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The meaning of student knowledge.

The Case of the International Master Program in Land Management, KTH, Sweden.

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THE XXV FIG INTERNATIONAL CONGRESS IN MALAYSIA
Kuala Lumpur, Malaysia, 16–21 June 2014.



FACULTY OF GEO-INFORMATION SCIENCE AND EARTH OBSERVATION

CONTENT

- Introduction
- Research project (problem, objectives, methodology)
- Field research at KTH
- Some of the findings
- Next steps in the research



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INTRO

- Liza Groenendijk
- Faculty of Geo-information Science and Earth Observation (ITC), University of Twente, The Netherlands
- Lecturer Land Administration, MSc in Geo-information Science for Land Administration
- Chair elect FIG Commission 2



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INTRO

Some people start training for running a marathon.....

.... I started a PhD research.

Our students, our case studies: course-based disciplinary knowledge development in land administration.



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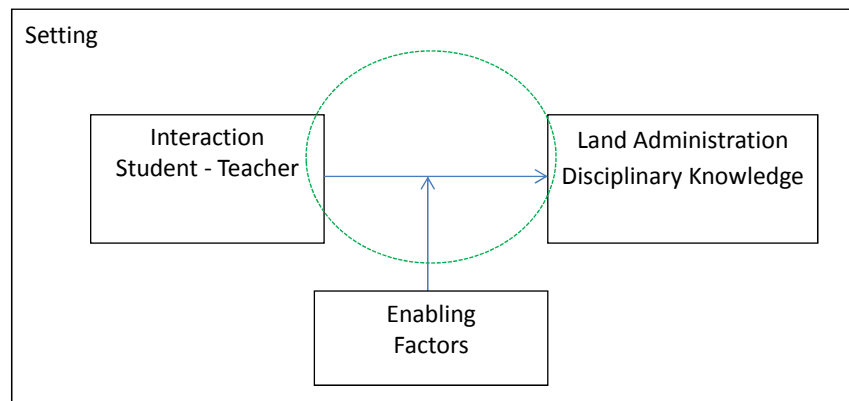


RESEARCH PROJECT

- Aims to explore knowledge sharing between students and academic teacher during the teaching process and how the academic teacher benefits from this interaction for disciplinary knowledge development in the academic discipline.
- Combines theories of Higher Education and Organizational Knowledge Development.
- Context is land administration international postgraduate education.



CONCEPTUAL FRAMEWORK





MAIN RESEARCH QUESTION

What makes that teachers in international higher education in land administration learn from their international postgraduate students with respect to land administration disciplinary knowledge?



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THREE FIELD STUDIES

- Master of Science Program in Land Management at the Royal Institute of Technology (KTH) in Stockholm, Sweden (**KTH**), Sweden.
 - International Master's Programme Land Management and Land Tenure, Technical University Munich (**TUM**).
 - Master of Science Degree Course in Land administration, **ITC** – University of Twente, The Netherlands.
- *All programs are international, targeting young and mid-career professionals with at least BSc level, and cover the domain of land administration.*



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FIELD STUDY KTH

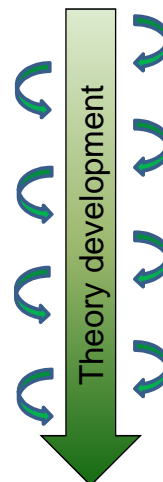


- Conducted in May 2013
- Master of Science Program in Land Management at the Royal Institute of Technology (KTH) in Stockholm, Sweden.
- Sida supported Program; run from 1996 – 2012.
- The aim of the field study at KTH was to obtain a first set of theoretical themes and concepts to answer the main research question.



FIELD STUDY KTH

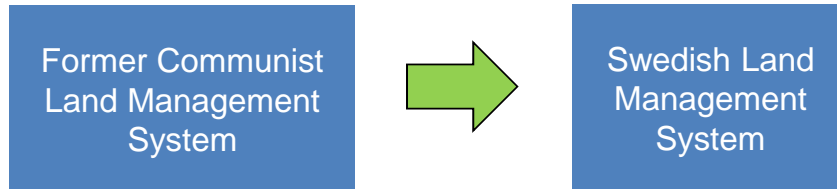
- Interpretive research and the use of qualitative - interpretive methods
- Research context
 - Profile of program and staff
- Interviews
- Immediate reflections
- Transcriptions
- Interpretive analysis
- Representation in diagrams
- Coding and analysis





FINDINGS

Teaching philosophy of the LM Program at KTH



Bridging the Gap Approach



FINDINGS

Staff interviewed

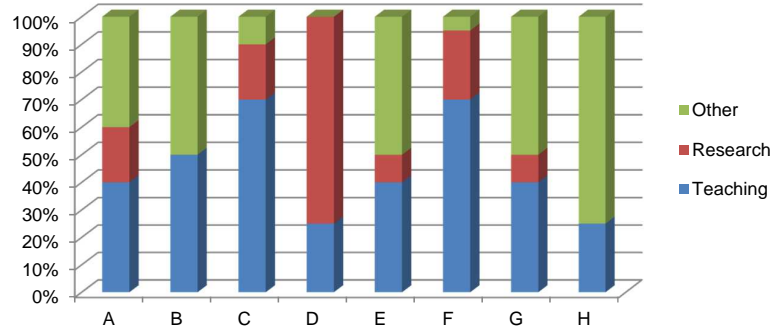
- All Swedish
- Different roles in the LM Program
 - program director
 - program manager and/or program administrator
 - lecturing
- This role could vary during the years the staff member was involved in the program.
- A variety in the degree of involvement in the LM Program





FINDINGS

Academic tasks of lecturing staff



Distribution of academic tasks vary among the different staff members

On average staff is for 45% occupied with teaching, 20 % with research and 35% with other tasks.



FINDINGS

Disciplinary background interviewed staff

Courses	PhD background
Compulsory Purchase	Methodologies and Models in Economics
Land Information Systems	Mining Rights
Land rights, Legal, Economic aspects	Purchasing Real Property
Law Courses	Real Estate Development and Consumer Preferences
Planning and Development	Real Estate Planning
Real Estate Economics	Real Estate Planning and 3D Property Rights
Real Estate Planning and Land Law	
Real Estate Valuation	





FINDINGS

Teaching 'international' students

Not Swedish, not young BSc's

Challenges

The language of communication	Lecturer's English proficiency Students English proficiency
The diversity of student population	Students from many different countries Students' different study behavior Diversity in educational background Students had professional working experiences



FINDINGS

Challenges faced by lecturers contributed to program development.

Program developed by 'learning by doing' in interaction with students.

Content development, adapting teaching approach and teaching methods.

Teachers became aware of the relative importance of their own, Swedish, system of Land Management and Land Administration. In fact it broadened their mind; exactly what they intended to achieve among their students.





STEPS AHEAD

- Data analysis zooming in on student knowledge and teacher learning (what, why, when, how, who) and in particular on disciplinary knowledge development.
- In addition an analysis of the Master Theses (about 500).
- Field studies in TUM (conducted) and ITC.



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Thank you!

.....to be continued.



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