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Two Leonardo Pilot Projects – Developing Internet Based Learning Programs within Geographical Information Systems (GIS)

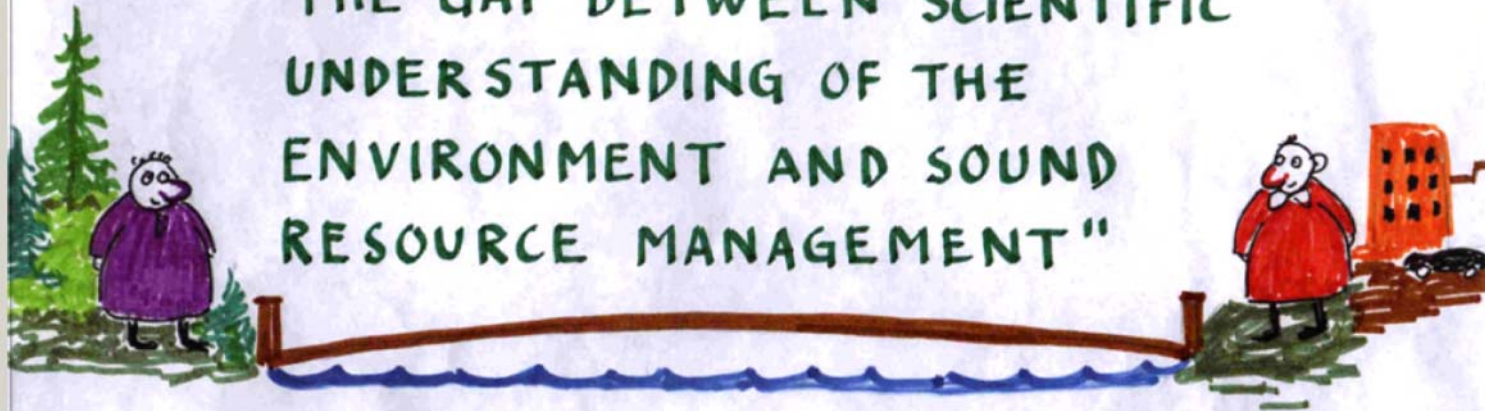
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Norway



GIS

HANDLES GEOGRAPHICAL DATA

"GIS HELPS US TO BRIDGE
THE GAP BETWEEN SCIENTIFIC
UNDERSTANDING OF THE
ENVIRONMENT AND SOUND
RESOURCE MANAGEMENT"





USERS:

- X WHO ARE THEY?
- X WHAT DO THEY EXPECT?
- X WHAT DO THEY NEED?





IN WHAT FIELDS IS GIS USEFUL?

- SOCIAL PLANNING
- SOCIAL STUDIES
- ENVIRONMENTAL ANALYSIS



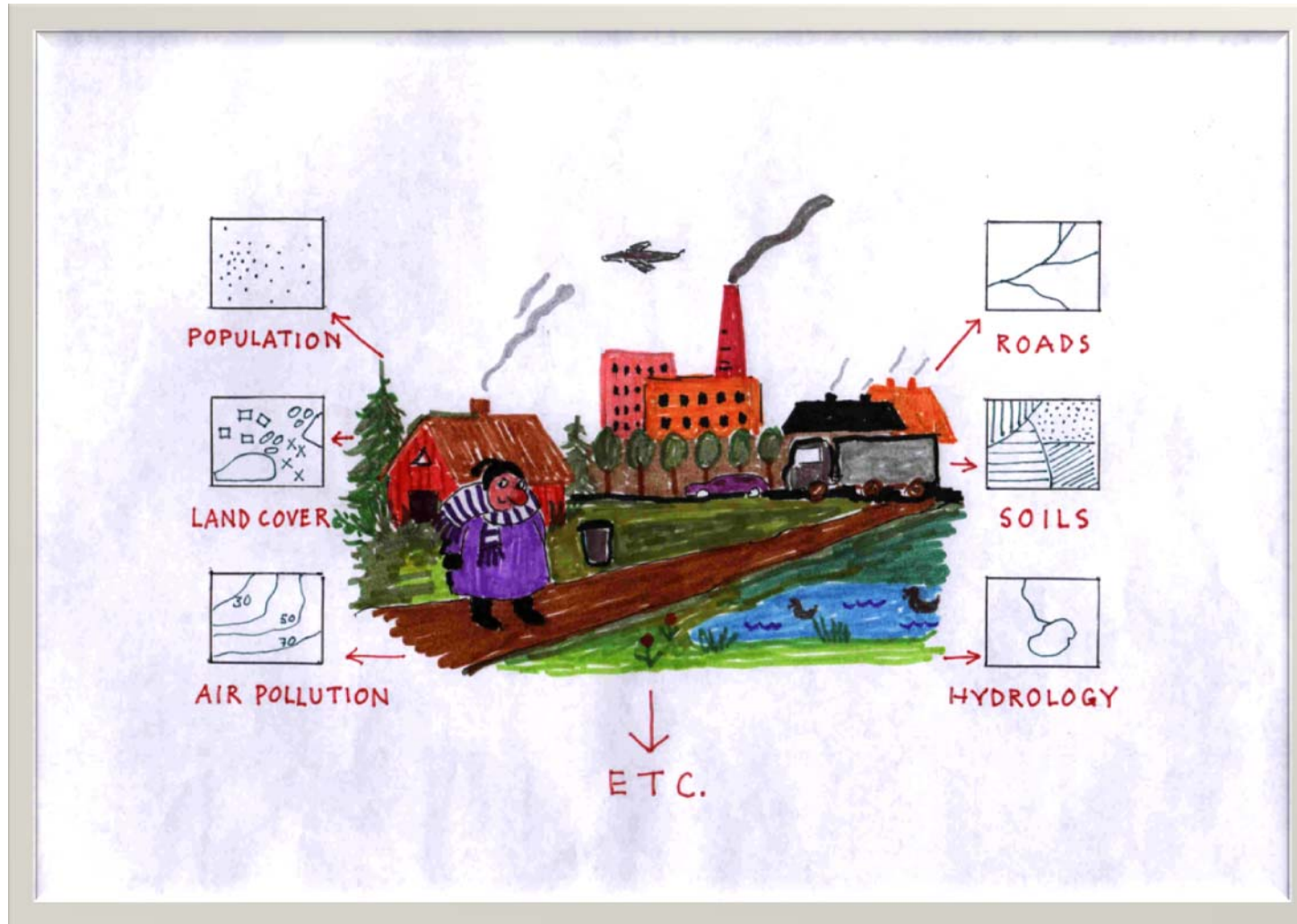
- ENVIRONMENTAL
SUPERVISION



eGIS+

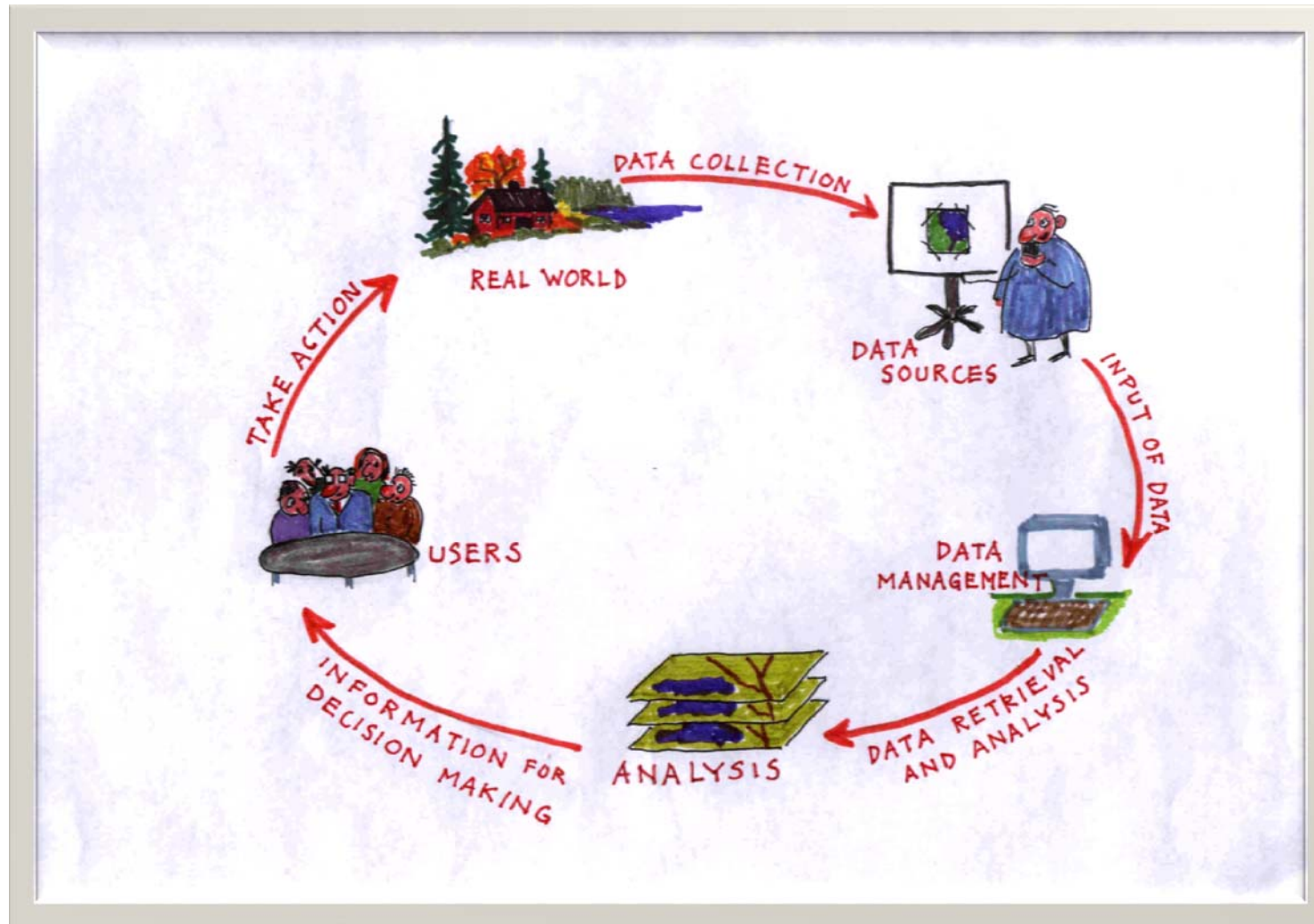


Education and Culture
Leonardo da Vinci





eGIS+





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DATA CAPTURE

$X = 17.6$

$Z = 13.5$

$Y = 7$



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CAPTURE OF NEW GEOMETRICAL
DATA INCLUDES FIELD WORK
AND/OR REMOTE SENSING



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NEW ATTRIBUTE DATA CAN
BE, E.G.

- INTERVIEWS
- MEASUREMENTS
- PHOTOGRAPHS



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WE ALSO DISTINGUISH BETWEEN

GLOBAL INTERPOLATION
METHODS



LOCAL INTERPOLATION
METHODS



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E-GIS (2002 – 2006)

Partners:

- Bulgaria:
 - Forest Research Institute, Sofia
- Lithuania:
 - Vilnius Gedimino Technikos Universitetas
- Netherlands:
 - International Institute for Geo-Information Science and Earth Observation
- Norway:
 - Gjøvik University College
 - Nettskolen AS
 - Geolok
- Portugal:
 - Instituto Engenharia de Estradas, Territorio e Construcao
- Sweden:
 - Lund University,
 - Swedish Development Council for Land Information,
 - LUVIT AB

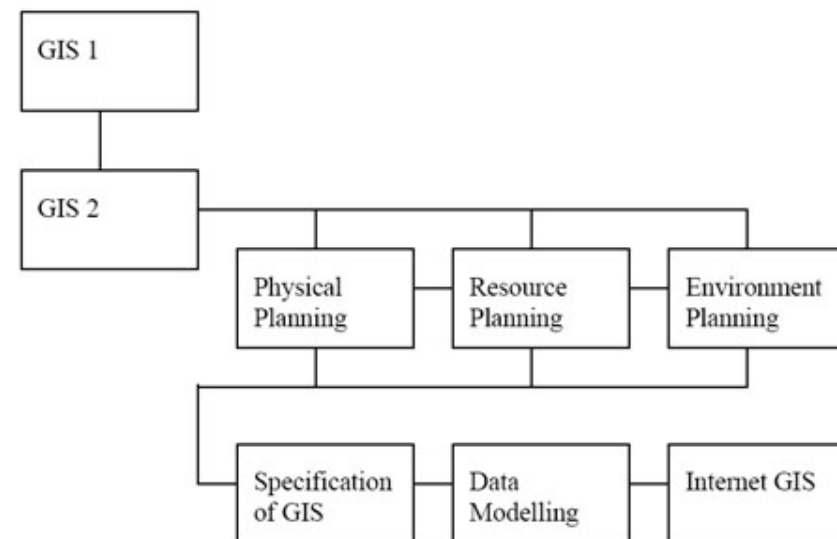


E-GIS 2002 – 2006

- Establish competent networks in Europe
- One-year net based GIS Programme

Main content of

- LUMA-GIS Master program at Lund University, Sweden
- E-GIS One year GIS, Gjøvik Norway



Recommended study order for the eight E-GIS courses.

Some interesting figures E-GIS (1)

- age span of students ranges from 20 to 60 years, with an average of 31 years
- 70% of the students were men and 30% women
- students came mainly from engineering and science backgrounds
- 60% were single, 30% lived family lives with children and 10% were married without children
- 65% stated that they could find a comfortable study environment at home

Some interesting figures E-GIS (2)

- 21% were not employed while studying, while 62% were employed full-time, 6% worked halftime and 9% worked part-time
- 10% of students received financial support for their studies from their employer
- 4% stated that they did not have easy access to a computer with internet connection while 53% had it at home, 52% at work and 24% found it elsewhere
- 95% felt confident as ICT- and Internet users but 13% felt that computers made studying harder

Target Groups eGIS+

- Employees (e.g. mid-career professionals) in private and civil service organisations, regional and national public authorities who, need only specifically short courses
- Teachers and researchers in Universities and HEI
- Teachers in primary and secondary schools, high schools and colleges, aiming at creating interest for GIS among school children for seeking GIS education in later stages in life
- Public in general-creating understanding for the importance of GIS at different levels and sectors within society

eGIS+ (2007 – 2009) a dissemination project (LLP-ToI)

- Same partners as for E-GIS, extended with
 - UN/GRID, Warsaw, Poland
 - University of Partas, Greece
 - Mapping Authorities in Sweden and Norway
- Goals:
 - Adopt selected E-GIS courses to a wider user group
 - Produce two new courses:
 - INSPIRE
 - Open Source
 - Set up a web site with
 - Short courses (2 days)
 - GIS Information and application examples
- Budget:
 - Total 386.630 euro
 - Leonardo da Vinci funding: 250.000 euro



Activities I

- design, development and organizing a web-portal for information, dissemination and course implementation (www.e-gis-org)
- short modules varying from a few minutes up to a couple of hours
- different presentations adapted to different target groups. Video, audio, pictures, text with local GIS examples in partner countries.
- the modules will be translated to a number of languages and with open access for anybody.

Activities II

- extraction of content from E-GIS courses
- all partners will contribute to translation and providing national and regional examples
- the modules will be free of use for interested people
- necessary GIS software must be of type free of use for end-users.
- two weeks, 3 ECTS short courses (three courses)
 - introduction to GIS
 - special subject eg. archeology
 - covering the implications of INSPIRE on contemporary GIS activities in EU
- revise GIS modules from E-GIS (10 ECTS)

INSPIRE

Infrastructure for Spatial Information in the Community, a Directive approved by the European Parliament and The Council late 2006

Aims to pool and improve the standard of geographical data generated in the various EU Member States (such as satellite images, temperature records, rainfall levels) in order to improve the planning and implementation of Community policies in areas such as the environment, transport, energy and agriculture. This should lead to better understanding of problems such as floods or air and water pollution, which recognize no national borders.

The objectives of the shorter "courses" – 2.0 minutes etc. are to create interest for GIS among young people. A number of examples will be produced during the project. Also, one may find quite a number of GIS-games on Internet that illustrates the idea of GIS in different ways. Below there are links to some of these:

Travel Europe! Find capitals!

<http://www.e-gis.org/mod/resource/view.php?id=331>

Travel the World! Find capitals!

<http://www.e-gis.org/mod/resource/view.php?id=332>

Try this flag of the World

<http://www.e-gis.org/mod/resource/view.php?id=333>

GIS In School Work: Sea level rising, YouTube

<http://www.e-gis.org/mod/resource/view.php?id=354>

A simple, preliminary example produced by one of our partners. Short about GIS and demonstrating the "fighting route" of Alexander.



Thank you very much for your attention!

The eGIS+ project

<http://www.e-gis.org>

For interested "partners"

Please participate in the forum on

<http://www.e-gis.org>

*The eGIS+ is born, with rich fertilising
it will grow, inspire people and society
and become sustainable!*