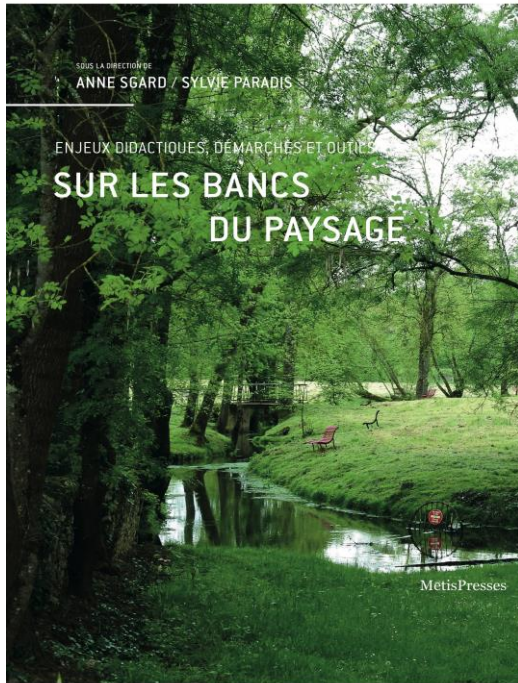
“Debating the Landscape: Didactical issues, learning processes, training”

Bring together actors from divers spheres that rarely intersect

- About 160 participants
- More than 80 presentations from students, teachers, trainers, teacher-researchers, researchers, professionals, associations or local actors
- A large variety of tools, games, ressources and approaches...

Subside FNS: IZSEZO_177524

A book « On the benches of landscape. Didactic issues, approaches and tools »



« Sur les bancs du paysage. Enjeux didactiques, démarches et outils » (MétisPresses, Geneva)

A Book

And a digital book : an interactive platform
Under development, expected spring 2019.

In itself a research objective: how to design
other dissemination media, adapted to the
theme, uses and users.

About 40 contributions and a total of 71 authors
(from Switzerland, France, Belgium, Italy,
Scotland, and Quebec-Canada)

An interactive platform: 28 experiences

Didactical approach and goals + ressources + reflexiv considerations

Questionnements	Paysage politique et sensible	Paysage et projet	Paysage et citoyenneté	Didactique commune
Méthodes	Les sens	Le terrain	Le débat	L'interdisciplinarité
Outils	Prélever	Promouvoir	Interagir	Dire Glossaire Bibliographie

A book « On the benches of landscape. Didactic issues, approaches and tools »

Digital book for a large audience



Targeted audiences

For all, citizens (children as inhabitants, elected or territorial actors...)	10
University students (multidisciplinary training, geography...)	7
School of Landscape students (training of landscapers)	3
Teenagers (college, high school)	3
Childrens (primary school)	5, of which 3 teacher training
Teenager & Children scholars	1, of which 1 teacher training

A book « On the benches of landscape. Didactic issues, approaches and tools »

5 types of experiences:

- Ways to raise awareness
- Sensitive and sensory approaches
- Collaborative tools
- Landscape as a tool
- Multi-activity proposals



Figure 3. Une classe du lycée Pascal Paoli de Corte aux prises avec les Allumettes (Laetitia Carlotti, rentrée 2014)

A large pannel of tools and supports:

Cartographic
Photographic
Digital
Literary
Drawing
Games
Role Play
Video
Sound / recording
Smartphones
Sketches
Notebook
Models
Mind map....



Langon - Réalisation collective des maquettes



Conclusions

- Great interest!
- Lot of experiences, proposals, creativity,... Landscape is inspiring!
- We are not sure that the landscape is federative or consensual, but we are convinced that the landscape is stimulating, challenging, arouses debate and argumentation.
- A question we want to address: what do we/the participants learn *with* the landscape? How to identify and evaluate the construction and exchange of knowledges?



Thank you for your attention!