

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

Liza (E.M.C.) Groenendijk (Netherlands)

Key words: Cadastre; Capacity building; Curricula; Education; Land management; Real estate development; land administration; land management; academic education; student knowledge; teacher learning; organizational learning

SUMMARY

Higher education institutions are confronted with major challenges such as those resulting from globalization and internationalization. They further have to respond to increasing expectations by students and employers that graduates will be equipped for rapidly changing and globalizing workplaces (Altbach et al, 2009, Fry et al, 2009, Marginson & Van der Wende, 2007). The work of academic teachers is therefore becoming more complicated and demanding. Next to teaching, academic staff is involved in scientific research. The slogan 'publish or perish' illustrates the importance of research and scientific publications in academic practice. Academic staff has to cope with increasing and competing demands from both teaching and research. Against this background the University of Twente, The Netherlands, has formulated a research project that explores if and how teaching processes, in particular student – teacher interaction, can be more beneficial to other academic processes in order to cope with the increasing demands placed on the academic profession. The research takes an organizational learning perspective and aims to explore how the expert knowledge of students can contribute to curriculum development and disciplinary knowledge development in an academic discipline. The relatively young academic discipline Land Administration has been selected as the discipline under study. Three international land administration postgraduate programs have been chosen as case studies. In May 2013 a first series of in-depth interviews have been conducted with academic teachers that have been involved in the International Land Management Program at the Royal Institute of Technology (KTH), in Stockholm, Sweden. This paper will describe the research project and present the procedure and outcome of this first case study research. The results will be analysed and discussed in order to answer the question: what does student knowledge mean for academic teachers and more in particular for their subject knowledge in the domain of land administration? Conclusions will be drawn that feed the next step of the research.