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

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CONTENT

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

Setting

Interaction  
Student - Teacher  
Land Administration  
Disciplinary Knowledge  
Enabling  
Factors
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?

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.
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

Former Communist Land Management System → Swedish Land Management System

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.

Disciplinary background interviewed staff

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

Teaching ‘international’ students

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<tr>
<th>Challenges</th>
<th>Not Swedish, not young BSc’s</th>
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<tr>
<td>The language of communication</td>
<td>Lecturer’s English proficiency</td>
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<td></td>
<td>Students English proficiency</td>
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<td>The diversity of student population</td>
<td>Students from many different countries</td>
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<td>Students’ different study behavior</td>
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<td>Diversity in educational background</td>
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<td>Students had professional working experiences</td>
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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.

Thank you!

…..to be continued.