


URBAN FIELD WORK: A DIDACTIC STRATEGY OF GEOGRAPHY FOR PROJECTIVE LANDSCAPE TEACHING IN THE UNIVERSITY ENVIRONMENT

Gabriela Eda Campari 

Universidad de Buenos Aires, Argentina

gcampari@fadu.uba.ar

The Field Work, from the geographical point of view, constitutes a didactic proposal that allows integrating theory and empiricism, the critical reading and understanding of the urban landscape and its project teaching; a “pedagogical-instrumental device” (Souto, 2006) that includes a series of tasks and agreements regarding time, resources and objectives; a space promoting changes and innovations. Piñeiro Peleteiro defines Field Work as “... any activity carried out by the teacher and the students on the ground” (2013 [1997], p. 25) and Zusman (2011) argues that, at present, classical and ethnographic field work integrate a single task, in which which visual observation emerges as a stage of knowledge of the terrain and interaction with the community allows exploring and incorporating their perspective and aspects related to living. The activities of direct observation of the landscape, according to Sánchez Ogallar, occur as a sequence of “synthesis-analysis-synthesis” that starts from a general vision with a clear subjective imprint, continues with the analysis and study of its elements and relationships, and returns to a “... synthetic vision, (...) more coherent and organized” (2013 [1997], p. 52). The participant dimension of the Field Work, allows to explore viable projectual alternatives in relation to the specific demands of a community and the field becomes “a necessary instance of approach to the subjects, which involves a reciprocity of communication and of senses ...” (Guber , 2004, p. 184), which “... not only implies the possibility of observing, interacting and interpreting the actors in [their] context (...) and doing it for a long time, but also participating in the multiple activities

that (...) unfold in their daily life. A fundamental instance for the understanding of social relations (...) a field in which subjects interact, meanings are shared and multiple social and symbolic practices are made explicit”(Vasilachis de Gialdino, 2006, p. 117).

We understand the landscape as “any part of the territory as perceived by the population, whose character is the result of the action and interaction of natural and / or human factors” (Council of Europe, 2000), in whose physiognomy various times are imprinted historical as a “palimpsest” (Santos, 1996) that show the forms of production of objects and spaces. The landscape is defined by its forms, by its morphology (Dollfus, 1978) and, according to Nogué (2009), it constitutes a complex “social construct” where the multiple views and ways of appropriation and valuation that a society projects in nature intervene. , “... A certain way of organizing and experiencing the visual order of geographic objects in the territory” (Nogué, 2009, p. 12). These ways of observing, perceiving and discovering the landscape highlight aspects related to the study of the practices, representations, interactions and social problems that are produced and reproduced in it. The urban landscape, according to Estébanez (1995), responds to its natural environment –situation and location–, to its physical components, land uses and built plot and the way in which the population perceives these components and the role they play in reason of his assessment for the sense of belonging, identity and environment.

Teaching landscape, according to Licerias Ruiz (2018) implies a formation of the gaze, cognitive, aesthetic, ethical and social, aspects that complex its reality and realize its importance as an educational resource. Projecting the landscape, following Besse, implies “... putting it into images or representing it (projection) and imagining what it could be or become (projection)” (2006, p.168), instances of projective teaching-learning that can to be delimited if it is only encouraged to design “the new” and not the experiential apprehension of the landscape. The pedagogical proposal of the Geography course of the Degree in Landscape Planning and Design of the University of Buenos Aires articulates the classroom-workshop activities with those of Urban Field Work, through theoretical-practical classes and bibliographic reference material, in order to promote scaffolding and areas for reflection by students and teachers and produce landscape proposals for urban open spaces, especially public green areas given their ability for the student to walk through them, interact with social actors and obtain information, using quantitative and qualitative techniques , on the practices, perceptions and interrelationships present, exercising a cognitive process from the exchanges, differences and challenges experienced with the “other”.

In this sense, the subject implements, from the social and critical dimension (Ortega Valcárcel, 2007), a geographical approach to the urban landscape and how it reveals the mutations of the territory, the inequality in its appropriation and the discrimination in its

use; to which effect he resorts to didactics, a practical field of teaching conceived as “... a variable range of knowledge that covers theoretical principles, comprehensive models, practical rules, methods and strategies ...” (Feldman, 1999, p. 25). Its configurations include the teacher’s particular way to develop his class, weaving situations, cutting content, proposing lines of work and metacognitive processes. A good channel for these configurations is one that promotes reflective processes and breaks with everyday knowledge and, at the same time, transmits new disciplinary knowledge.

In this context, the objective of this writing is to analyze the Urban Field Work (TCU) as a didactic strategy for the projective teaching of the landscape in the university environment, within the framework of the elaboration of the Final Integrative Work (TIF) of the Geography subject. From the methodological point of view, we will investigate the trajectory of the experience of Urban Field Work (TCU) within the teaching-learning process of the subject, through a bibliographic review from the social sciences, the compilation and investigation of the background, proposals and didactic resources linked to its development and the TIF as an instance of approval of the subject and the analysis of student testimonies about aspects of field experience. We will use the 77 TIF-case exam presented by the students in the period 2006-2016 and the testimonies of the students will explore the answers they provided regarding the TCU in 82 opinion polls carried out between 2012-2013 and 2015-2017. With a perspective look, in order to reflect on the role of Urban Field Work from geography and in the university environment, exploring the construction of alternatives aimed at innovating in the modalities of the teaching-learning process and the projective field of the landscape, with a look at perspective, as support to encourage us to bring about changes and ruptures in the conviction of the need to empower and deepen an innovative project formation of the urban landscape, associated with the practices, representations and wishes of those who inhabit it, responsible for the environment and public space and deeply committed to improving the quality of life.