



CZ/09/LLP-LdV/TOI/134010

SDI-EDU for regional and urban planning

SDI-EDU

Training Content Publication

Deliverable number	<i>WP3 - D 3.2</i>
Delivery date	<i>December2010</i>
Status	<i>Final</i>
Author(s)	<i>CAGI</i>



„This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.“



Abstract

This report reviews list of learning lessons created in accord to syllabus of teaching content defined in D 3.1 for pilot teaching and feedback recommendations to final education and technical implementation. The lessons were created by consortium WP3 team, mainly by CAGI experts, with respect to specific needs and aspects of spatial planning as one of most important customer of geo-information technology. This report brings a list of ready teaching course divided into 17 lessons.



Content

1 Abstract.....	2
2 Content	3
3 Description and comments to separate lessons	4
4 List of lectures	6
6 Conclusion	7





1 Description and comments to separate lessons

At the end of WP3 seventeen lessons were created and situated in the web repository. The educational content and lessons form are expected to be developed in following phases and time, to reflect the end-user evaluating and feedback comments and new recognized hot-topics. To get interoperable understandability the content was translated and will be taught, explained, and discussed in all partner countries. The last chapter number 17 contains unique country-based cases. The branch, legal, and territorial specifics cannot brake the rising common market and planning environment: the more will the planners understand the advenateages of modern GI technology, the more will the Europe profit on their productivity.

Individual authors wrote original versions of detail lessons then their form and content was discussed in broader team, using comments the second version was created, and then included into the whole SDI-EDU course. Though we tried to avoid misunderstandings coming from national differencies, we expect the pilot education with practitioners in all member countries will show unexpectable facts and will give us a necessary feedback. The final common recommendations will be discussed in last project meeting and described in concluding deliverables.

The lessons can be used separately, as a sequence, for both in-class and remote teaching as well as for individual self-learning. Each lesson contains a set of question, the student can test how he/she understood the learnt knowledge, the tutor can use them for transparent tetsing and approving the reached level of improved knowledge. As the topics could be covered from beginner up to upgradata levels, it was noit easy to find appropriate formulations. The basic amount of knowledge could be studied individually, using comments and recommendations, nevertheless the course is not recommended to be passed without live tutor.

The personal input of expert teacher, able to recognize the special needs of participants in discusson, will bring better results for the students, and also for the required feedback. The basics could be learnt remotely and individually, but the range of possible question could not be fully invlolved into the given content. The planned scale of max 60 minutes per lesson was exceeded in the case of geodata. Spatila information is the most important for spatial planning, thus we divided this topic into A+ B parts in the case of lesson 9, and fi the audience will require, and the tutor will allow, the lessons 9, 11, and 15 could exceed the dimension of ordinary teaching unit.

Similarly the INSPIRE lessons could be shortened and joint together to save time, if the participants will focus more on the practical aspects and will not be interested so much in methodology of INSPIRE implementation. The basics include understanding the subsidiary



divided roles in SDI building, and focus on the legal aspects, as this seems to be more important barrier, than GI technology misunderstandings. What couldn't be included, but is warmly recommended is practical training, practise on live tools, cases, in existing environment, repeating routine basic tasks until the participants will be sure and remember the procedures and special tricks.



2 List of lectures

In accord to the WP3 plan, the learning context was shaped into the following list of lessons. The only one exception is in L13 and L14, where we first take the existing metadata, and after it we discuss the new metainformation.

Table: **SDI-EDU Learning lessons**

L01 - Spatial Data Infrastructure (SDI)

L02 - INSPIRE directive and implementing mechanisms

L03 - National INSPIRE transposition

L04 - INSPIRE development and innovations in European projects

L05 - INSPIRE impacts in national context

L06 - INSPIRE implementation into the national environment

L07 - Legal rules, acts, normative, methodological institutes and processes in given country

L08 - Metainformation, catalogues in / for spatial planning

L09 - Spatial data – INSPIRE approach for spatial planning

L10 - Software tools directly useable for spatial planners

L11 - What to do with the existing spatial data in planning to be INSPIRE compliant?

L12 - How to find, evaluate, select, and use the existing heterogeneous spatial data and metadata?

L13 - How to manage and improve the already existing metadata to be INSPIRE compliant?

L14 - How to create new spatial planning metainformation to be INSPIRE compliant?



L15 - How to create new spatial planning data to be INSPIRE compliant?

L16 - What does a geodata harmonisation mean? How to realise it in Spatial Planning?

L17 - Special case based on hot-topics in given country.

Especially the L17 expects active input from the tutor: this illustrative cases should be used to explain the theory, and is recommended not let all the examples to the closing lesson.

In mostly each lesson, and especially during the whole course the adult experts are expected to bring a remarkable feedback – to improve the learning system, update the knowledge materia, and to collect requests from practice.

3 Conclusion

The created lessons are ready for practical SDI-EDU teaching. Their next improvement and sustainability depends on direct feedback from studying participants, from teaching experts, and also on collaboration with related European project experts and re-use of their outputs. As SDI-EDU promised to share and transfer innovative knowledge and progressive methods, we have to invite and influence the planned target group in next stage, in the dissemination workpackage.

This Deliverable 3.2 content is not and scarcely could be included in written text form, it is located in the learning environment on the SDI-EDU project website. The separated files have individually no any special value on the computer disc or in printed form. The dynamic and flexible way of modern teaching requires more, what the SDI-EDU develops and its project portal provides.