

An Analytical Look At The Programs Of The Department Of Geography Of The Creation Of The Cheikh Anta Diop University To The Present Day

EL Hadji Habib Camara
Université Cheikh Anta DIOP,
Dakar, Senegal.

Libass Hann Sarr
Université Cheikh Anta DIOP,
Dakar, Senegal.

ABSTRACT

Pedagogy at the university level remains, in Senegal, a field little invested in the framework of research in the sciences of education. This work seeks to explore the "long march" of programs in terms of evolution of the contents to be taught from the Department of Geography of the University Cheikh Anta DIOP of Dakar since the creation of the university in 1957 to the present day. It focuses more specifically on the analysis of these programs, which form the basis of any educational project, by using various tools, specifically pre-defined analysis grids, to determine whether these programs are operational or not. as part of the conceptualization-epistemic and pragmatic-registers in their contents.

Keywords: operational pedagogical program, conceptualization register, geography

INTRODUCTION

Any teaching-learning process, whatever the level, is carried by the couple transmission and acquisition of knowledge or skills. More precisely, this involves the transmission (by the teacher) and the acquisition (by the learner) of knowledge and / or skills (knowledge and / or know-how) defined in programs built around this. that Pastré [10] calls the two registers of conceptualization of knowledge (epistemic and pragmatic), as attested by one of the objectives assigned to them: "(...) institute models of teaching, research and training which link theory to practice, within the framework of a balanced relationship between reflections and actions [9].

This is the case at Cheikh Anta DIOP University (UCAD), formerly known as the University of Dakar, built on the ashes of the Institut des Hautes Etudes by decree of February 24, 1957.

After independence, Senegal inherited an education system set up by the colonial authorities. This system subsequently became part of a new post-independence perspective marked by various reforms [15] which had to reshape programs at all levels.

This article looks at these changes that marked the programs of Cheikh Anta DIOP University and more specifically those of the Department of Geography of the Faculty of Letters and Human Sciences where we were trained.

From the creation of the University of Dakar to the present day, the programs implemented at the University Cheikh Anta Diop of Dakar, more precisely in the Department of Geography, have followed "a long march" which can be subdivided into three major periods, thus corresponding to various reforms which have led to an overhaul of lessons:

- The classical period (colonial and post-colonial) which dates from the creation of the university and extends until around the 1990s,
- The period of the Value Units system, from the beginning of the 2000s until 2012,
- The period of the LMD system from the early 2010s to the present [12]

The choice of the chronological interval which covers the entire duration of the existence of the University of Dakar, which in the meantime has become the University Cheikh Anta DIOP of Dakar, allows us to read through the history of the Senegalese university. analyzes these programs from the Geography department.

Moreover, various works have addressed directly or indirectly aspects related to our subject.

In his article entitled "School history in Senegal, 1962-2014: an analysis of content and teaching methods", Seck [15] set out to go back in time by offering us an analysis of the content and methods of education recommended throughout the evolution of the Senegalese school

According to Seck, general history punctuates school history; thus, the investigation of the latter would make it possible to understand the history of the country, and especially to understand that the programs as well as their evolution stem from the choices and challenges of the time in relation to the aims assigned to education. In addition, the author is invested in analyzing the modes of formulation of programs which constitute the heart of our work. He thus identified three main pedagogical approaches that have marked school history in Senegal:

- content approach
- objective-based approach
- skills-based approach.

Through a description of the field of university pedagogy, De Ketele [6]) in his work "University pedagogy: a current in full development" presents the characteristics of it and its evolution. Here, the author informs us about the genesis of this dimension of the educational sciences, namely University Pedagogy (PU), which is at the origin of the innovations observed in the current organization of higher education.

Thus, in Senegal, the University Pedagogy Project currently implemented was born from the desire to improve the quality of teaching and above all to further professionalize the university [5 ; 12] in a context marked by:

- the advent of the LMD reform
- the adoption of the skills-based approach.

In short, it is in this same vein that this work of reflection is part of, which we begin with the operationalization of the main key concepts of our study: operational educational program and geography.

The programs are located upstream and are the basis of any teaching-learning activity, in the sense that they constitute the raw material which feeds the process which must lead to the ends to which the actors of any educational project aspire [12]

The term "program" generally designates a body of knowledge and subjects which are taught in a course of study. However, this term tends to be replaced, nowadays, by that of curriculum which integrates other aspects that are the organization, the logic of the contents, the acquisition of knowledge, the whole inscribed in a duration fixed and determined. The advent of the approach by objectives and then the approach by skills having introduced a new parameter in the development of programs, namely, the centrality of the learner in teaching-learning activities, other components are taken into account when writing programs.

According to De ketele [6], in addition to the classic components of the program (list of objectives, content, methods, means of evaluation and resources), the curriculum lists the aims, the exit profile, its declination in skills and resources required, methodological choices, description of learning and evaluation mechanisms.

For Roegiers [11] the program designates types of content, of objectives to be developed in the education system on the scale of a country; it takes the form of a document which presents a set of teaching objects defined within the framework of teaching-learning activities. Given that these activities will be implemented, the operability of the program would require that, beyond the enumeration of the teaching objects, markers be identified in relation to the conditions of their implementation. It is this aspect that Roegiers integrates by proposing to add methodological principles to give it an operational character.

Also to be considered as an operational educational program, the program is not limited to indicating the contents, subject of teaching, it also offers, exit profiles (in terms of skills) and especially strategies to take care of these contents. It is, moreover, a program in which is mentioned explicitly the skills to be installed, the teaching and learning strategies, in other words, a program which gives precise indications on the expectations of the training and on the way run this program or even teach content related to a discipline such as geography.

The term geography is polysemous ; for some authors, it is the study "of physical spaces and living spaces animated by settlements and the activities which result from them" [17]

For others, it is the study of relations between societies and their territories [1 ; 14]

According to Emmanuel de Martonne [7] quoted by Wackermann and Scheibling "geography asserts itself as the science of physical, biological and social phenomena studied in their distribution on the surface of the globe, in their causes and their reciprocal relationships" [17] and questions about environments at different scales of the globe "; such geography undoubtedly inspired the geography taught at the University.

In short, what interests geography as an intellectual discipline are "socio-spatial relationships, their mechanisms, their effects" [17]

It has two fundamental branches:

- physical geography which relates to the environmental structure and dynamics, (through the observation of geospheres at all scales and in all their dimensions; its specific fields are geomorphology, climatology, hydrology, pedology and biogeography;
- human geography, also called "anthropogeography" or social geography studies human action on space and the various types of territories that make up it; it is generally subdivided into the geography of settlement (rural and urban geography), population, economic geography, geography of transport and communication, geography of leisure and tourism, geography of health, geography of conflicts and ruptures. " [17].

Moreover, learning this geography at university and in higher education thus means wanting to achieve two fundamental aims: understanding the nature, organization and functioning of physical and social phenomena in their relations to spatial reality (epistemic register) , and have the skills to act effectively on the latter (pragmatic register). Do the programs that bring this learning of geography to Cheikh Anta Diop University from its creation to the present day, reflect this? What are the characteristics of the Geography department programs in this respect and the nature of their content? More specifically, are they or are they not operational educational programs? and what registers of conceptualization do their contents come from?

To understand this questioning, we will need:

- identify programs of geography representative of the three main periods which marked the evolution of the university from its creation to the present day,
- note their main characteristics,
- determine the nature of their content.

METHODOLOGY

The research corpus of this study consists of three programs representative of the programs implemented at the level of the Geography department of UCAD, from its creation to the present day. It is :

- A program from the classical period (1963-1964)
- A program corresponding to the system of value units (UV) (2007-2008)
- A program in force with the License-Master-Doctorate (LMD) system (2017-2018)

The analysis of these programs implemented in the Geography department of the UCAD was done using analysis grids relating respectively to the indicators of an operational educational program and the typology of content.

For the first part concerning the characteristics of the programs, We have chosen as a reading grid the elements of analysis of the programs contained in the CAMARA course entitled: "study of the geography program" taught as part of the Master of Teaching History Geography 2017. As part of this exercise, we are trying to read our corpus from the tags identified by the author to qualify a pedagogical and operational program. The characteristic elements of the program are identified in the following table 1

Table 1: Characteristics of an operational educational program

Object	Characteristics
Program	set of activities planned over time covering a specific area
Educational	Who pursues training or education objectives (in terms of acquisition of knowledge and skills)
Operational	Which gives specific indications on the modalities of implementation

Once all the components of our corpus are subjected to an exploration through the characteristics indicated in table I, we could thus know which of these programs correspond or not to an operational educational program

In the second phase of our analysis concerning teaching content, the aim of the exercise is to allow us to identify in the programs the types of content with reference to the registers of conceptualization determined by Pastré [10] from forms of knowledge as defined by Vergnaud [16]. For the latter, knowledge essentially takes two forms:

- The predicative form representing the dimension of knowledge which apprehends the real as a set of object, properties and relationships
- Operational form, constituting the other dimension of knowledge, that which invests in action to guide it.

Each of these forms fits, according to Pastré [10] in a register of conceptualization with well-defined aims

- the epistemic register with aims of understanding relating to content in terms of knowledge;
- the pragmatic register with aims of success of the action referring to content in terms of skills.

Table 2: Typology of contents

Form of knowledge	predicative	Operative
Conceptualization register	Epistemic	Pragmatic
Content type	knowlledges	Skills

In this respect, the analysis of the programs implemented at the level of the geography department of the UCAD should allow us to identify the types of teaching content favored between 1957 and 2017.

RESULTS AND DISCUSSION

The periodization test which we carried out in the first part of our work allowed us to classify the elements of our corpus into three main parts corresponding to the characteristic periods of the evolution of the programs.

Table 3: Classification of programs

Period / system	Teaching approach	Program
Classic	Content-based approach	1963-1964 program
Value Units	Objective-based approach	2007-2008 program
LMD	Competency-based approach	2017-2018 program

The programs have undergone changes linked to reforms in the system. In the context of these reforms, three different pedagogical approaches have been advocated. The content approach was tested during the 1962, 1971 and 1979 reforms. The objective approach was used in the programs from 1987 and since 2013, the skills approach has been recommended [12 ; 15]

We will proceed to the presentation of these different programs through a definition of the characteristics of each of them, then we will determine whether or not it is an operational educational program before specifying the nature of the content privileged in these programs at look at the two registers of conceptualization defined by Pastré [10].

Characterization of programs

1963-1964 program (classical period)

This program presents a list of subjects to be covered during the year in the context of the DUEL, the teaching license, or the free license, or even higher education certificates; we also found there modalities relating to the doctorate in letters. These themes, arranged according to level of study, relate to:

- General geography,
- Regional geography,
- Tropical geography

Regarding the announcement of the implementation conditions, we noted a lack of specific information, outside of the duration of the course evaluations and tutorials.

2007-2008 Program (Value Units System)

This program seems to us more complete than the previous one, because it presents in detail all of the lessons, from the first year to the end of the 2nd cycle.

The study themes are made up of Units of Value (UV) coded from 100 (corresponding to the 1st year) to 500 (corresponding to the 5th year). They refer to the classic themes of physical (hydrology, biogeography, climatology, geomorphology,) and human (population geography, urban geography, rural geography) geography. This program offers a better quality of presentation of the themes; it presents the teaching methods as well as the workloads, the same applies to the evaluation methods, their duration and the coefficient allocated to each teaching unit. In terms of operationalization, this document is moderately supplied. Each UV is divided into Teaching Units with a well-defined hourly quantum. The timing of semi-annual or annual education is also specified.

2017-2018 program (LMD system)

The final category of documents that make up our corpus is the 2017-2018 academic year program syllabus. These documents constitute the latest version of the modes of presentation of educational programs at UCAD following the LMD reform, implemented within the framework of the University Pedagogy Project.

In this program, the study themes are, at the level of each course (License and master) made up of semester teaching units "credited" according to their importance; each teaching unit is subdivided

into course components representing the lectures, practical work, tutorials and personal work of the student who share the hourly quantum determined by the number of credits assigned to them. The novelty in this program is that the themes are most often formulated in a problematic way and connected to current concerns (example in hydrology, the EU on water governance, in climatology the EU on climate change, in geomorphology, the EU on natural risks, in biogeography, the EU on dynamic ecosystems and challenges etc); Similarly, it is indicated for each path, the expected exit profiles in terms of intellectual and professional skills, and information on the modalities of implementation of the UE (choice of methods and means and organization of teaching and learning activities. 'Evaluation).

The operational dimension of the program is clearly highlighted in the writing of the syllabus of the constituent elements of the UEs, through the definition of all the conditions for implementing teaching content from the entry system to the exit system by the way. through the learning system. Referring to the definition that Camara gives of an educational program: "A program is a set of education and training activities planned over time" [3].we can consider that our entire corpus is made up of educational programs.

Furthermore, we note that the programs of the "classical" period are laconic, because they are limited to a list of central themes, objects of study. They thus give a glimpse of the predominance of the transmissive method in teaching-learning activities at the higher level due to the predominance of lectures. The same is true of the importance of the content approach, attesting to the orientation of higher education towards the transmission of knowledge from the "master" to the disciples.

In all the documents, we can note a listing of all the questions which are treated within the framework of teaching-learning activities, in other words, an enumeration of the themes registered in the program in order to transmit to the students a certain number of knowledge, know-how and interpersonal skills / becoming.

These programs are intended for actors (teachers - learners), who are supposed to use them in their teaching-learning activities.

We have analyzed them on the basis of four parameters considered to be the main characteristics of any operational educational program, namely:

- Contents,
- Skills / profiles,
- Goals,
- The methods

It is the result of this comparative analysis of the programs constituting our corpus that we present in this table 4:

Table 4: Completeness of UCAD geography programs

Specification Programs	Content	methodology	Goals	Skills / profiles
Classic	X			
UV system	X	X		
LMD system	X	X	X	X

X = indicated in the program

As Table 4 shows, we note an increasing development in the quality of the programs. The characteristics of these so-called programs bear the imprint of the evolution of the Senegalese university at the rate of the various reforms undertaken in the Senegalese education system in general and higher education in particular. It results in an improvement in the presentation of the programs; thus, operationalization is gradually taken into account in the development of programs. This state of affairs is particularly visible in the program of the LMD system carried by the project to promote university pedagogy.

From reading these various documents, in the light of the elements that we have identified to characterize the programs, we can retain that concerning the programs which constitute our corpus, those which stick most to the definition of operational educational program are the LMD system programs.

Determining the nature of contents

What is the nature of the content of the programs of the geography department from its creation to the present day?

The contents of the programs constituting our corpus were submitted with regard to the two forms of knowledge (predicative and operative) defined by Vergnaud (1996) that Pastré (2008) registered in the two registers of conceptualization (epistemic and pragmatic) (table 2).

Thus, the content relating to the first form corresponds to knowledge (knowledge) to be acquired and that of the second form to skills or even skills (know-how) to develop through the teaching-learning activity; they therefore fall under the epistemic register and the pragmatic register respectively [3].

The analysis of the themes of the programs, with regard to these two registers reveals everywhere a predominance of the epistemic register but with a notable drop in that of the LMD system (cf. table 5)

Table 5: share of different conceptualization registers in program themes (%)

Programs / period	1963-1964/classic	2007-2008/ UV system	2017-2018/LMD system
Epistemic register (%)	78	76	66
Pragmatic register (%)	22	24	34

Contents of the 1963-1964 program

In the content of this program, the two dimensions of knowledge are represented. The teaching of geography aims at both the acquisition of knowledge and skills.

The teaching license which is intended to prepare for teaching duties incorporates both knowledge and skills but skills other than teaching. On the one hand, the student explores the major specialties of geography (physical, human and economic) are on the teaching agenda; it is also evaluated through compositions of general, regional geography. On the other hand, the student as part of his training also studies the elements of cartography and will have to draw up regional sketches; which refers to the orientation towards the acquisition of skills during training. The student's ability to

comment on topographic maps and geological sections and to interpret aerial photographs are also targeted.

To the question, "is the acquisition of this skill for the purpose of understanding or practical use of this knowledge?" », We are tempted to answer by the first term of the alternative, especially since the context of the implementation of this program corresponds to the content approach and the time when the university was still exclusively defined as the center of knowledge production; moreover, practical and even professional skills were more the preserve of the institutes and other national schools of the time. It should also be remembered that these training courses had only two orientations: teaching through the teaching license course or the free license course which opens the way to research.

This shows us that even if it is a question of skills which are taught within the framework of the study of the elements of cartography or the commentary of topographic maps and geological sections, they would belong more to the epistemic register, in that " we aim to provide future teachers with knowledge to transmit, future geographers researchers with knowledge to use in their research. In other words, these lessons are not intended to train an education professional or an engineer (of land space) or an operational agent (of landscape or planning) at the end of the training.

Contents of the program in force with the UV system

This program also presents a certain exhaustiveness in the teaching of geography in the sense that the two registers are represented.

During the first three years of his training, i.e. in 1st, 2nd year and undergraduate, the student is invited to base his basic (general) knowledge in geography on human activities in relation to 'space. This is the case with the study of the different aspects of life supported by geography in relation to space that are: the physical, the human and the economic. This is more marked at the level of the Value Units of the 1st year.

Skills are also taken into account through lessons such as geographic methodologies which are based on the use of related science tools and methods (statistics and demography), research techniques in geomorphology, climatology, hydrology and biogeography. tropical, in order to allow the student to be able to take care of current issues related to geographic science.

Contents of the LMD system program

Like the previous programs, this program effectively privileges geographic knowledge but also places more room than the others for skills (Table V), through lessons relating, among other things, to information processing, information systems geography, spatial planning tools, water governance, applied geomorphology, applied climatology, IT, research methodology in geography. In the context of the implementation of University Pedagogy, the first observation is the translation of this program into course syllabus. The latter have the particularity of presenting in a clear and precise manner the educational objectives which make it possible to know immediately what type of register is involved in these lessons.

For example, in the West Africa course syllabus, it is mentioned that the general objective for the student is to understand the fundamentals of the regional geography of this space. It is clear that what is sought here is the knowledge of this geographic space. This is the case with the course syllabus: Rural geography, which aims to make the student acquire knowledge of the basic language of geography.

While in the water treatment and analysis course syllabus, the skills are also targeted, because the student expects him to be able to master water treatment, more specifically:

- identify water treatment and analysis techniques,
- make use of it in real situations.

The originality of this program is also due to the fact that this targeted knowledge and skills are part of the skills-based approach and especially the orientation of university training towards professionalization. The pragmatic dimension is thus clearly identified in this case as being a major orientation of these lessons.

In short, we can remember that in all the programs we have exploited, the epistemic and pragmatic dimensions are variously represented. At first knowledge is taught to the learners and gradually the learners are able in terms of skills (cognitive or psychomotor know-how).

However, knowledge leading to expertise or even professionalization in geography is poorly taken into account in programs prior to the LMD system. This may be, in part, justified by the long-standing role of the university as well as its exclusive role as a producer of knowledge.

The changing context, the evolution of geographic science has favored the emergence of new directions for higher education, particularly at university. The advent, for example, of geomatics through Geographic Information Systems places the geographer at the heart of territorial governance, as the main player in the decision-making process, because its object and the tools it employs to study them make him an expert. So during his training, this is taken into account in lessons that go beyond theory and try to integrate practical and even professional skills.

CONCLUSION

The programs in force since the creation of the Cheikh Anta DIOP University were first marked by the seal of the approach by very evident content especially in the programs of 1963-1964 characterized exclusively by an enumeration of subjects to be taught.

From the enumeration of the themes, we gradually moved to programs that integrate methodological aspects in their formulation.

Today, the programs in force under the LMD system marked by the advent of the competency-based approach meet exclusively the criteria of an operational educational program.

Regarding their content, the predominance of the epistemic register is essential at all levels. The teaching of a certain know-how is certainly taken into account, but it is more a question of know-how in the service of the epistemic than of the pragmatic, in other words a know-how whose purpose is to endow the student of skills allowing better understanding of the object of study. The

small share given to the pragmatic register is justified by the role long devolved to the university as a place of production and dissemination of knowledge. However, the interest given to professionalization in current programs could, without any doubt, give more and more importance to taking into account the pragmatic register in the university field.

Reference

1. BANZO, M., BOUJU, S., TESSIN, F., (1998). Introduction à la géographie, Paris : Hachette, 192 p.
2. CAMARA, E-H (2017) : étude des programmes de géographie. Cours de Master 2 . FASTEF : Dakar inédit
3. CAMARA, E-H (2015). Une conceptualisation de l'objectif pédagogique, Revue Liens n°20, FASTEF, 15 pages
4. CAMARA, E-H (2019). Quelle taxonomie pour une formation en santé : le cas de l'Université Cheikh Anta DIOP de ar in Journal of Quality in Education, 9, 13. Rabat : amaqen ; <http://journal.amaquen.org/index.php/jogie>
5. DE KETELE, J-M. (2010). La pédagogie universitaire : un courant en plein développement, Revue française de pédagogie [En ligne], 172 | juillet-septembre 2010, mis en ligne le 18 février 2011, consulté le 18 Aout 2017. URL : <http://rfp.revues.org/2168>
6. DE MARTONNE, E. (1913). Traité de géographie physique Paris ; A. Colin, 927 p.
7. LEGENDRE, M-F. (2001). Sens et portée de la notion de compétence dans le nouveau programme de formation, Université de Montréal Revue de l'AQEFLS, 2001.
8. MINISTERE DE L'EDUCATION NATIONALE (1991). LOI N° 91-22 DU 16 FEVRIER 1991 portant orientation de l'Education nationale, modifiée, (JO n° 5401 – p. 107).
9. PASTRE, P. (2008). Apprentissage et activité", In Lenoir Y., Pastré P., (dir.), Didactique professionnelle et didactique disciplinaires en débat, 53-79, Toulouse, Octarés Editions.
10. ROGIERS, X. (1997). Analyser une action d'éducation ou de formation. Paris-Bruxelles : De Boeck Université, 337 p.
11. SARR, L-H (2018). Analyse des programmes du département de géographie de la FLSH. Mémoire de Master de didactique de géographie. Fastef/ UCAD. Inédit 83 p.
12. SCHEIBLING, J.(1994).Qu'est-ce que la géographie ? Paris : Hachette 200 p
13. SECK, D. (2015). L'histoire scolaire au Sénégal, 1962-2014 : une analyse des contenus et des méthodes d'enseignement in LIENS N° 20, pp 244-268 .
14. VERGNAUD, G. (1996) Au fond de l'action, la conceptualisation. In Barbier, J-M., (dir.), Savoirs théoriques et savoirs d'action, 275-292, Paris, PUF.
15. WACKERMANN, G & STEINBERG, J, (2002). Réussir la géographie à l'université, Paris : Ellipses édition, 225 p.