

LEARNING SITUATION (Situación de Aprendizaje): Natural landscape commentary activities (comparison between Canary Islands and African Coasts)

1 Introduction

Recognize the natural landscape characteristics of the extensive Spanish variety, emphasis on the natural coasts of the Canary Islands, and by extension of the Macaronesian archipelagos, and their relationship with the African coasts. Both the archipelagos of the Madeira Islands, the Salvaje Islands, and the Canary Islands, which run from the north of Morocco, to the regions of Agadir, Cape Juby and the coasts of Western Sahara; to continue along the coasts of Mauritania and Senegal in front of the Cape Verde Islands.

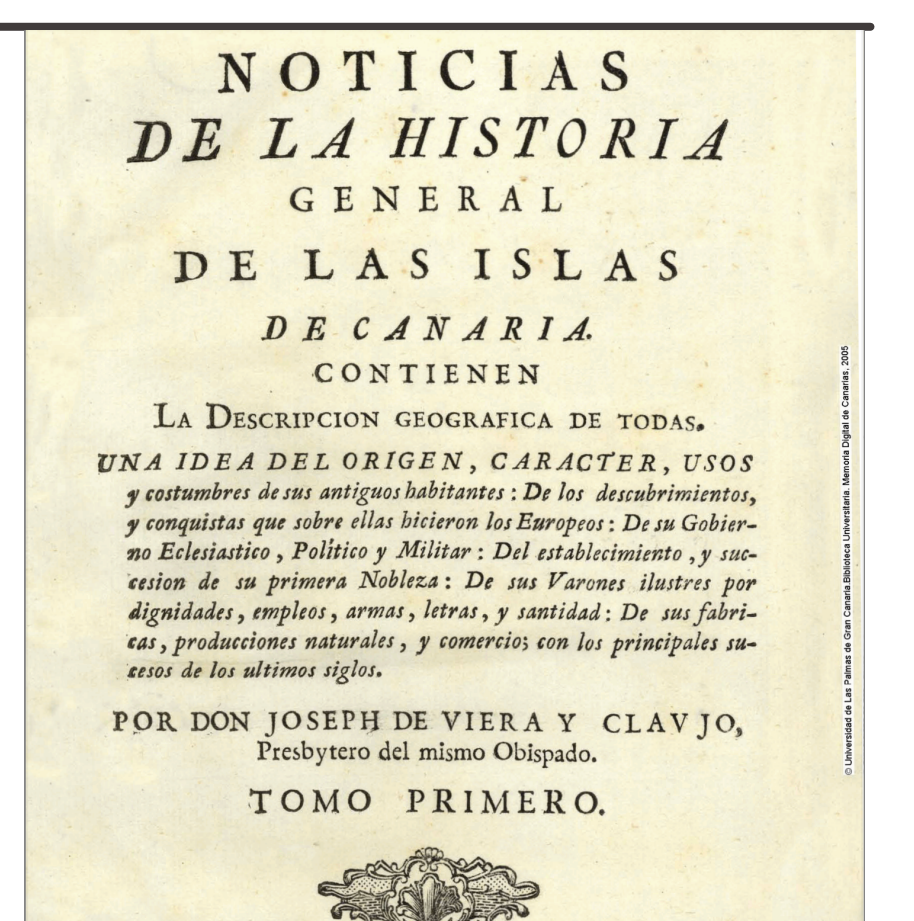


2 Objective

- Identification and characterization of the variety of Spanish Canarian natural landscapes.
- Analysis and assessment of the influence exerted by the environment on human activity and vice versa.
- Assessment of the sustainable use of the physical environment. Ecosystem management alternatives.

3 Methodology

We start from a constructivist model, in which starting from this didactic description of the task to be carried out and the resources to be used, we seek to achieve a learning process on the part of the students that is capable of preparing quality content through presentations created by them, based on a search, selection and treatment of information to develop digital products with the advancement of their acquisition of both the contents of the subject and the skills acquired during the process of the High School studies.

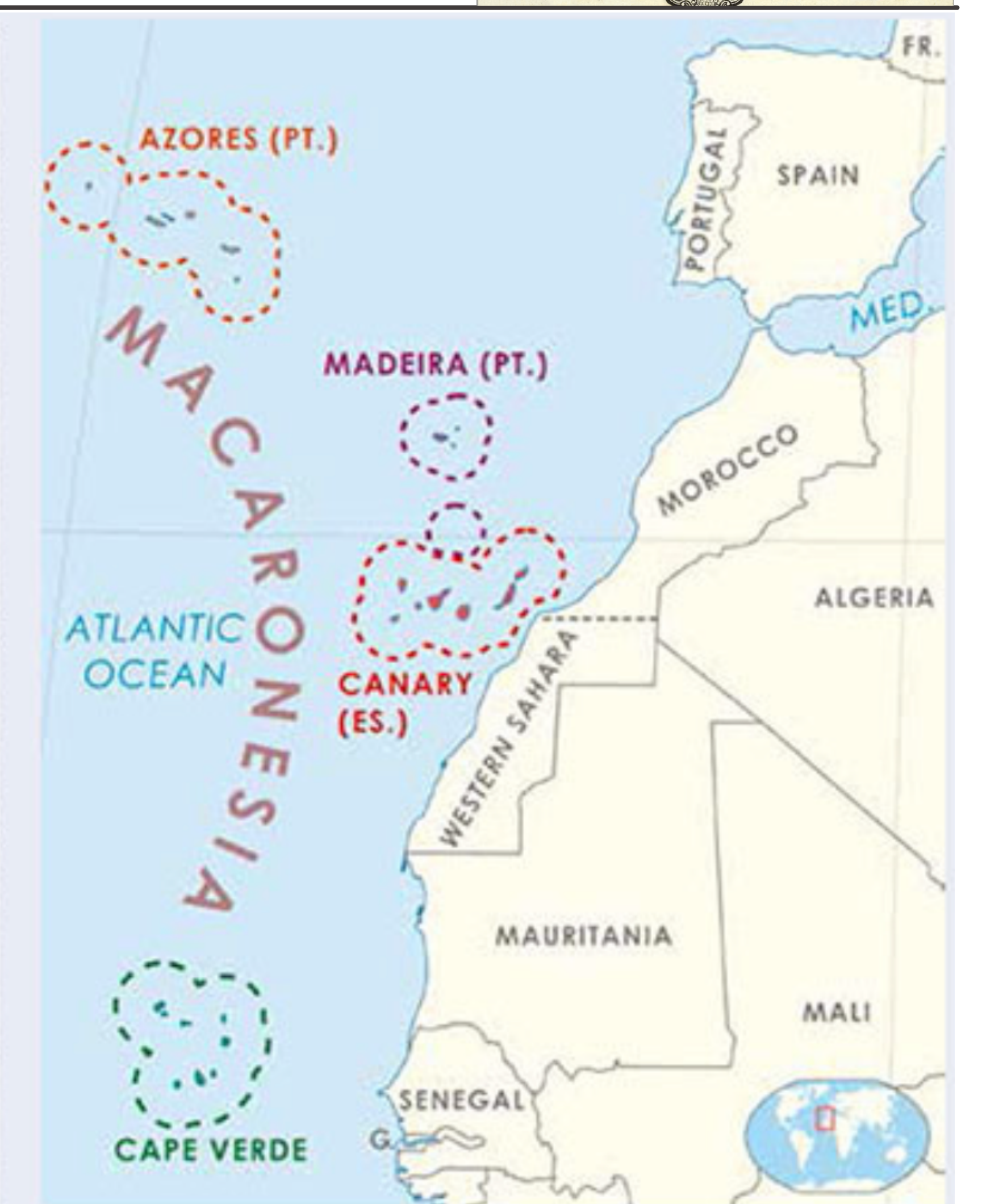


5 Analysis

Foster a collaborative and inclusive environment with a competence and inclusive approach. Promote participation and personal and collective reflection, moving away from practices based on mere transmission. That is why the teacher acquires the role of facilitator of learning and has to act as a designer of situations that favor it. Promote the management of geographical and historical sources of different nature, field work and the analysis of natural and cultural heritage in virtual or real contexts, thus developing in students a set of capacities that allow them to identify when they need information, search for it effectively in different formats and using various procedures typical of geographic and historiographical techniques, manage and critically evaluate it, transform it into knowledge and communicate it appropriately and ethically.



Plano de las posesiones canarias y africanas del infante portugués Enrique 'El Navegante', a principios del siglo XV. Imagen extraída de la obra 'Los portugueses en Canarias', de Elías Serra Rafols.



Mapa de la Macaronesia. ArnoldPlaton, CC BY-SA 3.0.

4 Results

Give greater visibility to the relevant role of its conservation, and to the best description of the quantity of natural elements that, known and preserved, reinforce its positive value, so that we can find its correct integration in human, economic, commercial, political, social transformations; highlighting everything that unites these landscapes with each other.

Related uses:

EcoEscuela, Programa EnSeñas: <https://www3.gobiernodecanarias.org/medusa/ecoescuela/ensenas/formato/situacion-de-aprendizaje/>
Paisaje y Arquitectura: <https://www3.gobiernodecanarias.org/medusa/ecoescuela/ensenas/categoria-producto/paisaje-y-arquitectura/>
Rincones del Atlántico: <https://www.rinconesdelatlantico.es/arquitectura-y-paisaje.php>
Biodiversidad de la Macaronesia <http://www.macaronesian.org>
Explain Everything: <https://whiteboard.explaineverything.com/>
Biodiversidad Canaria <http://www.biodiversidadcanarias.es/>
GRAFCAN, Mapas de Canarias: <https://www.grafcan.es/>