



Teaching landscape changes with problem-oriented methods using Hungarian examples

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The relationship between man and nature, and its change, can be grasped by teaching about different landscapes in geography lessons, as the landscape itself is a dynamic system that varies according to a variety of environmental factors. In this process, the natural landscape turns into a cultural one, and changes further through human activity. Ultimately, the development can also counter-affect human activity in the landscape.

It is not easy to teach this complicated and ever-changing system with all its intertwining relationships, so educational practice is constantly looking for ways to teach them more effectively. It is also the case in Hungary where, in addition, geography education still heavily builds upon traditional ways of information dissemination, especially teacher explanation, while it does not encourage students in individual knowledge acquisition and employing problem-solving attitude and methods.

Our research team aims at developing teaching aids that help educators with a methodological renewal by employing problem-oriented educational methods and ICT, which also help students gain real-life knowledge and understand relationships with greater autonomy and experience.

In our poster, we review the goals and development of our research, in particular, the examples of landscape change, the role of people in the landscape, and what common as well as different teaching methods can be applied when discussing various landscapes. The problem-oriented teaching approach of landscape change focuses on the major processes of different landscapes, and the tasks are embedded in local contexts which serve to help students build a closer attachment to the situation. In addition, students make use of a variety of data, text resources, maps, photos, and ICT tools for both independent and collaborative learning.

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