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

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

TU Dublin, Ireland Geospatial Student Experiences During Covid19

June 24th, 10:30-12:30
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**

Dr. Audrey Martin FSCSI
TU Dublin, Ireland
How can face-to-face learning benefit from online content?

Going forward, I would like to retain at least some degree of online learning (if continuing to 2021-2022 academic year)

I regularly listen back to recorded content to review and revise materials

The majority of class content is recorded for future use

A range of additional online materials are provided to support my learning

Class participation is encouraged and supported consistently across modules

The majority of my classes take place live (as per timetable) rather than pre-recorded

Dr. Audrey Martin FSCSI
TU Dublin, Ireland
What learning activities are most suited to online teaching?

**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?

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

Preferred number of online contact hours

- 0 - 1 hours: 4.26%
- 2 - 3 hours: 10.64%
- 4 - 5 hours: 25.53%
- 6 - 7 hours: 59.57%

Dr. Audrey Martin FSCSI
TU Dublin, Ireland
Student Responses to online learning

Positives

‘Online learning improves accessibility to the course for geographically distant students’

‘... 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’

Negatives

‘Software requirements were quite heavy for certain modules...’

‘Storage space...’

‘I would like to see some modules go fully online but not all.’
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)

Thank You