Use Driven Assessment of GKI requirements: Engaging with education communities

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European Spatial Data Research
EuroSDR.net
non for profit network
linking mapping agencies with Universities since 1953.
COMMISSIONS

Commission 1: Data Acquisition

Commission 2: Modelling, Integration and Processing

Commission 3: Information Usage and Visualization

Commission 4: Business Models and Operation

Commission 5: Knowledge Transfer
Study how we engage with research and education communities:

- 2019 survey
- 2022 workshop
NMCAs engage with education communities from primary school to higher education through:

- Dedicated webpage
- Licences, contracts,
- Events
- Services,
- Teaching materials,
- Lab trucks

**Actions at national levels, with no connections (yet) between them**
Important to integrate within teaching activity:
- services embedded in the digital workplace of teachers and students
- storymaps indexed by the official syllabus
Education relies on national maps and on world maps.
Some national land cover products bring **deeper insight** than world maps but come as a patchwork, each piece of the patchwork requiring local expertise to interpret.
Investigate Geospatial User Feedback standard to share and reuse knowledge of expert users

Feedback from examining the dataset #DS1 and reading the detailed product specification #BDTopo2022:
Between 2010 and 2022, the threshold for buildings has shifted, some buildings have a different source for geometry (walls and not roofs)
Investigate Geospatial User Feedback standard to share product knowledge among expert users

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Need for GUF management solutions

Use AI to assist expert users in the reading of lengthy product specifications

Develop interfaces to integrate metadata in GIS tools
New stake:

- teach students skills for the ecological transition

- help teachers transform their syllabus to do that
- A team project: 7 master students in geomatics

- Each student: browses SDGs, targets, indicators, compares a northern country (usually France) and a southern country and reports on source data, methodology, nation specific indicators

- Each student: develops a dashboard reusing available open data to propose additional indicators

ENSG (french school for geomatics)
ODDNotebook project for master students, in SDI curricula
apply what they learn to concrete actions for the ecological transition
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- Evaluation of the team through oral presentation of a synthesis in front of a jury (teachers, scientists, + our network like Worldbank)

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Students’ feedback on the ODDNotebook project:

- This project opens to new topics and domains
- **Superficial understanding of SDGs before the project**
- It is nice to work on an open issue
- **Lack of knowledge to create indicators**
- Real experience on searching for data portals, assessing redundancies and specificities of portals
- Depending on the chosen themes and countries, data and metadata are not always available
- Need to integrate more the project with the different courses of the master
Take away messages:

- NMA have engaged for years with national education communities, users communities around specific solutions
- Un Agenda 2030 is a good focus to engage students in ecological transition
- Need for solutions to network expertises (on data engineering, on indicators definition, on countries, on domains), teachers and students
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