

The Curriculum of Geo Media & Design and an Example of the Working Practice: the Base Registration Large Scale Topography (bgt)

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SUMMARY

Developing a new curriculum is only possible if you develop this in the context of the working practice. Using an example as the development of the dutch base registration Large scale Topography (BGT) the curriculum of Geo Media & Design (GMD) is explained. Competencies, learning objectives are related with this example.

In such a way also the need of people for increase of knowledge, skills and attitude already working, but encountering new developments are discussed.

GMD (a four year bachelor curriculum at the dutch institute for professional education HAS Hogeschool) combines spatial knowledge and insight, with geospatial tools and data and up to data visualisation techniques and methods. This is always done in relationship with spatial challenges, problems and questions. Students will be intermediaries between the question and possible solutions, working in a team.

GMD started in September 2012. At this moment the curriculum is updated due also to fast changes in the dutch and international landscape of Geo-information.

BGT is a project, aimed at developing, maintaining and using large scale topography. Many organizations like municipalities, waterboards, provinces are involved. The process of development and maintenance needs people with many different skills sets. E.g. the overview of the process, accuracy in applying the measurements in the field, translation and application of the BGT information model, the cartography of the results. Especially the maintenance and updates coming from different owners makes it a complicated process and

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product.

The curriculum of GMD tries to incorporate these needed skillsets in lectures, internships and a final thesis. Examples from the working practice are used to illuminate the needed competencies.

This combination of an educational approach driven by the working practices will be illustrated in this presentation.

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