



RESEARCH ARTICLE

LANDSCAPE IN THE CURRICULUM OF THE ELEMENTARY SCHOOLS IN TUNISIA

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ABSTRACT

This text proposes to analyze designations related to the teaching of landscape within the Tunisian curriculum. It tends, on the one hand, to approach the notion of education to landscape in the elementary schools in Tunisia, and to determine designations which the notion of the landscape in the primary education course incarnates, on the other hand. The methodology of work begin with an analysis curriculaire from the contents from the official teaching programs and school handbooks relating to primary education to integrate, then, an approach of data collection per direct observation and questionnaire near the pupils. The interpretation of the results has as a finality to collect the various designations granted to the concept of landscape during primary education in order to work out an adequate vocabulary trying to sensitize, at the same time, young person-learning them with the question landscape designer, and to wake up them as for the importance of the safeguarding of nature and environmental protection.

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INTRODUCTION

The present study was fixed for objective to detect all designations which landscape can incarnate for the school period. This is, with an aim of checking the educational system effectiveness as for giving birth to a company conscious of its landscape wealth’s and environmental risks. The reading and the analysis of the landscape touch with multiple disciplines according to the glance which one carries on space observed to knowing that of the geographer, the town planner, of the pedagogue, etc. This dimension explains the complexity and the extent of the topic of landscape. Moreover, to analyze the landscape in the school programs and the curriculums carries out us to formulate assumptions and to have doubts about the links between the comprehension of the landscape and its

representation at the pupils, on the one hand, and the various approaches of teaching, on the other hand. It is in this context that the problems posed during this work are registered which tries to check: “How one indicates the landscape during each degree of teaching?” In answer to this question, the advanced assumption supposes that “The landscape as passages of class incarnates increasingly complex concepts. It would have several designations which contain various concepts: there exists a close link between designations of landscape and its place in the teaching curriculums and the degree of sensitizing of young person-learning with the notion of landscape”. In order to check this assumption, adopted methodology was structured around a thorough analysis of the contents of the teaching program, study of the transmission of the knowledge formulated by the school handbooks and a work of ground aiming at the evaluation of pedagogy used, as well as conformity between what is written in the official documents and what really occurs in class. Before engaging, even more, in the details of this study, it is essential to explain the notion of the landscape being given its complexity.

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Landscape: A complex concept

The landscape arises at the same time as a living environment and a subject of multiple researches in many fields: artistic, social, scientific, etc. Indeed, each one among us have his own approach of the landscape. The word "landscape" is made of "country" and "old"; the first means the territory or portion of the territory whereas the second indicates the characteristic components observed with the eye. One can thus, say that the word landscape means the features characteristic of a country. On the other hand, it should not be forgotten that the existence of the landscape is closely related to the observation, insofar as the landscape is in relation to the eye. The glance which one carries on a space makes it possible him to exist as a landscape. Indeed, the landscape is only one manner of apprehending space, a perception among others because each one among us has a perception different from the same space. The landscape is thus, present in our life and one always tends to weave a link with all that surrounds us. It is certain, that one cannot remain indifferent compared to an object observed, by describing it as "beautiful", "ugly", etc. The observation of an object is directly dependent on our feelings, which induces that one tends to bring value judgments to him, to like it or to reject it. It is of this connection between the individual and the object observed that is born the notion of landscape perception. As one already mentioned, there exist a multiplicity of definitions of landscape, but one chose to adopt that contained in the European convention of landscape 2000, because it is presented as being adapted more to our objectives. It definite landscape like: *"A part of the territory as perceived by the populations, whose character results from the action of natural and/or human factors and their interrelationships."* The choice of this definition is supported by the fact that she unites the objective side (characteristics geographical, geological, morphological, social, etc) and the subjective side of the notion of landscape (identity, living environment, memories, taste, etc).

One must, also, stress that one acquires our principal values for the period of childhood and it is at that time, that the life is discovered, that one assimilates the most knowledge and that one starts to forge our personality. The period of childhood is, therefore, very important in the life of each one among us. The quotation of the French philosopher Gaston Bachelard: *"For better understanding our link with the world, it is necessary to weave a bond of friendship with him since our childhood"*. The assumption supports that initiation human being to react it with its entourage is in close relationship to the period of childhood (Essighir and Ouanes, 2004). It is this period, and more precisely, the concepts which are inculcated there which interest us, because it is at this time that the personality of the individual is forged, as its opinions compared to what surrounds. The landscape east defines as being the link between the individual and the object observed, insofar as, each space observed at the same time lived, is felt and analyzed. But to be done, the observer must be armed with a certain number of knowledge. A question appears, therefore, obvious: from which does this knowledge come? The answer to this question us reference directly with the concept of "education to the landscape".

The place of education to the landscape in the school programs

The landscape is a transverse topic because it is integrated in a large number of fields. Certainly, the geography is essential to study the landscape, as well as ecology and agronomy; but the landscape can, also, be used as support with the teaching of the history, the scientific awakening, the civics and drawing, etc. Education with landscape works with an aim of creating generations sensitive to what surrounds them and of waking up their environmental conscience, because the children of today are only the decision makers of tomorrow. As one already mentioned, education with landscape is not done by the means of one only module of teaching, quite to the contrary, it occurs thanks to the interaction between the knowledge inculcated during various modules. This argues the idea more that there exist a certain number of designations granted to the landscape according to the nature of teaching and the age of learning. A former study made during my work of Master's degree on: *"Analysis and the evaluation of the teaching of the landscape in the school system of the elementary schools"*, showed that the concept of the landscape indicates the gardens and green spaces for the lower school, and does not cease evolving until reaching more complex values relating to the territorial entities and space logics.

This does nothing but more argue the existence of multiple designations of landscape as passages of classes explained by the theory of the stages of development of Jean Piaget: According to him, *"the origin of the human thought is not born from the simple feeling; it is not either an innate element. It is built gradually when a person, and in particular a child, makes contact with the world"*.

This online puts account knowledge acquired by learning in relation to all that surrounds it, but it should not be forgotten that it must much of its competences and its capacities of comprehension with the knowledge inculcated in the school. It is, thus, which the importance of the training is put in obviousness and more particularly education at the landscape. The Piaget theory divides the period of development of the individual in 4 successive stages on the basis of the idea that the intellectual growth is a process continuous. The Piaget theory distinguishes, therefore, four stages of development explained as follows:

- The sensor motor stage of development: Extends from the birth at 2 years: During this period, the intelligence of the child is built thanks to the contact with its environment based on the feelings and the handling of the objects.
- The preoperative stage of development: It extends from 2 to 6-7 years: During this period, the child becomes able to think in symbolic system term, to represent things starting from words and of symbols. This stage is marked by the control of the notions of space and time, besides the thought symbolic system. The child still finds of the difficulties of handling abstract concepts. On the other hand, it finds more ease with the concrete physical situations. This stage interests us, for our study, because it informs us over the age bracket of the pupils of 1st and the 2nd year of basic teaching.

- The stage of the concrete operations: Extends between 6-7 years and 11-12 years: The child becomes able to conceptualize and to create logical reasoning, its thought is socialized and become ready to dialogue. It reasons in a concrete way by borrowing its own experience. It is this stage which interests us more, because it touches the pupils as from the 2nd year until the 6th basic year.
- The stage of the formal operations: Extends from 11 years to adulthood: This period is characterized by logical, abstract operations and a logical reasoning by assumptions and deductions. Thus the teaching of the landscape begins on the level from the 1st degree, more precisely in 2nd primary year, through the study of the tree and the notion of the garden. During this period, learning it, as one already showed is at the preoperative stage of development, it is, therefore, ready to handle concrete physical situations and to understand entities of the rather simple landscape. This level of studies the pupils acquires scientific competences (role of the urban tree, etc) which will help it later on to assimilate concepts much more complex.

Landscape, as a field of studies, begins really only from 5th year primary, when the schoolboy is able to understand concepts which online put account its direction of the observation, its sensitivity and its capacity with reading a given landscape, in other words when learning it reached the stage from the concrete operations. The types of landscapes the most evoked in the teaching program are the rural landscape and the urban landscape. The child has, therefore, a rather rich vocabulary relative to these landscape prototypes helping it in his significant reading. These various stages explain the passage of the notions relating to the landscape of simplest to most complexes according to the age of learning. As one has just mentioned it, education with the landscape is integrated in a certain number of modules what us reference directly with the methodology of work to knowing the analysis curriculaire. This analysis enables us to peel all the documents (official teaching Programs of each degree of teaching, school handbooks) with an aim of collecting the relative data with designations of the landscape.

The analysis curriculaire: Methodology of investigation

The choice of the methodology of work arises as being the answer to two questions: "Which data to collect?" and "How to collect them?" Yin (1988), showed the presence of six data sources which the researcher can use in integrality or to choose of them some according to the objective of its work. The data sources of Yin, illustrated in the table hereafter aim at the use of the concept of triangulation which makes it possible to compare the objective data collected starting from documentation with the subjective data resulting from the work of ground. This concept of triangulation interests us particularly, because one aims, in this study, not only the identification of various designations of landscape, but also, the checking of conformity between the official documents and what really occurs in class. Our work was limited, therefore, with three data sources namely: documentation, direct observation and maintenance. The work on ground is under taken in the form of direct observation and of maintenance

data during a qualitative analysis are collected mainly by maintenance or observation". (Coutelle, 2005)

On the other hand, official documents are analyzed by the means of the analysis curriculaire. The curriculum indicates, thus "*a set of actions planned to cause the instruction: it understands the definition of the objectives of teaching, the contents, the methods (including evaluation), equipment (including school handbooks) and the relative tendencies with the adequate training of the teachers". (DeLanscheere, 1992).* It is to be stressed that various researchers Perrenoud (2002), De Lanscheere (1992) showed the presence of various levels of curriculum:

Table. Six data sources in a case study (Yin, 1988)

| Data sources | Comments |
|--------------------------------|---|
| Documentation | The written memory of the case can come either from the organization (official documents, letters, reports), or of the researcher (notes, analyses). Documentation must be systematically close to the speech of the actors. |
| Recording of archives | The recorded archives take part in the information system but require a reconstitution of the data as an actor of the organization would practice it. |
| Maintenance | Maintenance is the traditional source of the case studies. It makes it possible to collect the analyses of the actors but cannot be the single data source. The choice and the form of the interviews constitute the principal problem. |
| Direct observation | The observation of the behaviors requires to have a guide of observation and to control the disturbance created by the presence of the researcher |
| Participating observation | The participating observation allows the daily presence of the researcher, but often implies the presence to mask the work in progress |
| Physical or cultural artifacts | A tool, a machine or an object can be information sources on the context of the case. This data source is frequent in research in anthropology in ethnology. |

- Formal curriculum (prescribed): represent the action to create the programs and the selected methods to set up. "*This curriculum east provides by commissions, or working groups. Its production is subject to the influence of events, and external decisions to the education system (social, cultural, economic, etc)" (Becchi, 1994).* It concerns, besides the teaching programs, the contents of teaching, the objectives, the adopted methods and the tools used in class. We can thus, to affirm that the formal curriculum represents the teaching program that us minks to analyze in order to release designations of the concept of the landscape in the official documents of the elementary schools in Tunisia.
- Potential curriculum: represent the various methods of the installation from teaching where the objectives are concretized in situation-problems. It is present in the school handbooks.
- Real curriculum: indicate what really occurs in class. It includes the actions, the experiments which live learning it in a real situation from training. Perrenoud (1993) distinguishes several differences between potential curriculum and real curriculum. It brings back them to the way in which the teachers carry out their processes of teaching, with various interpretations that the

teachers make of the formal curriculum, with the varied constraints that the reality of the class present.

One makes a point of recalling that this work aims at the analysis of the integration of the notion of the “landscape” in the Tunisian curriculum, because, one is conscious that education must follow the social, economic and cultural changes. So that teaching is always in close relationship to the social request, any change or practical news must be taken into account in the development of the study plans. Thus, our research expands more, because landscape is, nowadays, a current event in Tunisia and collects the attention of the professionals and prone fact of a certain number of political decisions. Our child-learning must be initiated with this new concept in order to support a future generation conscious of the environmental challenges landscape wealth’s of its country and the obligation of the safe guarding of the “green”. The analysis curriculaire makes it possible to raise, at the same time, the theoretical contents relating to the teaching of the “landscape” and the practical methods used for this finality. The analysis curriculaire has us particularly interested because it peels the curriculum in less detail:

-Why?: Goals pursued by a given teaching

-What?: Contents of teaching

-How?: Adopted methods and tools

Moreover, the importance of the analysis curriculaire lies in the fact that she works upstream, by taking into account the contents of the teaching of landscape and downstream, by analyzing the real situations in class. Such an analysis makes it possible to raise, at the same time, the theoretical contents relating to the teaching of the “landscape” and the practical methods used for this finality. At the end of this data collection, one is facing a certain number of information that one can divide into corpus:

- Corpus including the six years official programs in 1st place and modules introducing the “landscape”, in the second place.
- Corpus including the school handbooks of the modules integrating the concept of the landscape.
- Corpus formed by the observations and the notes collected at the time as of presences in classes.
- Corpus built by the results of the talks carried out with the pupils of selected school levels according to the progression of introduction of the notion of landscape into the modules of training.

Grids of analysis: Tool of the approach-ground

In order to conduct our study in the long term, of the grids were elaborate with an aim of tallying the work-ground and of aiming at the attack of the objectives of research. These grids are of many four, according to the data sources to knowing the official teaching programs, the school handbooks, the direct observations and maintenance.

The first grid of analysis of the teaching programs makes it possible to present the contents and the objectives, to

enumerate the modules taught in each degree of training and to detect the courses concerning the concept of landscape, thus, that the terms used for designer this concept. The answer to the questions suggested by this grid, allows us to:

- Detect the points of similarity and divergence enters the teaching programs relative to each degree of training.
- Present the various fields of training and their respective modules.
- Extract the modules integrating the notion of the landscape while examining the context, the contents and the objectives of this training
- Detect various designations of the landscape according to the modules and the degrees of training.
- Be able to fix the school handbooks to be analyzed (handbooks of the modules touching the notion of the landscape).

The grid of analysis of the school handbooks makes it possible to present these works: title, author, many pages, many lessons granted to the landscape, etc. It aims, also, the analysis of the methodology of transmission of the knowledge, the pedagogy adopted according to various factors (motivation, intelligences, perception, etc) and the educational tools used. The answer to the questions suggested by this grid, allows us to:

- Determine the various designations allotted to the concept of the “landscape” by the school handbook
- Show the changes and the evolution of designations of the landscape as passage of classes.
- Know the practices and the educational tools in the teaching of the landscape.
- Make it possible to detect the differences or the similarities between the curriculums prescribes and the formal curriculum.

The grid of direct observation is based on presences in progress and to note on which type of training teaching is based. It allows, also taking note on the vocabulary used to speak landscape and the similarities and the possible inconsistencies between the various forms about the curriculum. The answer to the questions suggested by this grid, allows us to:

- Determine the designations and the significances allotted to the landscape in class.
- Analyze what really occurs classifies some as for the process of training, general manner, and education with the landscape, particularly.
- Detect the inconsistencies which can exist between the three forms of the curriculum.

With final, the grid of maintenance is presented in the form of questions illustrated by images in order to check the capacity of the pupils to recognize the type of a given landscape and the vocabulary used to describe it. This grid makes it possible to give an idea on the competences acquired by learning as regards landscape and to draw up a list of all designations which are granted to him. The results collected through the grids of analysis of the teaching programs and the school handbooks showed that the landscape is indeed introduced into

the school course by the means of a certain number of modules such as: geography, scientific awakening, civics, the drawing, husbandries, etc. An analysis of each module and lessons introducing the landscape made only support the assumption that the introduction of this concept is done in a progressive way. It begins with simple concepts (trees, flowers, etc) and general (cleanliness, hygiene, environment, etc) to reach more elaborate designations (landscape rural, urban, natural, territory, urban screen, etc). Work of ground is always in hand but supports even more the results found following the analysis of the curriculum.

Conclusion

It is noted that the official documents integrate the importance of the landscape in their objectives and designations which it can have their contents. It is thus, which the analysis of the teaching programs, the school handbooks and the practices of teaching proves to be essential to understand how the landscape and more precisely education with the landscape are approached during the school course.

By the means of an analysis of the documents and a approach-ground, preliminary results are released:

- The landscape incarnates various designations during degrees of primary education.
- The concepts allotted to the landscape are increasingly complex as passages of class.
- The landscape knowledge is transverse competence insofar as one finds concepts relative to this concept in a large number of modules.
- To acquire a landscape sensitivity makes it possible young person-learning to solve situation-problems in various fields.

At the end of this work, a list of the notions and designations of the landscape will be drawn up, but a certain number of questions remain to be solved:

- How teaching approach does the landscape in class? Which educational tools adopt it? And which tool would be best adapted?
- Are taught designations in accordance with the stages of development of Piaget? And do they respect the age and the capacity of comprehension of the pupils?
- Does education with the landscape make it possible to the children to develop their space and artistic intelligences?
- Which mental representations have the pupils of a given landscape? And did they acquire competences in landscape perception?
- Which designation of the landscape the pupils retain and understand more?

The answers to these questions, in addition with the preliminary results already mentioned, enables us to check our assumption and to achieve the goals of research, namely to detect all designations relating to the landscape and to check the capacity of the official programs to be given birth to a company conscious of its landscape values and environmental challenges.

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