

**Royal Geographical Society Annual International Conference 2018
Cardiff, 28-31 August 2018**

Session Title: LANDSCAPE EDUCATION: RESEARCH AND PRACTICES

Session Convenor(s)

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Abstract

As the concept of landscape is becoming increasingly popularised and democratised (Jorgensen et al., 2015; Egoz et al., forthcoming), it has also gained a renewed role in the educational context, where it can be seen both as a didactic object and a pedagogical instrument. Scholars are engaged in exploring the implications and consequences of educating on, for and through the landscape by using concepts such as ‘landscape literacy’ (Spirn, 2005; Castiglioni, 2009), ‘landscape awareness’ (Butler and Åkerskog, 2014) or ‘*médiation paysagère*’ (Davodeau and Toulblanc, 2010). Moreover, understanding the physical and social determinants of the landscape and being able to recognise the various perceptions and meanings attached to it are paramount in terms of acting appropriately and responsibly for its sustainable protection, management and planning, as recognised by the European Landscape Convention (Article 6a, 6b). Besides the technical and professional side, it is therefore important to also consider the primary stages of education as well as all the non-formal forms of education addressed to citizens.

The goal of this session is two-fold. On one side, we invite scholars to fuel the theoretical debate with contributions and analyses on whether and how new academic geographical approaches and studies impact, affect, renovate or contaminate the reflection and practices of landscape education, and vice-versa. On the other side – paying attention to what happens beyond the academic realm and specifically to the connections among research, teaching, training and the educational context– we aim to explore the contemporary role of the landscape in geographical education and popularisation as well as how we educate new generations to read the landscape. More generally, the contributions will help to reflect on how geography as a discipline can promote a more complex and holistic awareness of the landscape.

We encourage scholars, practitioners and educators to present research, reflections, analyses, practices and experiences that might focus on:

- Education on past, present and future landscapes
- Community landscape education and awareness raising
- Education on landscape, belongings and identities.
- Visual and ‘more than visual’ landscape education
- Beyond the land: digital landscapes and soundscapes in education
- Education and awareness of ordinary, mundane and everyday landscapes
- Education in the context of the European Landscape Convention
- Citizen science, public geography and landscape education
- Landscape democracy and education
- Landscape literacy
- Assessment and reflexivity in landscape education processes
- Landscape education tools and methodologies
- Landscape training for teachers and educators

Instruction for Authors

Please submit proposals (title, an abstract consisting of a maximum of 250 words and author details) to Benedetta Castiglioni (etta.castiglioni@unipd.it) and Margherita Cisani (margherita.cisani@unipd.it) **by 31 January 2018.**

Call for papers deadline

31 January 2018

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