Designing hyperlandscapes for environmental complexity education

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What do we mean by « complexity »?

- global approach of the environment
- global approach of the learner
- systemic reasoning
What do we mean by « complexity » ?

- global approach of the landscape
  
  Education through and for the landscape
  Several views of the concept « landscape »

- global approach of the learner
- systemic reasoning
Education through the landscape  Education for the landscape

May be we’ll focusing on ...

the learner  the society  the discipline and/or the concept  the management of the landscape

ancestors  representations  meditation  discovery  amazement  appeasement  aesthetic  emotions  ideolog ies  fights  stakes  social and political  result  social identity  participation  natural events  human actions  complex system  signs of the past  evolution  diagnostic  pathologies  epidemiology  impact studies  town and country  planning  management
Several views of the concept « landscape »

<table>
<thead>
<tr>
<th>Surroundings</th>
<th>Resident</th>
<th>Philosopher</th>
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<tbody>
<tr>
<td>Nature</td>
<td>Naturalist</td>
<td>Walker</td>
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<tr>
<td>Space</td>
<td>Geographer</td>
<td>Cognitivist</td>
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<td>Heritage</td>
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<tr>
<td>Territory</td>
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<tr>
<td>Resource</td>
<td>Merchant</td>
<td>Economist</td>
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<td>Media</td>
<td>Landscaper</td>
<td>Artist</td>
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What do we mean by « complexity » ?

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  ➢ Education through and for the landscape
  ➢ Several views of the concept of landscape

• global approach of the learner

• systemic reasoning
Multiple intelligences

H. Gardner’s model
What do we mean by « complexity »?

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• global approach of the learner
  ➢ Multiple intelligences

• systemic reasoning
Same consequences can be issued from various causes:

Different effects can have the same causes:

There are often retroaction loops.
Key-concept in ICT:

HYPERTEXT

Non-linearity  Multidimensionnality

Virtuality  Interactivity
HYPERMEDIA = HYPERTEXT + virtual images + virtual sounds
Experience of our body in the space

Track for the research:

To explore the way of cognitive education by moving in the space, really or virtually.

Recurrent structures, that make sense, that express our experience mainly through our body spatial movements, our handling of objects et our perceptive interactions.

Structures connected together, fitted together.

Lakoff and Johnson

Track for the research:
What is the pedagogical interest of the panoramic hyperlandscapes?

Some hypothesis...

Could the conception of (virtual) walkings of panoramic hyperlandscapes change our perception and thinking of our real environment?

Is it possible, by a special narrative structure for hyperlandscapes, to develop the feeling and understanding of the complexity of the spatial relationships?

How to learn the design of an hyperlandscape in order to develop the approach of the complexity of the landscape?
Which methodology?

• global approach of the environment
  ➢ Education through and for the landscape
  ➢ Several views of the concept of landscape

• global approach of the learner
  ➢ Multiple intelligences

• systemical reasoning
Focused on the learner

intrapersonal intelligence
Focused on the society

- As the fauvists

Focused on the learner

- Without looking at the paper

Focused on the discipline

- Visuo-spatial intelligence
- As accurately as possible

Bodily-kinesthetic intelligence
Logical-mathematical

Visuospatial

Focused on the discipline

Bodyli-kinesthetic
Focused on the discipline:
« to create a model in 3D of the typical landscape of the region, with objects collected during a transversal walk »

Bodyli-kinesthetic intelligence
Interpersonal intelligence
Visuospatial intelligence
Problem solving
Decision making
What do you wish as future landscape for your country?

Focused on the society

intrapersonal intelligence
Meetings and interviews of locals, tourists, farmers, politicians, …

… in order to cross their points of view.
Perception and spatial cognition on the field and on the screen

Designing hyperlandscapes to develop a « bodily-kinesthetic intelligence » based on the pleasure to meet a lot of connections, and open doors on surprises.
Panoramics views to get into the habit of looking all around us,...

... to get into the habit of making a general survey of a situation.
Perception and spatial cognition on the field and on the screen
Activities to become used to look all around, in a 360° perspective.

Sensitive immersion at 360°
Some tools to incitate the creation of an original script for discovering the landscape

Photolanguage with various aspects of the life, of the world
How to visualise the narrative structure of the hyperlandscape?
The tree

The snow’s flake

The spider’s web

Hyperpaysage de Lantin (ferme)

- Les vaches
- Interview du fermier
- Le tracteur
- L'ETABLE
- LE MATERIEL AGRICOLE
- LE FENIL
- Interview
- LA PRISON
- L'HABITAT
- L'architecture
- La population
- Qu'est-ce qu'un verger ?
- Les arbres
- LE VERGER
Perception and spatial cognition on the field and on the screen

Concevoir des hyperpaysages pour développer une intelligence corporelle-kinesthésique qui trouve son moteur dans les possibilités de connexion et d'ouverture tous azimuts.
Les hyperpaysages : pour une approche pédagogique globale de l’apprenant et du paysage
Thank you!

Merci de votre attention!

www.hyperpaysages.org