

Entrepreneurship in Geospatial Education: a Bridge Towards Sustainable Development

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Driver

There is a shift in in development corporation-- giving a mayor role to the private sector in the aid to trade agenda. This is also apparent from the intrinsic desire of M-GEO students and alumni to be more employable and involved in creating socioeconomic revenues for their communities (Fig1).

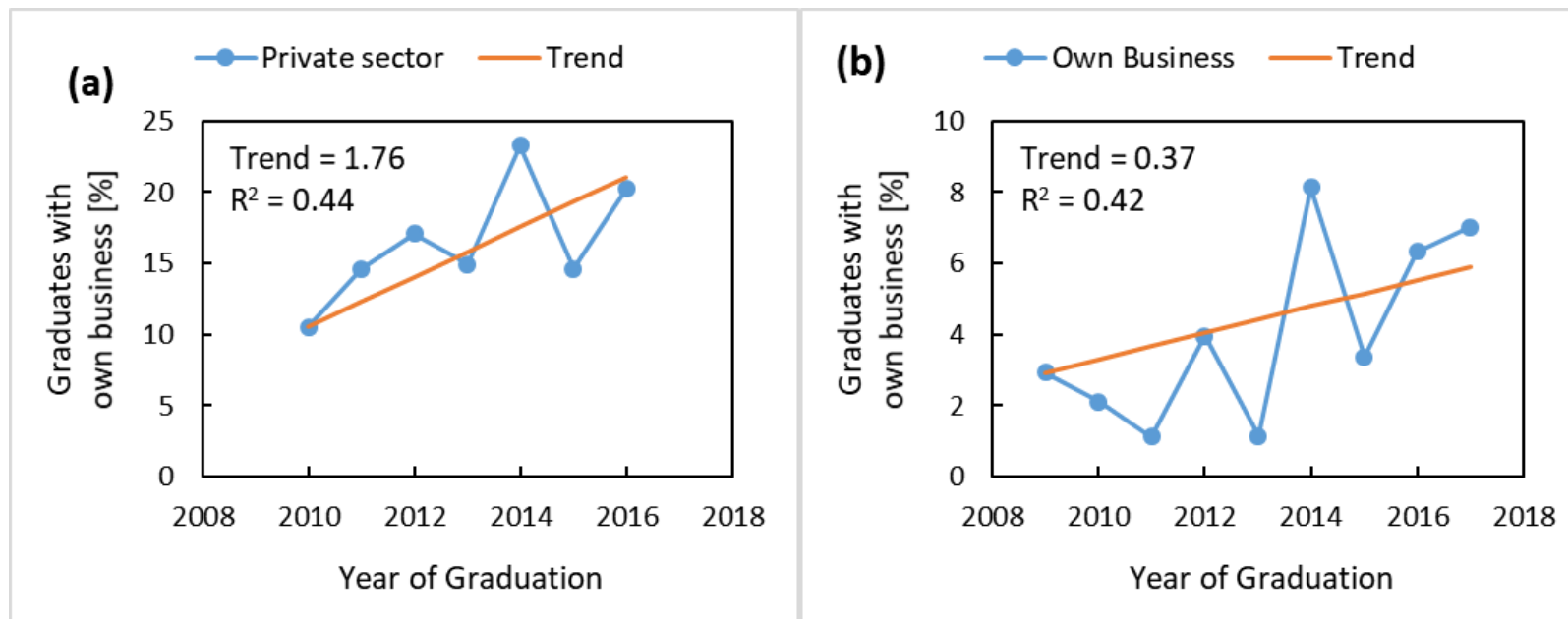


Fig.1: Trends of M-GEO graduates: a) working in the private sector, and b) starting their own business.

Concept

The proposed entrepreneurship education shall address cognitive (behavioural) skills: and non-cognitive (attitudinal) skills. It is anticipated that targeting these skills in the course will stimulate lifelong learning and ultimately establish a knowledge-based society promoting thereby sustainable developments (Fig.2)

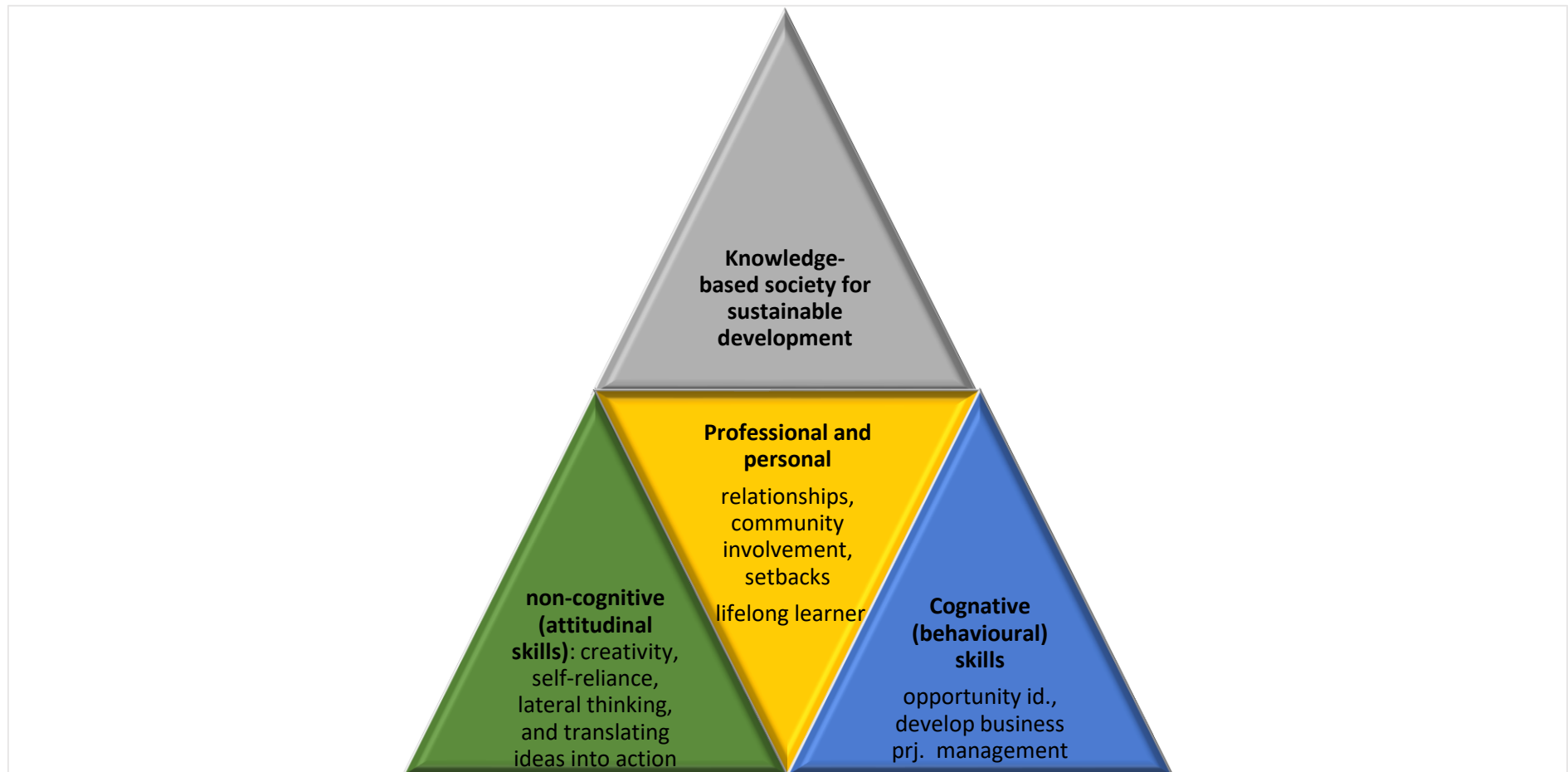


Fig.2: Illustration of the proposed concept of entrepreneurial mind-set course in M-GEO.

Design method

The course underwent three cycles of design-evaluate following the Double Diamond Model in Fig.(3)

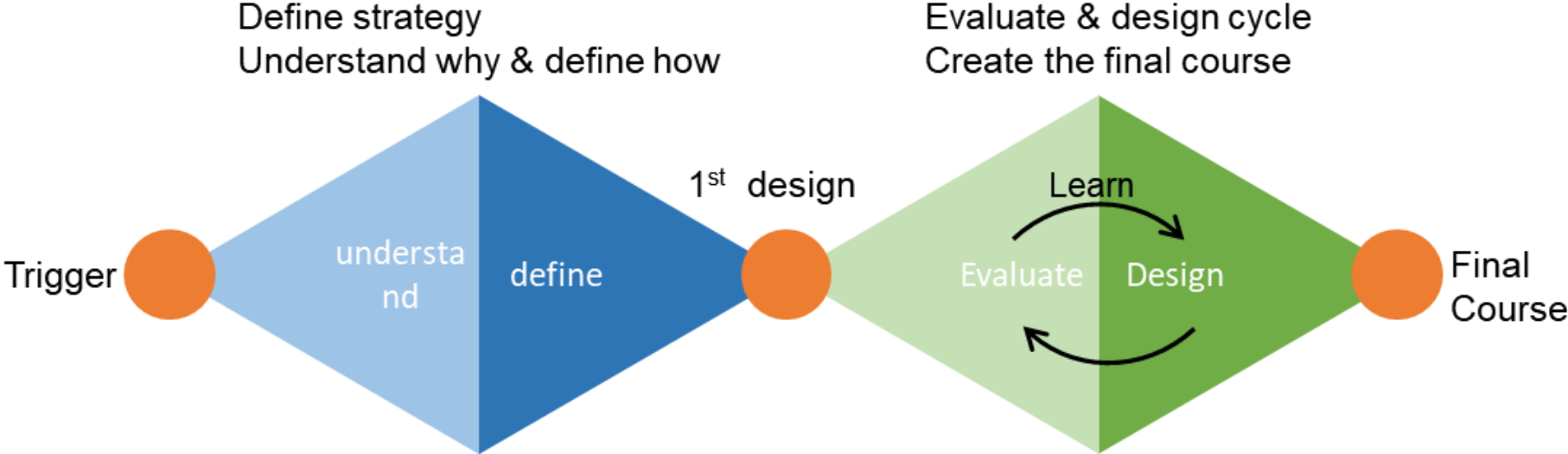


Fig.3: Double Diamond Model and design- evaluate cycles of the course.

Course Design

Final design of the course includes instruction and project/team –based learning activities as show in Fig.4.

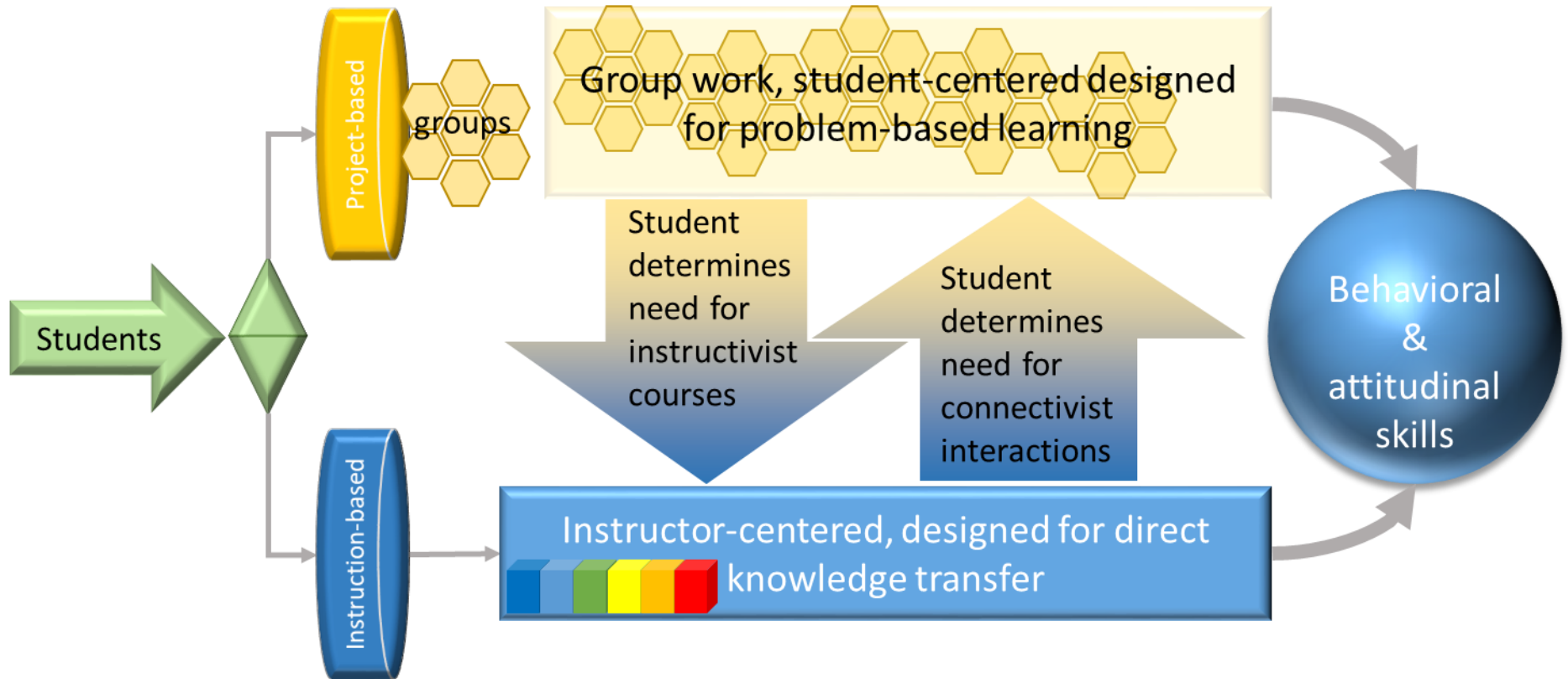


Fig.4 Final design of the course.