

LANDSCAPE IN SECONDARY EDUCATION. AN EDUCATIONAL OPPORTUNITY IN THE CURRICULUM CHANGE LOE-LOMCE

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INTRODUCTION

Since the second half of 20th century, an increasing social concern about the maintenance and protection of the landscape has been developing in Europe. In this context, the Council of Europe published in 2000 the European Landscape Convention (ELC, henceforth). This document contains a serial of objectives related to the landscape management, planning and protection. Among these objectives there are some focused on educating and making aware the society on landscapes issue. The aim of these proposals is to encourage the development of respectful attitudes towards the territory and achieve a capable society to take part in decision making in matter of landscape.

According to the ELC, the education and awareness in landscape issue should be included in formal education –that is to say, in the compulsory education–, but also in the informal and non-formal contexts. The inclusion of the study of landscapes in the formal education is an educational opportunity, which could be summarized as follows:

- Landscape is the meeting point between nature and society. Therefore, it allows pupils to study many conceptual, procedural and attitudinal contents in a framework of global and integrating perspective.
- Landscape is a territorial reality. In consequence, it permits its study *in situ*. This fact motivates the pupils and could encourage the development of meaningful learning.

- Landscape is a quotidian reality for students. It lets them connect learning to their own lives, and understand the real and complex problems that affects to society and environment nowadays.
- Landscape study contributes to the development of at least four key competences: scientific, social, digital, and also the competence of learning to learn.
- Landscape allows the inclusion of some cross-cutting issues, such as environmental education, civic education and consumer education.

As a result of the ELC, the Council of Europe developed subsequently some documents with important guidelines to set a suitable education about landscapes. Among these documents there is one that could be highlighted: the 5th Council of Europe Conference on the European Landscape Convention. Its main guidelines are synthesised bellow:

- Landscapes education could be incorporated in the Primary and Secondary Education curriculum, in the framework of the sustainable development programs.
- Despite Geography is the closest science to the landscape, every subject can contribute to its study.
- As far as possible, landscape education should be developed outside the classroom, that is to say, in the field.
- Landscape study requires research work. Therefore, pupils should handle different information sources, such as bibliography, maps, aerial photographs, geography information systems or Information and Communication Technologies (ICT).
- Education and awareness activities should include the inherent values of landscape. These values are key elements to set a properly landscape management, planning and protection.
- Landscape education should begin with those ones that are familiar to the students. However, teaching of far landscapes, both the lovely and the degraded ones, is also required.

Furthermore, some authors, as for example Jaume Busquets, have made other guidelines in order to set a suitable education about landscapes. A summary of Busquets main standards is presented below:

- Teaching how to extract different information of the landscape.
- Conceiving the landscape as a social product, resulting from the interaction between human and territory.

- Overcoming the local-global dichotomy. Landscape transformations reflect problems that usually transcend local scale.
- Recognising the landscape as a component of the natural and cultural heritage.
- Studying the landscape using the scientific method. In addition, a multidisciplinary approach is required.
- Transferring knowledge from experts to the educational community. Accordingly, the society approach to the landscape would be achievable.

OBJECTIVES

The current situation of change in educational law (from “LOE” to “LOMCE”) means a suitable framework to reconsider the ELC objectives and the scientific community guidelines about landscape teaching in formal contexts. For this reason, the main objective of this research –which is focused on the Secondary Education– is the analysis of the landscape contents included in the curriculum of “LOE” and “LOMCE”.

METHODOLOGY

Some curriculum documents have been used in this research. On the one hand, for the “LOE” analysis, the “Diseño Curricular Base” (“DCB”, henceforth) and the “Currículos Oficiales” (“CO”, henceforth) were needed. On the other hand, for the current “LOMCE”, only the “DCB” was required.

To find the landscape contents in the curriculums, the Spanish word for “landscape” (“paisaje”), as well as its root (“pai”), were searched for in these documents.

The information obtained in the curriculum analysis was, firstly, quantified and classified by subject and course; and secondly, it was described according to the context and the treatment received. All the information was represented afterwards as follows:

- Presence/Absence tables of “landscape” term in curriculum
- Frequency graphs of “landscape” term in curriculum
- Choropleth maps and proportional circles. They permit a comparative analysis by region.

CONCLUSIONS

The results of this research allow us to draw the following conclusions:

1. Landscape study entails an educational opportunity in the field of formal education.

2. “LOE” landscape contents –located in the “DCB” and “CO”– were generally found in the first and third course of Secondary Education, in charge of three subjects: Social Science, Natural Science and Biology and Geology.

On the other hand, “LOMCE” state document (“DCB”) shows that landscape teaching must be developed sometime during the first period of Secondary Education (between the first and the third year), through three subjects: Biology and Geology, Geography and History, and Plastic and Visual Arts. .

3. In general, landscape contents found in curriculum revolved around some key ideas:

- a) “LOE” curriculum (“DCB” and “CO”):

- Landscape is a territorial and social reality. It is the consequence of the confluence of natural phenomena and human activity.
- Landscape is a source for human living (settlement, feeding, goods production...).
- Landscape is a source of information, both implicit and explicit, about the territory and the activities developed in it.

- b) “LOMCE” curriculum (only “DCB”):

- Landscape is the consequence of the confluence of some elements, which shape it.

4. In general, “LOE” and “LOMCE” curriculum do not conceive the landscape neither as a component of the heritage, nor as a diverse and rich reality that needs to be properly managed and protected.
5. Some regions, like Andalusia and the Basque Country, must be highlighted. In their “CO” (“LOE law) landscape concept appears repeatedly in, at least, two subjects.