On the Status of the Education of Young Surveyors in Germany during the COVID-19 Pandemic

Session: Blended Learning: lessons from our responses to COVID-19 - WORKSHOP
24 June 2021, 12:30-14:00 (CEST)
Framework

- Online poll (ca. 1.500 participants; Oct.-Nov. 2020)
- Young surveyors: e.g., dual education (DE) and higher education (HE)
- Perspectives of learners and teachers
Most important Findings

- Working from home ability: DE << HE
  - Insufficient separation between life and work (e.g., 45% HE teachers)
  - Hardware (e.g., screens; 35% DE learner)
Next steps

• Finding good-practice in teaching and learning
• Discussing ‘How will the future of education of Young Surveyors look like?’
• Padlet- and community-based approach
1. What learning activities must be f2f?

- Hands-on, Real-life surveying training, ... (*LEARNING OUTCOMES*)
- Entry phase of f2f study programs (*PHASE OF EDUCATION*)

- If the *INFRASTRUCTURE* supports high quality f2f education (e.g., #rooms, bad internet connection)
- If the teacher has a negative attitude towards online teaching (*TEACHER*)
- If the learning style of the class makes it necessary (*LEARners*)
2. How can f2f learning benefit from online content?

- **TEACHING/LEARNING SETTING** (e.g., flipped classroom)
- Pre-f2f-phase (e.g., international MSc study programs (**PHASE OF EDUCATION**))
- Reduction of diverse knowledge level of learners (e.g., individual speed in learning wrt very complex topics) (**LEARNERS, MOTIVATION**)
- Special situations, e.g., illness of teacher/learner, schedule conflicts (**TEACHING/LEARNING SETTING**)
3. What learning activities are most suited to online teaching?

- Regional/global settings (Teaching/Learning Setting)
- Teaching/Projects involving external partners (Teaching/Learning Setting)
- From handout to information video (Motivation)
- (Additional) *casts (Teaching/Learning Setting)
- New teaching/learning formats (Teaching/Learning Setting)
- Helpful data mining / automatic feedback systems (Infrastructure)
- (High quality) Fundamentals of Mathematics, Physics, ...
4. How can online content be blended with f2f activities?

• Learning Management Systems (*INFRASTRUCTURE, PREREQUISITS*)
• Digital competencies (*LEARNERS/TEACHERS, PREREQUISITS*)
• Experiences (*LEARNERS/TEACHERS, PREREQUISITS*)
• Acceptance / Further development of study programs (*ORGANISATION, PREREQUISITS*)