

Modern Geospatial Curriculum Development Based on Business – Teacher Dialogue

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SUMMARY

In order to fill the gap between the needs of the labour market in terms of qualified Geo personnel, and the lack of interest in geospatial skills amongst students, it is necessary to start a profound dialogue between teachers and the professional field. With the support of the labour market, teachers know how to reach out to students, and persuade them to deepen their Geospatial skills. At the same time, teachers should make sure that the learning aims of their Geospatial curricula is aligned with the current needs of the labour market. The professional field In this paper, we present two case studies of an intense dialogue between teachers and businesses. GI MINOR Programme of the Netherlands In 2012 the National Minor programme in the Netherlands started with their first intake of 32 BSc students. After years of preparations and consultancies with the professional field, a joint curriculum was developed by a consortium of 5 universities, for 3rd year Bachelor students, open to students of all universities in and outside the Netherlands. Given by the best university teachers of the associated universities. The minor programme takes place in the first semester of the third year of the BSc programme. A Research Project at one of the Geo businesses is an obligatory part of the programme, attracting many students to the programme. At the same time, professionals strengthen their ties to the research community of the universities. European GeoSkills Plus project In 2008 stakeholders in the Netherlands joined forces to improve the geospatial skills of students and to raise the number of students. The cooperation model was based on a triangle uniting the private sector, public sector and the education sector. Within the GeoSkills Plus project, we expand the dialogue to the European level. A pyramid model is proposed as foundation for cooperation to bridge the gap and raise awareness to improve the geospatial skills of students. The success of the GI Minor programme and the cooperation model linked to the establishment of the course is elaborated. Best practices and lessons learned are shared to transfer the ideas of new curricula and cooperation to other partners.