

Chapter 13

An Assessment for Cross-Disciplinary Education Through Landscape Perception

Alfonso García de la Vega

 <https://orcid.org/0000-0001-5767-3984>

Universidad Autónoma de Madrid, Spain

Keumbee Lee

Universidad Autónoma de Madrid, Spain

ABSTRACT

This research aims to investigate the perception of the landscape built by South Korean immigrants in Spain and focuses on the development of landscape images in these two countries. First of all, a framework consisting of the reviewing of the current South Korean curriculum, gray literature, and function of narrative construction in the cultural landscape was carried out. This is followed by the analysis of a semi-structured interview conducted on a pilot group of 11 participants. The results of the interview were featured and categorized in various perspectives, such as categorization by key concepts of questions and by landscape perception. The analysis revealed that the participants' perception is affected by their previous experiences and that the role of traditional compulsory education did not have an impact. Thus, they suggested that the integrated educational approach using landscape would be valuable. This validates the aim of the new South Korean curriculum that introduced integrated education in 2015.

INTRODUCTION

The world population's movements mean a change in the living place for migrants and a strong influence on their own culture and a change in the way they look at the world. Besides, these phenomena condition the construction of the images landscapes of both places of departure and arrival. This research aims to investigate the perception of the landscape built by people living outside their country, and focuses on the development of landscape images of countries of origin and destination. The analysis technique

DOI: 10.4018/978-1-7998-4697-0.ch013

consists of a semi-structured interview on a pilot group of eleven people. The questions aim to understand the educational treatment about the knowledge of one's own and foreign landscape, the topics related to the landscape, and the values in the classroom. For the educational approach, a review of the normative documentation and specific teaching experiences of different countries will be conducted. Thus, it is intended to offer some educational suggestions and orientations to achieve curricular adaptation using the landscape as a methodological resource for interdisciplinary education.

The main terms and concepts on the cultural landscape and other related meanings, such as landscape perception, migration, and education, will be specified in the theoretical framework. The action combined with nature and human activities defines the landscape. Human habits or activities, which have been established and carried out in a territory, configure a cultural landscape. In this way, a cultural landscape reflects identity and the values of a culture of a society. Many elements can influence people's perception of the landscape.

In some cases, the population looks for safe places and quality of life; In other cases, people try to share and identify themselves in the same social group. Hence, it is considered that the influence of education on an individual's perception of landscape is also significant from personal, cultural, and social experiences. Therefore, this preliminary study intends to explore and discover the significant differences that people coming from different cultural backgrounds perceive from a landscape.

In the empirical section of this chapter, we will address the perception of the landscape of origin and arrival. The analysis technique corresponds to the semi-structured interview aimed at adult migrants with formal education. The study is carried out with two pilot groups: a group of Korean immigrants living in Spain and another group of Spanish emigrants living in South Korea. However, in this paper, we will work only with the first group and leave the second for future study. The questions will focus on their native country's landscape preferences and the country where they have migrated. In addition to this, an attempt to identify the degree of understanding of the landscape based on the cultural differences will be made. Following that, a thorough review of how the elements mentioned by the interviewees are addressed in the current elementary/secondary school curriculum in Spain / South Korea that is training the future citizens will be carried out. As the landscape is a complex of the elements of various areas of study, from geography, literature, and even to mathematics, the concept of landscape elements is dispersed in various subjects of the school curriculum. However, from a different point of view, the landscape is a critical methodological resource to achieve the contents and competencies of various educational issues, understand the global world, and prepare for the changing world in which we live.

For these reasons, landscape education offers several advantages, since it can be done through formal, non-formal, and informal education. Also, as mentioned earlier, several scenarios can be dealt with, not only in schools but also in museums, cultural centers, visitors interpretive centers and even with self-guided tour materials with an interdisciplinary approach. Above all, education for international understanding is also possible in these places because it can address aspects of other cultures that are not easily accessible. Therefore, to finish, educational guidance will be offered, highlighting these aspects.

BACKGROUND

When approaching the assessment of landscape learning, first, the landscape's perception has to be reviewed. The construction of the landscape is formed throughout life with the acquisition of education and lived experiences. Thus, the educational, legal regulations, and other documents of gray literature

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/an-assessment-for-cross-disciplinary-education-through-landscape-perception/264024

Related Content

Preparing Teacher Candidates for Diverse Classrooms: The Role of Teacher Preparation Programs

Judi Simmons Estes (2017). *Handbook of Research on Promoting Cross-Cultural Competence and Social Justice in Teacher Education* (pp. 52-75).

www.irma-international.org/chapter/preparing-teacher-candidates-for-diverse-classrooms/163980

The Effect of Professional Identity on Increasing Teaching Motivation for Mathematics Teachers

Hisham Barakat Hussein (2023). *Practices and Perspectives of Teaching and Teacher Education in Africa* (pp. 158-168).

www.irma-international.org/chapter/the-effect-of-professional-identity-on-increasing-teaching-motivation-for-mathematics-teachers/331175

Case Study of a Sustained Educator Partnership between the U.S. and Norway

David C. Virtue (2017). *Handbook of Research on Efficacy and Implementation of Study Abroad Programs for P-12 Teachers* (pp. 13-33).

www.irma-international.org/chapter/case-study-of-a-sustained-educator-partnership-between-the-us-and-norway/171773

Exploratory Practice in Continuing Professional Development: Critical and Ethical Issues

Ines K. Millerand Maria Isabel A. Cunha (2017). *Facilitating In-Service Teacher Training for Professional Development* (pp. 61-85).

www.irma-international.org/chapter/exploratory-practice-in-continuing-professional-development/173273

Revitalizing Continuous Education: Crafting a SPOC Through Social Learning Theories

Hafsa Ayat, Mounir Sadiq, Mohamed Radidand Ghizlane Chemsu (2024). *Teaching and Assessment in the Era of Education 5.0* (pp. 243-264).

www.irma-international.org/chapter/revitalizing-continuous-education/350726