

# CALL FOR PAPERS

## Learning from Territories / Teaching Territories

6th CIST International Conference  
Paris-Condorcet, 15-17 November 2023

*Aprender de los territorios / Enseñar los territorios (es)*  
*Apprendre des territoires / Enseigner les territoires (fr)*  
*Von Territorien lernen / Territorium lehren (de)*  
*Aprender com os territórios / Territórios que ensinam (pt)*  
*تَعَلُّمُ الْمَجَالِ / تَعْلِيمُ الْمَجَالِ (ar)*

“Man is a semiotic animal whose geographical existence is shaped  
by languages, systems of signs and codes.”

Raffestin C., 1987

The 6th CIST conference will focus on two questions: how to teach about territories (academic knowledge, empirical methods, disciplinary approaches, etc.) and how to learn from territories (observing, exploring, describing, experiencing, etc.). Whether defined as a theoretical object of scientific knowledge that can be taught or as a body of practices that can be passed on, there is no escaping the need to address the issue of the relationship between the apparent universality of the concept of territory, on the one hand, and the variety of uses to which the term is put and the range of practices associated with it, on the other. Unlike the concept of space, which has given rise to numerous theoretical models, the notion of territory directly addresses the relationship between individuals, groups or societies and real places, involving interactions between these people and the territories in question.

The objective of the following sessions is to highlight, on the one hand, the specific features of the teaching methods used in territorial sciences in the various disciplines involved, specifically by examining how they vary from one discipline to another and between countries; and on the other, to demonstrate how research in the territorial sciences develops specific methodologies for investigating places and individuals depending on whether the times being studied are periods of calm or of crisis; and on whether the territories in question are unremarkable in their ordinariness or exceptional in some way.

Paper proposals must fit within the scope of one of the sessions below (session descriptions are available online).<sup>1</sup>

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## Provisional Calendar

- Deadline for submitting proposals for papers: **January 15th, 2023**, exclusively *via* the “Submit page” on the dedicated website [cist2023.sciencesconf.org](http://cist2023.sciencesconf.org)
- Reply from the Scientific Committee: **April/May 2023**
- **November 15th to 17th, 2023**: 6th CIST conference in the campus Condorcet

## Response Procedures

The conference languages are French, English and Spanish.

Proposals for papers should be written in one of these three languages (materials should be in English); they should **conform to the template available on the dedicated website [cist2023.sciencesconf.org](http://cist2023.sciencesconf.org)**.

The word file should include:

- A 1,000 character abstract (spaces included) in French + one of the 2 other languages
- 3 to 6 keywords in French + one of the 2 other languages
- The main text between 10,000 to 15,000 characters (spaces included)
- A 5 to 10 reference bibliography.

## Procedures for the evaluation of proposals

Paper proposals will be reviewed by an external expert, the session co-chairs and by the conference's scientific committee, which includes members of the CIST's scientific committee, expanded to include external scholars.

## Scientifiques co-directors

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# Session A. School Geography and Territories. Teaching Territories in Primary and Secondary Schools: Issues and Problems. An International Approach

Co-chairs: Magali HARDOUIN (INSPE / UBO) & Jean-François THÉMINES (INSPE / UCN)

As a discipline and subject taught in schools, geography is shaped by politics. Why are certain topics taught in geography? How are these topics selected by schools? What kind of society and what kind of citizens are we trying to create by teaching geography? By taking an international perspective, this session aims to highlight the issues and problems involved in teaching about territories in primary and secondary schools.

In France, the official texts dealing with geography as a school subject use the term “territory” when explaining the goals of teaching the subject: in a nutshell, the aim is to enable pupils to gain an understanding of the contemporary world through the study of the actions of present-day societies within their own territories. From the final years of primary school to the end of secondary school (pupils aged from approximately 9 to 18), the term “territory” reoccurs frequently as a key word in connection with geography as a school subject. However, the meaning of this word –whether it is used in the singular or plural, and along with terms such as space, planning, actor, development and sustainability (or not)– is never clearly defined. The vagueness of the concept appears to extend to the purposes of teaching geography.

Nonetheless, this use of the term “territory” prompts teachers to focus their geography lessons on decision-making and action, i.e. to concrete initiatives and efforts applied in a particular place or space with the intention of modifying, adapting or transforming it. This type of action has thus become an object of study, as suggested by the numerous references in the curricula to the study of conflicts relating to how places are used, how people live in them, resource issues, the fight against inequality, and sustainability issues. Through the study of these practices, conflicts and challenges, the aim is to train future citizens capable of acting responsibly.

This session aims to shed light on this paradox by means of papers relating to different areas around the world. How has school geography appropriated the term “territory”? What significance does it confer upon the term? What vision of the world can or should be developed in schools once “territories” (or “territory”) is the focus of study? And how do teachers approach their teaching options with regard to this vision of the world and of society? The session is open to all disciplines within the social and human sciences.

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# Session B. Surveying, Observing, Experiencing. Walking as an Approach to Understanding Territory

Co-chairs: Dimitra KANELLOPOULOU (ENSAPM) & Magali PARIS (AAU – CRESSON)

Central to the teaching of the spatial disciplines (architecture, landscape architecture, planning, human and social sciences), walking has become –especially since the 1980s– an essential tool for approaching the concept of territory understood as a locus of action and tangible experience. In France and abroad, field observation workshops are becoming increasingly common as an educational tool aimed at redefining the way territories are approached. Celebrated by philosophers and writers at the beginning of the 20th century for its ability to connect our embodied experience with the inhabited world, walking is a unique means for observing and interpreting spatial dynamics: discontinuities, boundaries, fragments, enclaves, specific features of a landscape, etc. This mundane, everyday activity has been the focus of transport policies for over a century and remains a fruitful area of research for a number of professions involved in studying and transforming territories, particularly those professions that involve multidisciplinary approaches. Since the end of the 1990s, walking has become a way for professionals and citizens alike to advocate for new approaches to negotiating how public spaces are utilised and novel forms of collective use.

This session is open to critical, thought-provoking instructionally-focused papers, which examine the threefold function of walking as an object of research, a method of on-site investigation and an operational tool. We will explore the contribution of walking to the critical examination of territories from an interdisciplinary perspective (geography, sociology, urban planning, architecture, performing arts, etc.). We will also seek to identify the possibilities that walking opens up in terms of analysing spatial relationships using an iterative inter-scale approach (from the staircase to the neighbourhood square, from the railway station to the rural path). The session is open to all teaching methods (theoretical, methodological and analytical teaching, project teaching, introduction to research, etc.), from undergraduate to doctorate levels, as well as to both long-standing and more recent approaches. This session is devoted to the numerous ways in which walking can help us to come to grips with a slippery and complex concept, namely that of territory. The issues of atmosphere, emotion, sociability and imagination are all potential areas of exploration.

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## Session C. The Network of Biosphere Reserves in UNESCO's MAB Programme: the Lessons for Territorial Sciences?

Co-chairs: Catherine CIBIEN (MAB France), Raphaël MATHEVET (Centre d'écologie fonctionnelle et évolutive, Montpellier) & Kewan MERTENS (Centre de sociologie de l'innovation)

The new global framework for biodiversity, which is due to be revised and ratified at COP15 in December 2022, aims to ensure "that at least 30 per cent globally of land areas and of sea areas, [...] are conserved through [...] protected areas and other effective area-based conservation measures".

This session aims to bring together researchers from the humanities, social sciences, and science and technology studies to discuss a specific network of protected areas: the biosphere reserves (BRs) that are part of UNESCO's Man and Biosphere (MAB) programme. Conceived in the 1970s and 1980s as experimental and educational areas dedicated to sustainable development, the knowledge generated by these reserves is disseminated *via* national and international networks. The MAB system's aim of reconciling humans and nature through territorialised learning, as well as its concept of zoning of territory, is the main focus of this session.

Here is a non-exhaustive list of questions that will be addressed:

- The implications for the social sciences, as well as for the various territorial sciences, of the idea of creating a "learning laboratory for sustainable development". Can this learning be mobilised in at different levels of the educational system?
- How do BRs and the knowledge they generate contribute to the ecological transformation of territories?
- What lessons can we learn from past experiences?
- What have we learned about the potential of "zoning", a distinctive feature of BRs, in terms of reducing conflicts of use and to enable "territory development"?
- The philosophy of reconciling environmental preservation and human activities is also shared by other organisations. Have there been any sharing of ideas with the BRs, in particular with regional nature parks and national parks? What are the future prospects for these different schemes?
- Since the Seville Conference, BRs are expected to report on the results of their activities every 10 years *via* a periodic review process. In particular, they are required to provide information on progress in biodiversity conservation, development and governance, as well as on the ecosystem benefits delivered by the ecosystems in the BRs. How are these metrics being used? What impact do they have on the management of the reserves?

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# Session D. Learning from Territories in Conflict / Teaching Territories in Conflict

Co-chairs: Caroline ROZENHOLC-ESCOBAR (LAVUE-CRH / ENSAPVS) & Claire ARAGAU (LAVUE / Université Paris Nanterre)

This session aims to take the opportunity offered by the conference to examine the concept of territory by looking at issues of conflict and contestation from an international perspective. While conflict situations are highly specific, they are also particularly instructive when it comes to “learning from territories”, whether it be in terms of scale and temporality, or intensity and types of dispute. They also serve to show how politicians, institutions and citizens can “learn” from these conflict territories –whether they are in periods of crisis or more generally– and from the socio-spatial forces that traverse them, whether the trade-offs that are made arise from dynamics of empowerment or authoritarian forms of dispute resolution.

This session welcomes submissions from academics who draw on what they learn from territories in conflict in their own teaching, with a focus on the following three areas:

- The first is concerned with territories at war: What do these situations –each of which is unique, albeit part of a phenomenon that is widespread across space and time– teach us about territory(ies), and how is research conducted in these various contexts? Research conducted in Kurdish, Syrian, Israeli-Palestinian and, more recently, Ukrainian territories comes to mind, in which the complexity of social divisions within officially constituted groups is analysed in order to get beyond political posturing and partisanship. Another aspect of this issue is the way in which certain cultural monuments have been targeted (or how they have been protected), and what this tells us about war-torn territories, such as Bamyan (Afghanistan) or Lalibela, situated close to the Tigray region of Ethiopia.
- The second area is less concerned with situations of open warfare than with conflicting uses and long-standing conflicts over use that lead to the (re)structuring of territories and to their division into territories to be occupied. These include forms of appropriation that assert the primacy of use over property rights: the Landless Workers' Homeless Workers Movements in Brazil and the Zadist movement in France, groups that demand a right to housing, the right to land that can be farmed and that is not expropriated by the state in territories that have become the standard-bearers for these demands. Both the existence of these groups and their names are of key importance to these movements.
- The third area concerns conflicts and disputes related to the most coveted resources, such as water and wheat, gas and oil, etc. Resources have the potential to make and break territories caught up in a geopolitical decision-making process that stems from the shortage and frequently inequitable distribution of vital commodities that are the driving force behind contemporary human activities (dams, gas pipelines, water management planning, etc.). The analysis of the relationships between neighbouring communities that the sharing of these resources entails enables us to learn from territories and to gain an understanding of how spatial boundaries fluctuate when it comes to accessing, securing access to or depriving a neighbour of access.

Thanks to these three approaches (involving various levels of analysis, of conflict and of potential instructional methods) the session aims to help us understand the highly mutable geographies of these territories, and the reality of the conflicts that shape them and transform them, sometimes permanently.

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## Session E. Declining Territories: Laboratories for Innovation?

Co-chairs: Emmanuèle CUNNINGHAM-SABOT, Alix DE LA GAIGNONNIÈRE & Norma SCHEMCHAT (ENS), Charline SOWA (UMR Ressources / ENSACF)

Urban and territorial degrowth is a multidimensional, multi-level, structural phenomenon (Martinez-Fernandez *et al.*, 2012) that is affecting a wide variety of territories around the world (Fol & Cunningham-Sabot, 2010) and is indicative of a new era of post-growth (Oswalt, 2005). The issue of innovation in these territories tends to be approached from two radically divergent perspectives: the first views them as having been “left behind” (Martin *et al.*, 2021) in the race for innovation, while the second sees them as laboratories for new planning practices. This generally results in these more complex territories being either stigmatised or lionised (Béal & Rousseau, 2018). This session aims to go beyond this polarised approach to examine the issues, specificities and limits of innovation in declining territories. While the issue of innovation in territories is tied up with interactions between learning processes, their institutional frameworks and space (Kirat & Lung, 1999: 27), this session is particularly focused on action (both national and local) in these territories, whether it is the result of public policies (top-down), or led by local communities, such as residents, associations or practitioners (bottom-up).

Contributors will focus their presentations on the way territories learn (learning process of local stakeholders ahead of their actions), or on the way we learn from territories (dissemination of models and best practices). The session also encourages contributions that analyse the role played by international organisations in the dominant narratives regarding innovation. The aim is thus to demonstrate how these efforts contribute (or not, as the case may be) to the process of innovation in matters of local governance, project development and territorial strategies.

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# Session F. Educating about the World, Learning from it: Construction and Reception of Knowledge about Global Space

Co-chairs: Anne-Cécile OTT, Nolwenn Azilis RIGOLLET & Romain LECONTE (*Géographie-cités*)

The World is a geographical object, a scale, a space produced by globalisation, and perhaps even a territory (Didelon, 2013; Reghezza, 2015); it is a category of analysis, particularly for geographers, but it is also a category of action for individuals. Generally considered as the highest level of geographical scale –not to mention of political and social thinking (Grataloup, 2011)–, the World is an object of knowledge and thus of learning. Whether we are talking about global issues, questions of Otherness (strange, far-off lands), or about projecting ourselves at the international and global levels (along with the spatial practices this implies), the World is something that must be learned.

The aim is thus to examine the role played in this learning process by the various entities that disseminate representations of the World. While schools provide representations that have a strong impact on the way people perceive the World (Clerc, 2002; Rigollet, 2022; Ott, 2020), the process of learning about the World also takes place outside of school, in particular through the ever-increasing access provided by the Internet and social networks (Cicchelli & Octobre, 2017). The media, through its international coverage for example (Grasland *et al.*, 2016), creates images of the World and even helps to create a “collective stock of public spaces” (Beauguitte *et al.*, 2016). The economic and political actors (UN, World Bank, NGOs, FMT, etc.) at the heart of the process of globalisation also produce a multitude of representations of the World, which reflect the fact that this entity is the product of specific geographical, historical, social, as well as political determinants. How do these institutional representations interact with more vernacular representations of the World? Do the different ways of (re)presenting global space converge or compete? This session aims to explore the ways in which knowledge about global space is constructed, disseminated and received, and to analyse the various ways in which individuals are taught to relate to the World.

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## Session G. Territorial Sciences in the Global South(s): Knowledge, Ignorance, Dialogue

Co-chairs: *Silvina Cecilia CARRIZO (Conicet, Argentine), Christian Girault (CREAD / CNRS), Camilo PEREIRA CARNEIRO (UFG – Labeter / UFRGS, Brésil), Laëtitia PERRIER-BRUSLÉ (Loterr / Université de Lorraine), Aldomar RÜCKERT (Labeter / UFRGS, Brésil), Roberto UEBEL (ESPM – Labeter / UFRGS, Brésil) & Sébastien VELUT (IHEAL)*

Geography as a discipline has frequently been used to construct national identities, and has been influenced by geopolitical visions (Messias da Costa & Théry, 2012; Perrier Bruslé, 2013; Benwell & Dodds, 2011; Bennafla, 2022; Velut, 2022). Moreover, territory has become a strategic concept for social movements, which are innovating to create and disseminate alternative forms of knowledge. These two dimensions are particularly present in the Global South, where issues of identity, state-building and local resistance are all in play. Geographic information and its attendant technologies, which have become more readily available (Joliveau *et al.*, 2013), are being mobilised by civil society and local populations alike (Hirt & Lerch, 2013) to create site-specific knowledge that challenges dominant narratives. They are both opening up new arenas for debate as well as offering opportunities for manipulation and new ways of cultivating ignorance (Godrie & Dos Santos, 2017). What can be done to facilitate the exchange of territorial knowledge with a view to strengthening democracy? What can be done to facilitate the exchange of specific forms of territorial knowledge with a view to strengthening democracy?

This session will address these questions under the following headings:

- The question of geographical and cartographic literacy (Frau-Meigs, 2019).
- The various means used to disseminate knowledge about territories and their effects on public debates,
- The production of ignorance and spaces of dialogue.
- Varying scales of geographical knowledge.
- The relationship between the various forms of knowledge emerging from specific territories and the relationships between territories.

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# Session H. Knowledge Territorialised by Bottom-Up Practices Drawing on Specific Local Strengths. The Case of Social Innovation Clusters at the International Level

Co-chairs: Myriam MATRAY (EVS ISTHME) & Jean-Philippe POULNOT (Think and do task force Matière & stratégie)

Global economic trends are shifting towards multipolarity, and simultaneously, territorial analysis is increasingly incorporating issues drawn from geography, anthropology, sociology, history and other fields. Against this background, the appeal of specific territories is being emphasised, not only from a micro-economic perspective, but also in the context of the territorialisation of public policies implemented by various actors at different levels (local, national, international). The specific resources of a territory, once they have been harnessed, gradually become specific assets, which are a source of territorial differentiation and thus a catalyst for local economic development. Consequently, knowledge about territorial dynamics, as well as about mechanisms that can be used to capitalise on experimentation, means that territories can be approached as a collection of practices capable of yielding valuable lessons (dissemination, spin-offs, pooling, cooperation, innovation, etc.). Social innovation clusters bring together organisations from the same geographical area that are working on a particular social or environmental issue,<sup>2</sup> both in terms of their aims and their methods – particularly with regard to governance – and enable organisation in the SSE sector to increase their impact within a given territory (Perard, 2015). The specific case of bottom-up practices typical of social innovation clusters at the international level, as part of a collaborative, co-constructed and co-production approach involving local actors and citizens, is a good example of territorial innovation that shows how “territorialised knowledge” can be used as a tool for achieving a sustainable locally-based transition. To what extent are these territorial planning tools illustrative of these changing practices, and what do these multilevel partnerships between institutions and local actors look like? Paradoxically, “The very nature of the globalised economy based on competition requires strong links with territories, with their long history of diversity, with their capacity to organise long-term processes and to promote innovation and learning” (Veltz, 2014).

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<sup>2</sup> This approach makes it possible to incorporate both traditional SSE organisations and those involved in social entrepreneurship, or even classic entrepreneurship.

# Session I. Construction of the Territorial Sciences. Scientific and Educational Challenges Involved in North-South and South-South Dialogue

Co-chairs: Mouftaou AMADOU SANNI (Université de Parakou, Bénin) & Emmanuel BONNET (PRODIG / IRD)

The “territorial sciences” have been a dynamic multidisciplinary and interdisciplinary research field for about twenty years now, and it is still unclear whether they will remain a meta-discipline or whether they will eventually develop into an independent field of inquiry (Couclelis, 2011). There have been several attempts over the past few years to establish this field of research in various countries in the Global North (Magnaghi, 2014; Beckouche *et al.*, 2012; Massicotte, 2011), although its proponents profess to have global ambitions. This raises the question of whether the territorial sciences are destined to remain a phenomenon confined to a particular period in the history of science in a particular region of the world.

The session will address this question in the context of North-South, but also South-South dialogue. The focus will be on the experiences of researchers or academics from different disciplines in the territorial sciences who are involved in working on similar issues, but in areas that are widely divergent, both in terms of geographical location and levels of development (Amadou Sanni *et al.*, 2009).

Possible topics for papers include:

- *Scientific challenges related to comparative approaches across territories.* For example: Is it possible and useful to draw comparisons between road accidents in West Africa (Nikiema *et al.*, 2017; Bonnet, 2015)? Are family planning issues the same at the beginning and the end of a demographic transition (Amadou Sanni, 2015; 2011)?
- *The pedagogical challenges involved in the co-construction of educational content.* Training and experience transfer between countries in the Global North and the Global South are often asymmetrical and raise numerous difficulties in terms of implementation in the field. How can these problems be solved? What types of knowledge transfers might be conceivable from South to North?

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# Session J. Everyday Territorial Realities for Pupils and Academic Learning in and outside the Classroom

*Co-chairs: Sylvain GENEVOIS (ICARE / Université de La Réunion) & Elsa FILÂTRE (GEODE – INSPE Toulouse)*

This session falls under the headings of “learning territories” and “digital territories”. It aims to bring together the perspectives of researchers from multiple laboratories and to harness concepts from several scientific fields that deal with the notions of territory and territoriality (mainly territorial sciences, educational sciences and geography).

The concept of territory is widely used in the teaching of geography in the French-speaking world as well as in other countries around the globe. In general, the concept is used in connection with the study of society, but it does not directly incorporate findings from the territorial sciences *per se*. In Quebec, for example, this involves studying disciplines dealing with the social world as part of “a process of understanding the way in which a society is organised in relation to its territory”. In Belgium (Wallonia), “the fundamental aim of geography as a subject is to help young people understand the world so that they can be responsible citizens within their own territory”. In France, the concept of territory is taught in secondary school curricula *via* the theme of forms of living, which focuses on the practices and representations of a territory’s inhabitants (Di Méo, 1996; Stock, 2012). It is only recently that the “lived territories” inhabited by pupils have begun to be studied; and, where this is the case, the approaches used tend to be widely divergent (Thémines, 2011; Baron, 2012). The concept of “lived territories” is frequently confused with “local territories” and reduced to the study of “local space”. However, the lived territories inhabited by pupils provide an opportunity to draw on a variety of academic knowledge, be it geographical, historical or linked to the human and social sciences in general. The use of territory as a resource for exploration and experimentation in order to observe, describe, formulate theories, think and analyse is a focus of research in several countries, and in relation to a wide range of school subjects (Gonzales-Weil *et al.*, 2013; Boix *et al.*, 2015). The settings in which pupils live and the ways in which they interact with the territory “outside the classroom” produce complex and varied relationships with that territory. This involves learning from the local environment in both formal and informal situations. By redefining people’s relationships with their territory, the use of digital tools (especially geovisualisation and geoexploration) is likely to lead to new forms of territoriality in line with the geo-digital world in which teachers and pupils operate (Genevois, 2020).

This session aims to shed light on the way in which the concept of territory is approached in primary and secondary school geography curricula, which seem to alternate between several different meanings (territory of everyday life, local/lived territory, territory of belonging, of mobility, etc.). The principal aim is to grasp what territory and territoriality mean from the point of view of pupils. How do they perceive and represent their lived territory(ies)? What instructional design and teaching methods are needed to transform the concept into a genuine tool for learning? In what way are these methods innovative for teachers of geography in schools?

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# Session K. Territory as a Focus for Project Work.

## Pedagogical Issues in Schools of Architecture and Landscape

Co-chairs: Luna D'EMILIO & Ludovic GHIRARDI (EVS / ENSA Lyon), Florence SARANO (Ressources / ENSA Marseille) & David ROBIN (Ressources / ENSA Clermont-Ferrand)

From the point of view of architecture schools, the concept of territory, understood as a portion of geographical space resulting from a co-evolution involving humans and the environment (Geddes, 1915), requires a number of different pedagogical approaches when it comes to training students in project processes. This can be understood as a trans-scale phenomenon,<sup>3</sup> involving a wide variety of knowledge, aimed at developing an approach to spatial transformation that is based on “using a combination of material and symbolic resources to create real and tangible structures” (Lévy & Lussault, 2013). As such, architectural projects play a part in the transformation of territories, and can be understood as both fictional and grounded, reflecting the forward-looking dimension of any project process. Schools of architecture and landscape thus respond to the societal need to have some perspective on the future (Koselleck, 1990) when faced with the prospect of broader, overall change.

In the academic setting, territorial complexity is incorporated into the design process by means of various teaching techniques (on-site residencies, scenario production, multi-actor processes, etc.). This session is thus intended to contribute to the critical analysis of the notion of territory, on the one hand, and to debate these processes, on the other hand, by focusing on their reflective and prospective aspects, from three perspectives: an epistemological perspective, in order to explore the characteristics of the knowledge generated by these processes (Viganò, 2010); a pedagogical perspective, in order to explore the ways in which learners and institutions get to grips with and tackle these issues; and a societal perspective, aimed at exploring relations between various actors in general, and the role of boundary-objects in particular.

– Epistemological perspective: Due to its multi-scale nature, and despite being spatially and formally defined, the architecture and landscape project is open to a variety of possible futures, contrary to the so-called problem-solving approach; in this respect, the project is more of an “epistemology of construction” (Fabre, 2005), and can be considered as a generator of knowledge (Viganò, 2010) What is the nature of the knowledge produced? The project process involves a constant selection of analytical data. How is this selection carried out? What assumptions does this selection bring to light? What are the conditions necessary for this knowledge to be incorporated into the project and appropriated by civil society?

– Pedagogical perspective: Through their strategic, pedagogical and partnership choices, several schools of architecture and landscape have established a strong relationship with their territories, by addressing the challenges specific to them.<sup>4</sup> What does this positioning mean in pedagogical terms? At the most basic level, that of the courses taught, this close relationship with the territory gives rise to a pedagogical inventiveness designed to foster student involvement and commitment. What kinds of outcomes have been achieved as a result of these approaches? What sort of feedback has there been from civil society and all the parties involved?

– Societal perspective: Project workshops often engage civil society through processes of consultation or participation. In this context, boundary-objects (Star & Griesemer, 1989) play a key role as a means of gathering knowledge and formalising possible scenarios. Tools such as territorial modelling, games, and drawings can thus be used to reduce the territory to a set of intelligible phenomena, while at the same time allowing for debate regarding how it is to be transformed. What kind of tools do schools use, and to what end? How effective are they?

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<sup>3</sup> The term “trans-scale” refers to an approach that operates on a given geographical scale while drawing on inputs from other scales. This is in contrast to a “multi-scale” approach, which addresses one geographical scale after another in an interlinked fashion. On the question of scale in architecture, see Gregotti, 1966; Boudon, 1999.

<sup>4</sup> For example, the coal fields in Northern France in the case of ENSAP Lille, the Rhône valley in the case of ENSA Lyon, the Massif Central in the case of ENSA Clermont-Ferrand, the Seine valley in the case of ENSP Versailles, the forest communities of the Var in the case of ENSA Marseille, etc.

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# Session L. Investigating and Teaching about Territories Based on Local Territorial Information

Co-chairs: Sylvestre DUROUDIER (*Géographie-cités*), Julie FEN-CHONG (*Théma*) & Françoise LUCCHINI (*IDEES*)

Our understanding of territories, from a scientific, educational and operational point of view, is bound up with the information gathered to help us understand and describe them. And this link between territories and learning has been strengthened, thanks to the digital humanities, by the emergence of “new geolocalised data”, the access to huge databases, some of them offering fine-grained spatio-temporal resolution; this data comes from social networks, digital platforms, geolocalised sensors, collaborative crowdsourced initiatives such as OpenStreetMap, open institutional data, private companies, etc. Beyond the benefits and the issues raised by these developments in local territorial information, this session intends to examine how these phenomena are changing the way we understand territories by focusing on how people are taught about them.

This interdisciplinary session will focus on two main areas, and will compare educational projects and non-academic professional practices.

- The first area relates to the appropriation of such data by territorial actors. How do these territorial entities, be they public or private, go about producing and/or using local data and under what legal conditions (data law, dissemination, ethics)? How do they integrate these data into local level activities, and what methods do they use to develop compartmentalised approaches combining different social and environmental components? What new indicators have been created to generate local knowledge?
- The second area concerns teaching about territories and involves a multi-disciplinary approach. How can these disparate pieces of local data be used in teaching about territories and in university-level education? What challenges, obstacles and teaching strategies are involved in this kind of learning? How should we go about incorporating an ethical and critical perspective on this “age of data” into education?

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# Session M. Education about and by Territories. The Case of French Regional Nature Parks and Protected Natural Areas

Co-chairs: Romain LAJARGE (AE&CC / ENSAG-UGA) & François MITTEAULT (Inspection générale de l'administration du développement durable – CORP / FPNRF)

Like many protected natural areas (national parks, nature or biological reserves, natural marine parks, protected and listed sites, conservancies, APPB,<sup>5</sup> Natura 2000, etc.), French Regional Nature Parks (PNR) have a long experience in the area of environmental and territorial education.

These territorial organisations are seeking to increase public awareness of the fragility and richness of our natural heritage through information, education and a range of practical initiatives aimed at a variety of audiences. They believe that it is necessary to be informed in order to act, to be educated in order to conserve, and to learn in order to develop environmentally responsible practices. Together with primary and secondary school teachers and universities, with the CPIE<sup>6</sup> and CAUE,<sup>7</sup> the PNRs, like other protected natural areas and other schemes such as the ENS,<sup>8</sup> carry out a great deal of educational work in and about specific territories. The considerable diversity of these territorial strategies is in keeping with objectives 4 and 7 of the French National Protected Areas Strategy adopted in 2021.

This practical work carried out by experts, technical staff, elected representatives and the various partners of these territories is accompanied by scientific research, often conducted by scientific committees comprising a wide range of disciplines (ecology, environment, social and human sciences, law, economics, information science, education, etc.). The CORP<sup>9</sup> has been entrusted by the FPNRF<sup>10</sup> with the task of supporting this goal of learning from territories and of widely disseminating scientific knowledge about them.

The aim of this session is to promote dialogue between scientific institutions and experts in order to discuss the issues involved in territorial education: what the territories teach researchers and stakeholders (advisors and experts); what the interaction between researchers and stakeholders provides to the territories.

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<sup>5</sup> Prefectoral decrees for the protection of biotopes.

<sup>6</sup> Permanent environmental education centres.

<sup>7</sup> Council on Architecture, Town Planning and the Environment.

<sup>8</sup> Environmentally sensitive areas.

<sup>9</sup> FPNRF Council for Guidance, Research and Forecasting.

<sup>10</sup> Federation of French Regional Nature Parks.

# Session N. Data Geovisualisation in the Era of Open Data and Big Data: Social, Technical and Methodological Challenges Involved in Understanding Territories

Co-chairs: Françoise BAHOKEN (AME-Splott / UGE – Géographie-cités), Étienne CÔME (COSYS-Grettia) & Boris MERICKSKAY (ESO / Université Rennes 2)

In the era of big data and open data, one of the main challenges for those administering territories is that of providing a meaningful picture of these spaces, of making the increasingly vast amounts of information more accessible and actionable. On the one hand, this means making raw data intelligible, in order to understand and interpret the complexity of territorial systems and to provide information to help in decision-making. And on the other hand, to communicate with citizens in a comprehensible and innovative way. In response to these challenges, data (geo)visualisation, in the form of graphs, maps or dashboards, is one useful and proactive approach. However, (geo)visualisation, as a phase of the life cycle of territorial data, should not be confined to (carto)graphic images produced by software tools. Consequently, it is essential to explore the semiological and cognitive dimensions (as well as the technical and graphic aspects) of these images and the tools used to generate them. Moreover, the interactions and operations that take place *via* (and on) these interfaces also need to be studied and analysed in order to obtain knowledge about how these platforms are used.

This session deals with the social, technical and methodological issues and challenges related to the (geo)visualisation of territorial data in the areas of education and training. It will concentrate on contemporary visual and information mapping in all its dimensions, with a strong focus on the related technical systems, due to their role as mediating tools. The overall objective of the session is to discuss how (geo)visualisation applications can be used to learn, to “empower people to learn” and to “raise awareness” about territories, by providing various ways of visualising their workings and underlying dynamics through the processing, exploration, linking and display of local data. The wealth of diverse information thus uncovered, simplified and published *via* (geo)visualisation is presented in different formats, which will also be the focus of discussion. Similarly, these mediating tools (cartographic platforms, dashboards, visualisers, etc.) will receive particular attention, whether they were developed by public or private organisations or are the result of non-profit or academic initiatives.

## Questions and potential paper topics

How can big data and geovisualisation tools help us learn and empower people to learn about a territory? Do these tools give rise to erroneous or distorted perceptions? Do these new instruments and methods for displaying territorial data help to redefine the ways in which people's awareness about territories can be raised? Does geovisualisation enable us to reconsider the objectivity of the way territories are represented? Does it eliminate the illusion that there is such a thing as a “ready-made territory”?

In order to answer these questions, paper proposals may focus on the following:

- The relationship between territorialised information and the capacity of stakeholders (citizens, specialists, elected officials) to learn and understand;
- Questions relating to the availability and accessibility of data;
- Critical analysis of the uses of portals/platforms and tools for presenting and searching territorial data;
- Forms of interactivity between users and data / users and graphics that might potentially foster a better understanding of territories;
- The rationales of the various parties involved (institutional vs. private vs. non-profit) in the provision of tools for understanding territories;
- The challenges of (geo)digital literacy in terms of the appropriation and use of geovisualisation tools when it comes to understanding territories;
- The issues related to the training of (future) practitioners in the use of the geovisualisation tools.

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# Session O. Examination of the Contributions of Action Research in the Territorial Sciences and in Architecture. Taking Lessons from Territories in Relation to Ways of Living

Co-chairs: *Thierry JOFFROY & Romain LAJARGE (AE&CC / ENSAG-UGA)*

The project-based disciplines (architecture, [urban] planning, landscape, development) all have a territorial dimension. They use action research as a method for investigating, learning and taking action. Within these fields, what contributions does action research make to the question of how to live in and with territories? What can we learn from territories? The researchers involved in these fields investigate the ways in which people enjoy an improved/different quality of life in their territories; and do so in collaboration with the inhabitants and individuals concerned. How do they go about observing, describing and analysing their subjects? How do they utilise the knowledge of local people in order to draw lessons from these territories?

The current crisis in housing (shortage of housing, poor housing, poorly-insulated buildings, new urban-rural tensions, “deartificialisation” and “renaturing”, real estate speculation and cost overruns, etc.) is part of a process of territorial transition. This requires new ways of doing things (rehabilitation, reconstruction, reuse, etc.) and hence new knowledge and learning processes based on an understanding of the territory as a set of interrelated realities.

The premise behind this session devoted to the topic of ways living –as approached by these professional disciplines, in their capacity as both (scientific) researchers and (societal) actors– is that it is essential that we be aware of what territories can teach us if we are to be able to understand and intervene appropriately in this regard.

The exchange of concepts, models and solutions between researchers and individuals on the ground will be explored. Learning by getting involved and researchers learning from local people (or vice versa) raises many issues (appropriation, objectification, critical reflexivity, reverse engineering, etc.) and the session intends to discuss their implications and effects.

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# Session P. Territories and Crises: How Do the Lessons Vary?

Co-chairs: Karim BERTHOMÉ, Cécile COT, Cécile FERRIEUX & Laurent LELLI (AgroParisTech)

The appreciable worsening of ecological pressures calls for fresh thinking about territories and their capacity to define and conduct strategic public action that can operate at both local and global levels. Faced with uncertain outcomes, the solutions adopted are inevitably context-specific and prone to controversy (water reservoirs for agriculture, GMOs, wind farms, etc.). Territories consequently appear to be ideal spaces for the implementation of public measures to address climate and ecological disruption (relocation strategies, promotion of new economic models, new land strategies, etc.). Certain intellectual currents, such as the concept of transition or the Anthropocene, lay great emphasis on the importance of territories, which constitute a new way of thinking faced with the limitations imposed by the sustainable development model. However, the word “territory” remains a catch-all term, used by many different disciplines, from the social sciences to the life sciences.

Thus, the growing focus on the climate, both in the political and intellectual spheres, is raising questions about research and teaching about territories. This session proposes to examine the changes introduced in educational programmes in the light of the ecological, environmental and agricultural crises affecting territories, the assumption being that the dynamism of the disciplines concerned can be gauged:

- In terms of groups of educators that take up the territorial issue and that have chosen –or not– to adopt an original approach (i.e. to break with the past): How are these choices made? How are these choices reflected in the curricula and teaching methods? How do they fit into the institutional environments of the specific educational institutions? Are they based on cooperation between educational communities and local actors? How does this process work (choice of partners, definition of subjects for study, etc.)?
- In terms of what territorial approaches can contribute to a theory of change or, conversely, of what new conceptions of the territory are being generated by theories of crisis: Which concepts and theoretical frameworks are mobilised in order to comprehend the most critical developments in the territories under study? This topic is relevant to research in social and human sciences dealing with territories: How does this research incorporate theories about global crises? How does it respond to societal demands for rapid responses?
- In terms of the professional orientation of these courses: How do these educational choices translate into career opportunities: which professions (tasks, skills), in which organisations (at which levels)? This approach will enable us to explore how territorially-based professions are evolving.

Speakers are requested to engage in one or more of these topics. The session is open to a broad range of educational situations (trainee groups, educational institutions, disciplines involved, etc.) and to proposals involving multi-disciplinary approaches.

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## Session Q. Maritime territories in Transition: the Cities of the Contemporary Mediterranean(s)

Co-chairs: Yolande BENARROSH (*Mésopolhis / Université Aix-Marseille*), Pascale FROMENT (*Ladyss / Université Paris 8*) & Nora MAREÏ (*PRODIG / CNRS*)

This session will examine the evolving interplay of relationships between urban territories and maritime spaces through the prism of globalised processes of urban transformation. From the dissemination of models to specific initiatives, how are the “transitional capacities” of these contemporary Mediterranean metropolises being explored?

These zones of contact and interface are territories “of” and “in” transition, which are marked by the interactions between flows, networks and movements at global or regional level, as well as by a series of successive (or coexisting) geographical imaginaries. With increasingly rapid developments –the redevelopment of waterfronts, the construction of major infrastructures, world trade, cruise ships, movements of people, etc.– leaving these zones exposed and upsetting their equilibrium and customary practices, a reexamination of these troubled territories is called for. In response to new trends, standards, (geo)political issues, and economic, environmental and social crises, new breaches are emerging, as well as new patterns of multi-scale relations and pockets of resistance within the fabric of the “guaranteed city”.

These at times brutal transitions require a partial rethinking of how to approach these maritime territories, based on a comparative study involving the Mediterranean and other inland seas. We welcome papers from different disciplines examining the ways in which these metropolises are currently being constructed, as well as the fragilities and territorial changes that have occurred as a result of the tumultuous effects of globalisation. Cases of cooperation and knowledge sharing (such as between Mediterranean port clubs) will help us to explore the flow of expertise and the ways in which the various parties involved are learning (or not) from each other's experience, as well as what changes may arise as a result, both in terms of practices and approaches to territorial development. Papers addressing all relevant cases of cities and maritime territories are welcome.

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