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A Study on the Development of Landscape Education Program to Improve the Recognition of National Landscape Value

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SUMMARY

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The purpose of this study was to develop a plan to implement landscape education for the related groups (experts, citizens, children, etc.) for sustainable Landscape management. To do this, we first grasped the perceived level of landscape value of the related groups and presented the purpose, direction, and implementation plan of landscape education required by the related groups. We had also developed and applied a landscape education program for children who had not yet been interested on a trial basis. In particular, the study was carried out in collaboration with the Suwon Research Institute to verify the development and applicability of the children's landscape education program.

In chapter 2, the perceived level of the Landscape by the public and administrative officials, who are the subjects of the Landscape management, was diagnosed. First, the survey on the public perception of the landscape was conducted online with 1,000 adults who were over 20 years old for 6 days from August 23 to 28, 2018. The contents of the survey were largely divided into general awareness about the landscape of the country and efforts to make it beautiful. In addition to the survey of general public perception,

the overall awareness of the landscape, understanding of the landscape systems, and difficulties or requirements related to the landscape administration were investigated through the survey conducted on a total of seventy one public officials related to the landscape of the local government who attended the landscape policy seminar (June 26, 2018) promoted by the Architectural Culture and Landscape Division, the Ministry of Land, Infrastructure, and Transport (MOLIT).

In chapter 3, the current status of domestic and overseas landscape education programs and related cases were reviewed. First, the landscape education program was examined by the related groups of education implementation. Regarding the education implemented by the central government, the education conducted for the related officials and those from the public institutions from the MOLIT's affiliated organization, HRD Institute and the learning modules of landscape related field to National Competency Standards (CS) developed by Ministry of Employment and Labor(MEL) were looked into. Regarding the education conducted by local governments, the one-time or annual landscape education which was implemented when the landscape department of the local governments needed was examined. There is the Landscape Academy of the Korea Landscape Council Association Inc. as the landscape education of the related academy association, and the education has been carried out three times from 2008 to present.

Landscape education is mainly conducted for public officials or related experts with central ministries, local governments, and related academic societies as the center. Therefore, the content of the education focuses on the operation and policy of the relevant legal system centered on the landscape law. On the other hand, the education of each local government mainly focuses on public officials who are responsible for the landscape and related work of the local government, but also education of some general public is carried out, and not only the landscape but also the public design and the content about related fields are dealt with.

Cases of Landscape Education Program Operations in Japan were examined. The MOLIT of Japan supports education through educational guidelines, publication of lecture casebooks and development of textbooks for each related group such as administration, citizens, and children so that many people can actively participate in 'the

scenery of Community Development(まちづくり)' of landscape. In this regard, domestic landscape education is mainly implemented for administrators or experts focused on the understanding and utilization of the legal system, and therefore, it is necessary to expand the target and scope of landscape education through the development of various educational programs and methods by each group of landscape management such as administration, citizens, and children and furthermore, the perception of the landscape and the base for landscape management should be expanded.

In most of the related fields in the country, educational programs have been developed and operated for public officials or experts in related ministries such as the MOLIT or the MOE. In the field of landscape architecture, educational programs are in operation at the Seoul Metropolitan Government and the Environmental Landscape Sharing Foundation. Regarding the national territory fields apart from the education for experts conducted by the HRM Institute of MOLIT, the support project on national territory education for children and youth have been pushed forward together with Korea Research Institute for Human Settlements (KRIHS), K-Water, and Korea Land and Housing Corporation. Landscape education is still at an early stage compared to the current state of education in related fields. The contents of the education are composed mainly of the legal system, and the nature of the education is mostly education for the relevant public officials or experts. Even so, education for the general public is sporadically done by the local governments for the purpose of planning and promoting the project, and there is almost no education program for children and youth.

In chapter 4, a landscape education action plan has been set up. The concept of landscape education has been defined as the education carried out for related groups (experts, the general citizens, etc.) to form and maintain the beautiful and pleasant landscape. In addition, the purpose of the landscape education is to set up 1) the formation of value recognition and consensus on Landscape, and 2) the expansion of bases and capacity for participated groups for the management of landscape. "Customized Landscape Education for Landscape Management by each group" has been proposed as the basic direction of education to achieve the purpose. The subjects of the education are classified into experts and the general public, and the experts are divided into administrative personnel/landscape architects (public officials, public institutions, etc.) and non-administrative personnel/landscape contractors. The general public is

divided into adults, children, and adolescents/youth, and adults can be divided further into simple participation and resident leaders. The purpose of education is also set differently according to a group such as the experts and the general public. If the purpose of professional landscape education is to nurture professional manpower and strengthen management capacity, the purpose of the public landscape education is to improve the public perception of landscape and vitalize their participation in landscape activities. Education contents are also set differently according to the purpose of education. Experts mainly focus on understanding of the landscape law, the systems, the policy and the landscape administration, finding landscape resources and local identity, and acquiring relevant specialized skills for landscape management. The education for the general public should focus on the awareness of the concepts and values of landscapes, understanding of the direction and principles of landscape management, sharing examples on the direction of landscape related projects, and understanding the area. In order to implement the landscape education system proposed in this study, the target goals have been set up as 1) the establishment of a foundation for landscape education and 2) the revitalization of the landscape education, and consequently the implementation strategies, practical tasks, and particular projects have been proposed. This action plan should be linked to the ongoing first landscape policy basic plan as well as the second landscape policy basic plan to be established in the future.

In chapter 5, the landscape education program for children has been developed and the possibility of application has been examined by the trial application. The goals of the children's landscape education have been set to identify the landscape resources to recognize the value of the landscape, and to connect and manage the regional landscape for the children's landscape education. Also, the programs have been set as 'the easy to understand the direction and the principle of the landscape program development for children', 'the interesting and enjoyable field experience program', and 'the flexible program that can be applied according to the circumstances'. The education consists of two classes per session for two weeks, and the understanding of the concept of the landscape and its community is in the first week and in the second week, local landscape visits and the presentation are to be held. The developed pilot education program has been conducted in Sanui Elementary Schools in Suwon, Janggok Elementary School in Hongseong, and Sungduk Elementary School in Nonsan in association with the Suwon Research Institute. Through this development and demonstration of children's

landscape education program, the possibility of the children's landscape education in connection with the elementary education curriculum has been confirmed. Hereafter, in order for the landscape education system to operate at full-scale, the action plan (implementation strategies and practical tasks) proposed in the research should be reflected not only in the ongoing first landscape policy basic plan but also in the second landscape policy basic plan to be established in the future. Particularly, MOLIT, MOE and Offices of Education should continuously be worked together and discussed to ensure that children's landscape education is included in the regular education course. At the same time, the education of the teachers who can carry out the children's landscape education should be carried out together. In addition to children's education, it is necessary to refine the subjects of landscape education (experts, the general public, etc.), and to divide and diversify education contents suitable for them. In particular, the education of specialists can be classified into public officials and experts in business practice and expert education should be reviewed in conjunction with the landscape qualification system. Besides, the issue of creating education demand should be considered such as a program in connection with related fields including urban regeneration, architecture, environment, and etc. or the development of after-school programs for children in order to ensure that landscape education continues. Along with the landscape education, in-depth research on the subject, scope, content, and purpose of the survey should be conducted in order to ensure that the perception survey on landscapes is systematically and continuously to be carried out in the future, there should be especially institutional grounds provided for regular implementation.

Keywords :

the Recognition of Landscape Value, Landscape Education, Landscape Education Program, the children's landscape education.