International Higher Education

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International Institute for Geo-Information Science and Earth Observation (ITC)
World Population Density

http://www.theglobaleducationproject.org/earth/images/final-images/g-gpw-population-map.gif
GDP Density

http://www.visualizingeconomics.com/2008/01/05/world-gdp-density-map

GDP Density = GDP per capita * Number of people per square kilometer
Earth by night

http://apod.nasa.gov/apod/ap001127.html
air traffic flow

relative traffic densities for the year 2002. 35,460 routes and 3,808 aerodromes

City-to-City Internet Connections

http://www.chrisharrison.net/projects/InternetMap/
Global context for International HE

Geo-processes are of a supra-national and even a global scale

- Global scientific involvement to understand these processes and their impact,

- All nations should have the academic and professional capacity to monitor these processes and to contribute to their management.
Global service supply networks

Information services...

...embedded in the internet
The globalization of the economy

- the development of global delivery chains or networks for products and services
- requires a common understanding of the specifications and conditions for products and service delivery
- through a global involvement in research and technology and service development.
ITC’s partnerships for capacity building

Joint Education Partnerships: Status

- Implementation
- Development
- Pre-feasibility

University of Southampton (Erasmus Mundus)
University of Utrecht (GIMA)
University of Wageningen Research
University of Technology Delft (GIMA)
University of West Hungary / College of Geoinformatics (UoWH/CoG)
University of York (Erasmus Mundus)

ITC
December 2007
Linking networks, the ITC example

UNU
GIMA
GI-NET
GEOSS
Erasmus Mundus
Why networks for education?

- Partners have different competences and fields of expertise which can be combined into one educational program or course.
- E-learning tools provide facilities for mutual support of the lecturers at the different nodes.
- Students will then be served by these partners for the different components of their program.
- The nodes can give regional support to the course participants and alumni through regional seminars and workshops.
- The global spread of the network will make a 24/7 support possible.
New roles for northern institutes

- providing regular impulses for academic and professional upgrading and innovations of the educational services.
- stimulating mutual exchange and support between the parties in the network.
- creating opportunities for the colleagues from weaker economies to participate in the research networks and programmes of strong partners.
Changing delivery modes for education

Institute oriented education
location bound education
Changing delivery modes for education

Program delivery by partner institutes
Multi location education
Changing delivery modes for education

E-learning, location independent education
Changing delivery modes for education

e-delivery through educational networks
Changing delivery modes for education

Students e-shopping for course elements
Some questions

- What does the concept of *global educational service supply chains or networks* mean for international HE and CD?

- How can we issue degrees to students who obtain their credits from different nodes in these networks?

- Do we have to go beyond the concept of joint degrees?

- Do we have to relax our focus on educational programs and accept individual student tracks as a requirement for degrees?

- How do we implement quality standards?

- Who will issue the degrees?
International Society for Photogrammetry and Remote Sensing

Technical Commission VI

- WG VI-1: Web based education
- WG VI-2: E-learning delivery of educational services
- WG VI-3: frameworks for cross border education
- WG VI-4: programs for cross border education
- WG VI-5: Promoting the profession to young people
- WG VI-6: The technology transfer caravan
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