

Presented at the FIG e-Working Week 2021,
21-25 June 2021 in Virtually in the Netherlands

SMART SURVEYORS FOR LAND AND WATER MANAGEMENT CHALLENGES IN A NEW REALITY



eWORKING WEEK 2021

20-25 JUNE

Dr. Audrey Martin FSCSI

Workshop

TU Dublin, Ireland Geospatial Student Experiences During Covid19

June 24th, 10:30-12:30

ORGANISED BY



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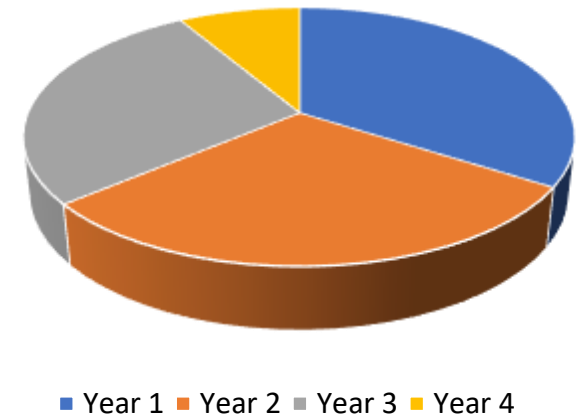




Technological University (TU) Dublin Ireland School Survey: Student Online learning experiences during Covid19

*Dr. Audrey Martin, Ruairi Hayden, Dr. Roisin Murphy Dr. Frank Harrington, Dr. Dermot Kehily.
School of Surveying and Construction Management (SSCM)*

- TU Dublin: Full-time and Part-time Undergraduate and Postgraduate programmes across **Geospatial Surveying**, Real Estate, Quantity Surveying and Construction Management. 510 usable survey responses.
- Research Aim:
 - to inform future curriculum development in the SSCM
 - to disseminate the data for the benefit of the professions and academic community



What learning activities must be face-to-face?

Practical classes – Field demonstrations & survey project work
Ideally – Computer labs

The cost of electronic devices required is a significant problem

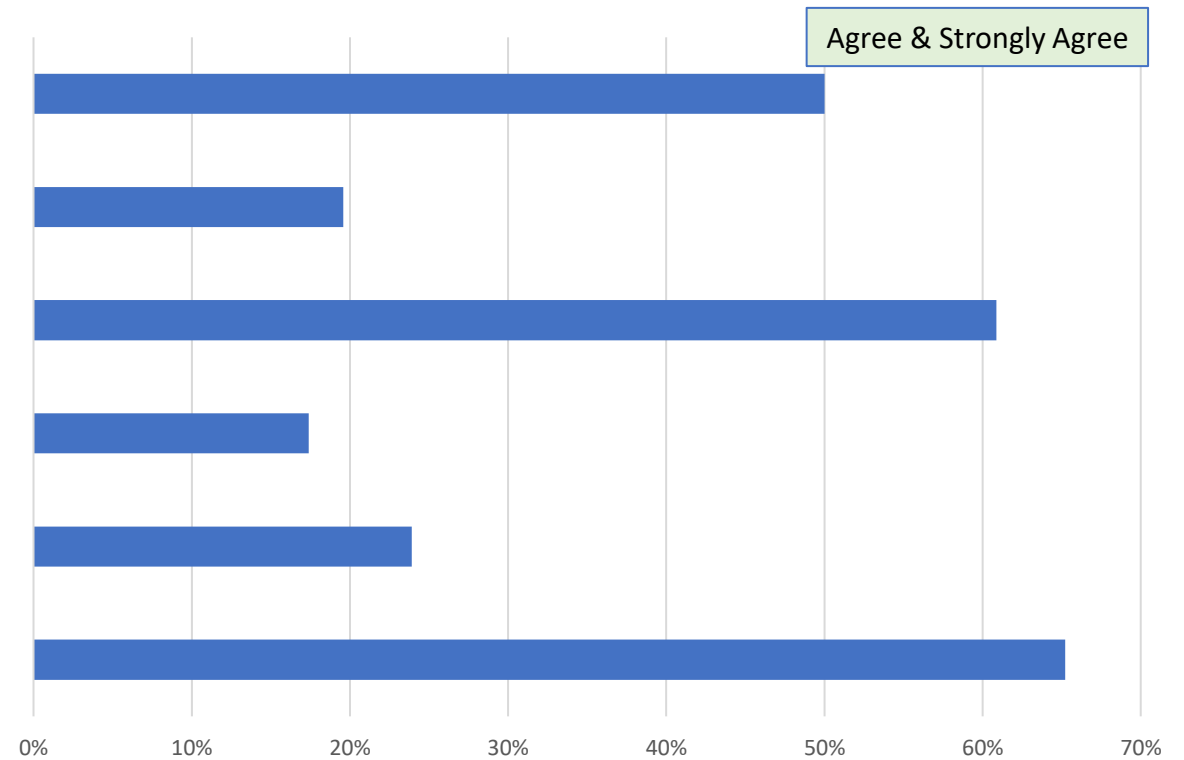
My device is incompatible with the software

Difficulty downloading required software onto my device

Lack of IT support from supplier of software

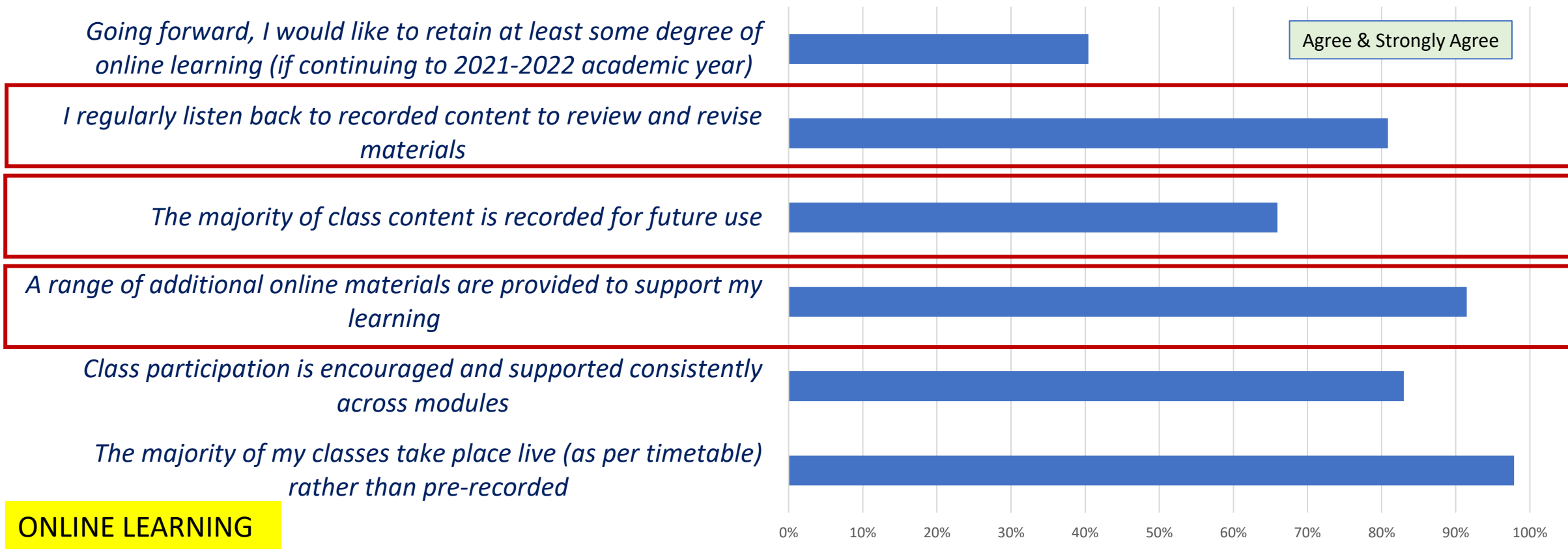
Insufficient training provided on required software to undertake my college work

Poor broadband coverage has resulted in my missing class



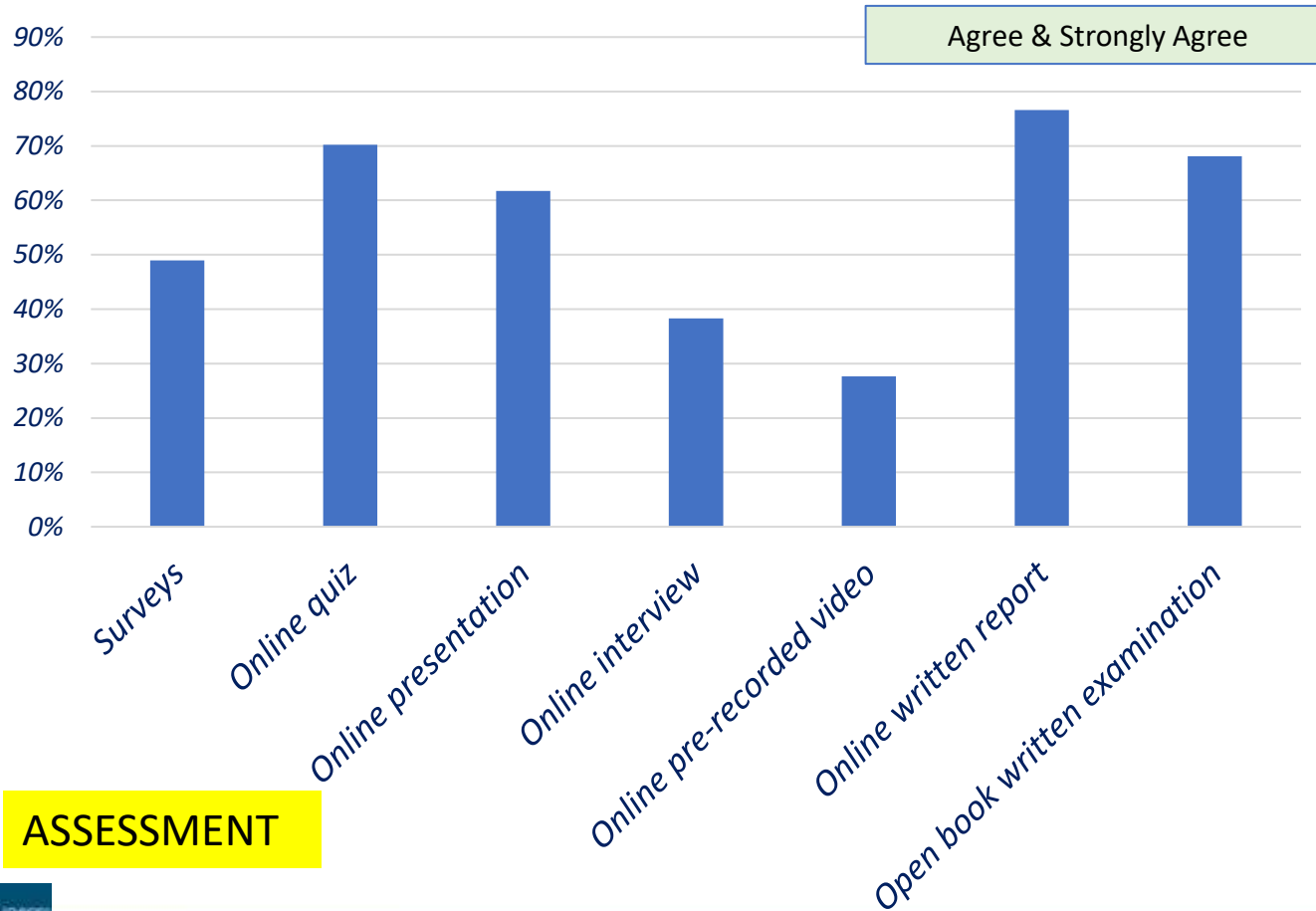
TECHNOLOGY

How can face-to-face learning benefit from online content?



ONLINE LEARNING

What learning activities are most suited to online teaching?



ASSESSMENT

Chalk & Talk classes

Assessment Methods

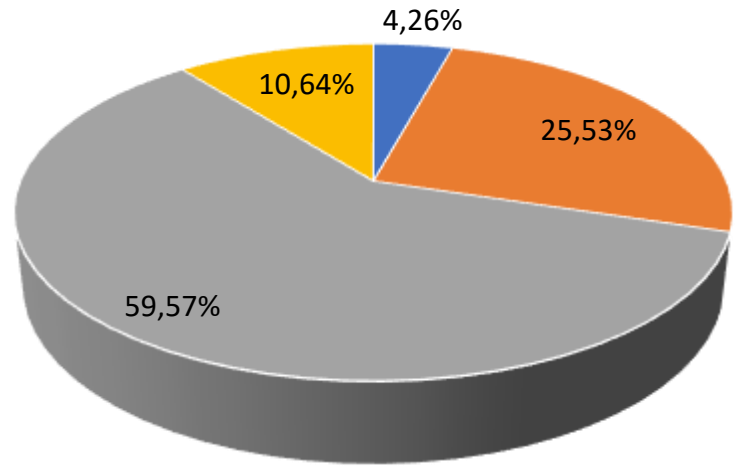
76% - Online assessment an effective method to demonstrate my knowledge

70% - Online assessment is less stressful than in-person assessment

55% - Feedback provided to me on my assessments has been timely

85% - Feedback provided to me on my assessments is acted upon

How can online content be blended with face-to-face activities?



■ 0 - 1 hours ■ 2 - 3 hours ■ 4 - 5 hours ■ 6 - 7 hours

Preferred number of online contact hours

Clever Timetabling:

Onsite & Offsite

Blended Access:

Dedicated lecture theatres with screen-casting and video equipment

One Access Point:

One Virtual Learning Environment (VLE)

Reduce PC requirements

Remote Access to University IT & software



Positives

Student Responses to online learning

Negatives

'Online learning improves accessibility to the course for geographically distant students'

'Storage space...'

'Software requirements were quite heavy for certain modules...'

'... initial reservations about remote learning but having experienced it since start of last September, I would have a preference to continue with remote learning going forward, ...'

'...interactive learning face-to-face is a necessity thus impacting the rate at which new softwares can be learned.'

'Recorded lectures and labs/tutorials have been a saviour this year..'

'The hardest part on the online aspect was not being able to stop and wind down'

'After the first seventy or so minutes of a class, it becomes very difficult to concentrate, this happens less in person as the classes are more interactive'

'I would like to see some modules go fully online but not all.'



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Thank You