

International Trends in Surveying Education

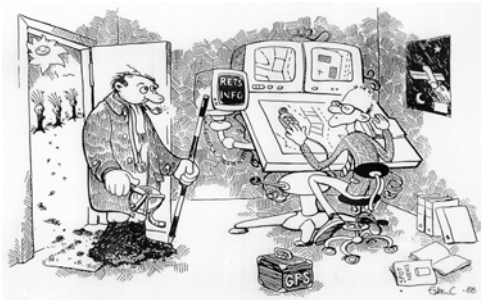
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The Global Challenges

- **Technology development**
- GPS, GIS, Internet
- **Micro-economic reform**
- privatization, decentralization, downsizing, quality assurance
- **Globalization**
- from local to global
- events in one part of the world impact on people in other parts of the world
- **Sustainable development**
- developments that effectively incorporates economic, social and environmental concerns in decision-making
- meet the needs of the present without compromising the ability of future generations to meet their own needs

Yesterday, Today and Tomorrow



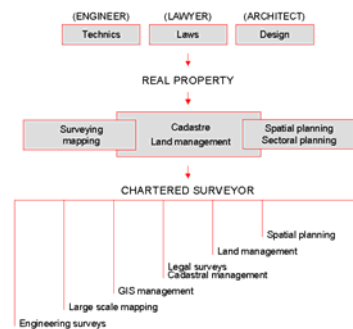
International Trends in Surveying Education...

- **Management Skills** - versus specialist skills
from traditional technical skills and push button technologies
to interpretation and management of data meeting the needs of the clients
- **Project Organised Education** - versus subject based
from traditional technical skills (knowing how)
add-on approach
to management and problem solving skills (knowing why)
focus on "learning to learn"

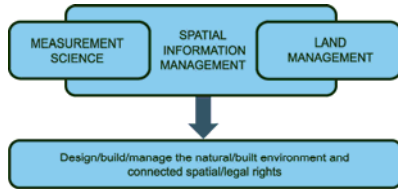
...International Trends in Surveying Education

- **Virtual Academy** - versus classroom lecture courses
from traditional on-campus activities
to a more open role of serving the profession and the society
- **Lifelong Learning** - versus vocational training
from learning for life through university graduation
to lifelong learning through CPD-strategies and distance learning

A Managerial and Interdisciplinary Approach

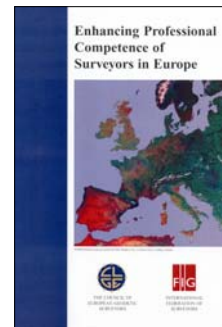


The Educational Profile

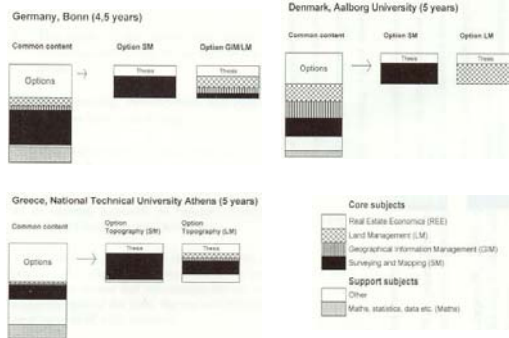


THE EDUCATIONAL PROFILE OF THE FUTURE

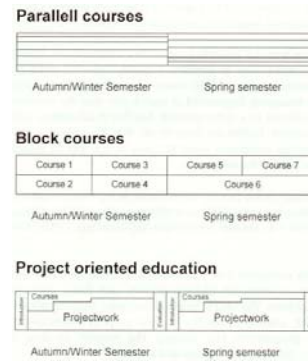
Enhancing Professional Competence



Educational Profiles



Pedagogical Models



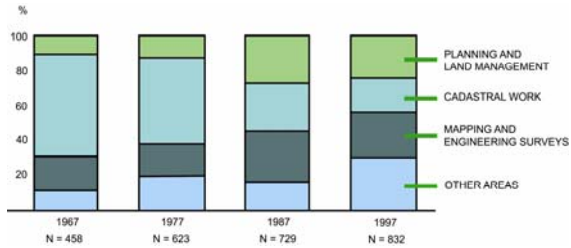
Recommendations

- **Understanding the diversity**
- Basis for revising and enhancing the programs
- **A Multidisciplinary Approach**
- Measurement Science, Land Management, Spatial Inform. Management
- **Four or Five Year Course**
- Minimum requirement
- **Understanding of Mutual Recognition**
- Basis for improving mobility

Learning to Learn

- Professional and technical skills can be acquired and updated later in ones career, while skills for problem solving and skills for learning to learn can only be established through the process of academic training at the universities.

The only Constant is change



Project-organised Education

Taught courses assisted by actual practice is replaced by project-work assisted by courses.

From description and analysing to synthesising and assessment.

Group Work

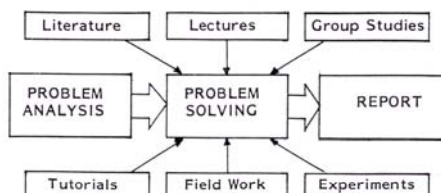


Problem-based Education

Textbook-knowledge is replaced by the necessary knowledge to solve theoretical problems.

From understanding of common knowledge to ability to develop new knowledge.

Problem Solving Process



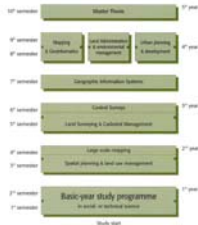
Principles of education built on problem-orientated project work.

Key Philosophy

Tell me and I will forget
 Show me and I will remember
 Involve me and I will understand
 Step back and I will act

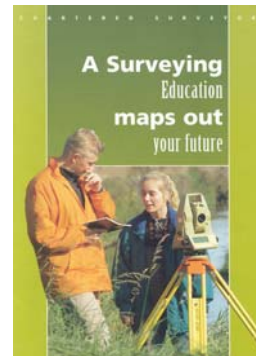
Chinese proverb

Flexibility and Adaptability

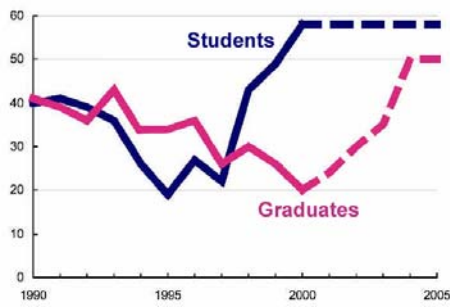


- The adaptability of each term
- The adaptability of the curriculum
- The adaptability of the graduates

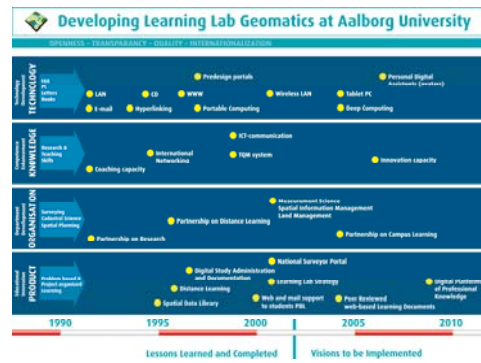
Promotion



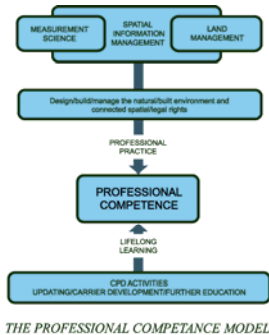
Enrolment and Graduation



Virtual Academy and Knowledge Management



... A Lifelong Learning Perspective



Challenges of the future

- Facilitate mobility
 - Initiating and implementing policies of Mutual Recognition
- Facilitate sharing of knowledge and learning
 - Local as well as global level
- Establish international learning environments
 - Local as well as global level
- Reengineering university concepts
 - Virtual Academy, Knowledge Management

