

Managing Curriculum Development and Enhancing Quality

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SUMMARY

Surveying profession is changed largely in the last decades. As a consequence essential transformation continues to occur in surveying education. Spatial information management became an important element in our education and training programmes. The universities should respond to industry needs, improving the curriculum of their traditional programmes, opening new specializations and ensuring life-long-learning possibilities not only for their graduates, but also adult learners in the related fields of geoinformation technology and science. University education and continuous professional development need innovation in our curricula. The paper is dealing with some of the educational development aspects of new MSc programmes in Geoinformatics. The author aims to introduce some concepts and practical tools, which were usefully applied in the curriculum development influenced by the Bologna process and successfully used in the quality enhancement practice. The first part is dealing with the definition of education/training needs and involvement of stakeholders curriculum planning. One of the most important outcomes from these activities is the definition of skills and competences; and stakeholder management plan. The curriculum is a crucial component of any education/training activities, it is a road map to knowledge, and it builds knowledge topology. The second part is focusing on curriculum and learning material development methods. The competency matrix will be introduced as a tool used to document and compare the required competencies for graduates. It is used in a gap analysis for determining where critical overlaps between courses are or which skills/competencies are not taught deeply enough. The implementation of new curricula often needs capacity building for faculty delivering education or training. Faculty of Geoinformatics at University of West Hungary participated or managed in many relevant international projects. The author will share some good educational practices. Quality is omnipresent, ubiquitous – like the cloud of computers. Understanding and evaluating the quality of education requires a comprehensive picture of the unique and complex characters of the system that produced them. The third part of the paper is dealing briefly with quality enhancement issues.