

# TRENDS IN GEODETIC EDUCATION

## - study case Norway

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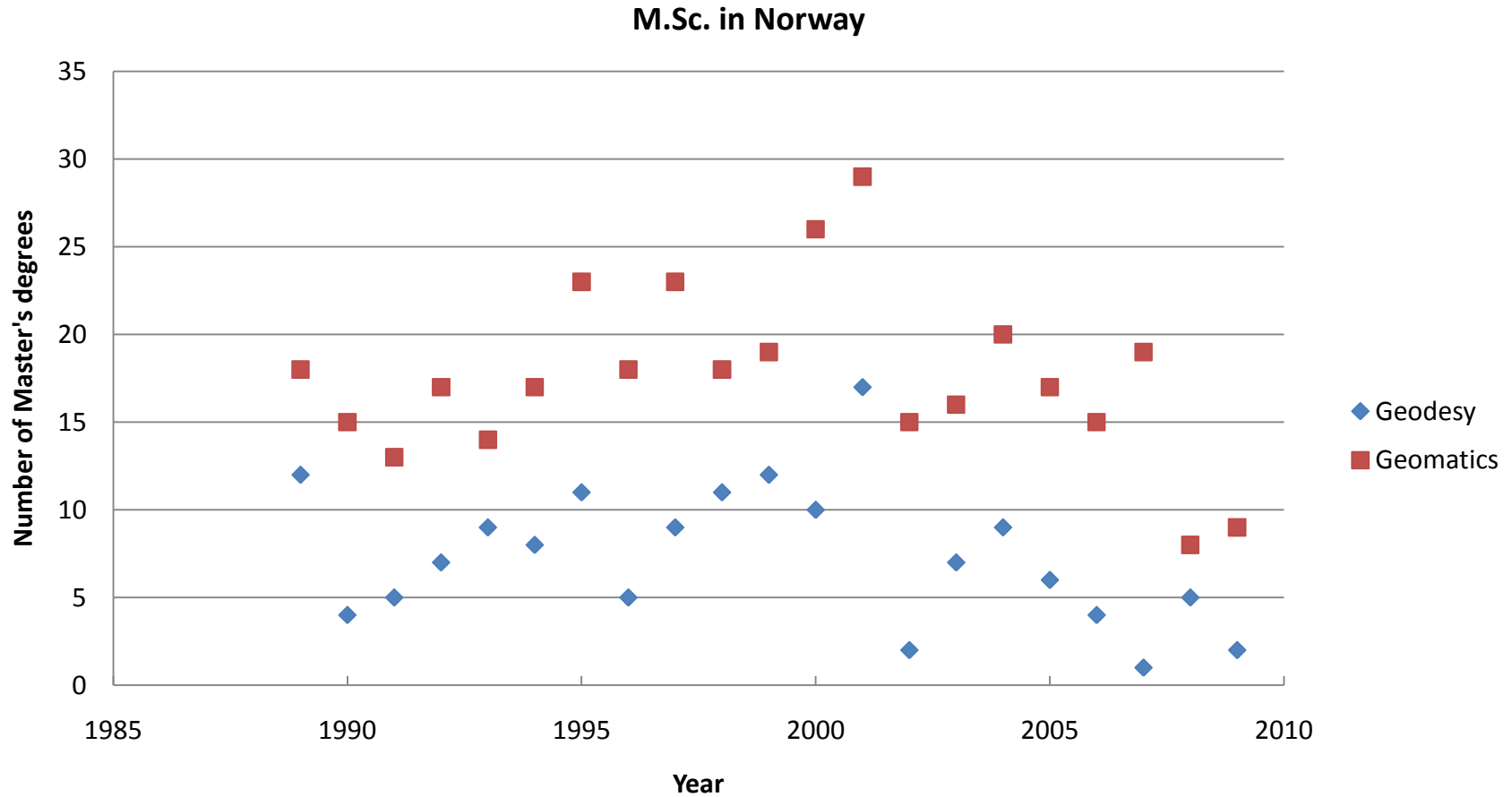
# Educating surveyors/geodesists -the national actors

- 1750 →: War Academy, Oslo
  - Triangulation of Southern Norway 1780-1815
  - Struve geodetic arc 1845-50
- 1814-1890: University of Oslo
  - Mittel-Europäische Gradmessung 1863-90
- 1859 →: Agricultural College, Ås
  - Surveying, land consolidation
- 1910 →: Technical College, Trondheim
  - Surveying, construction engineers

# Programmatic milestones

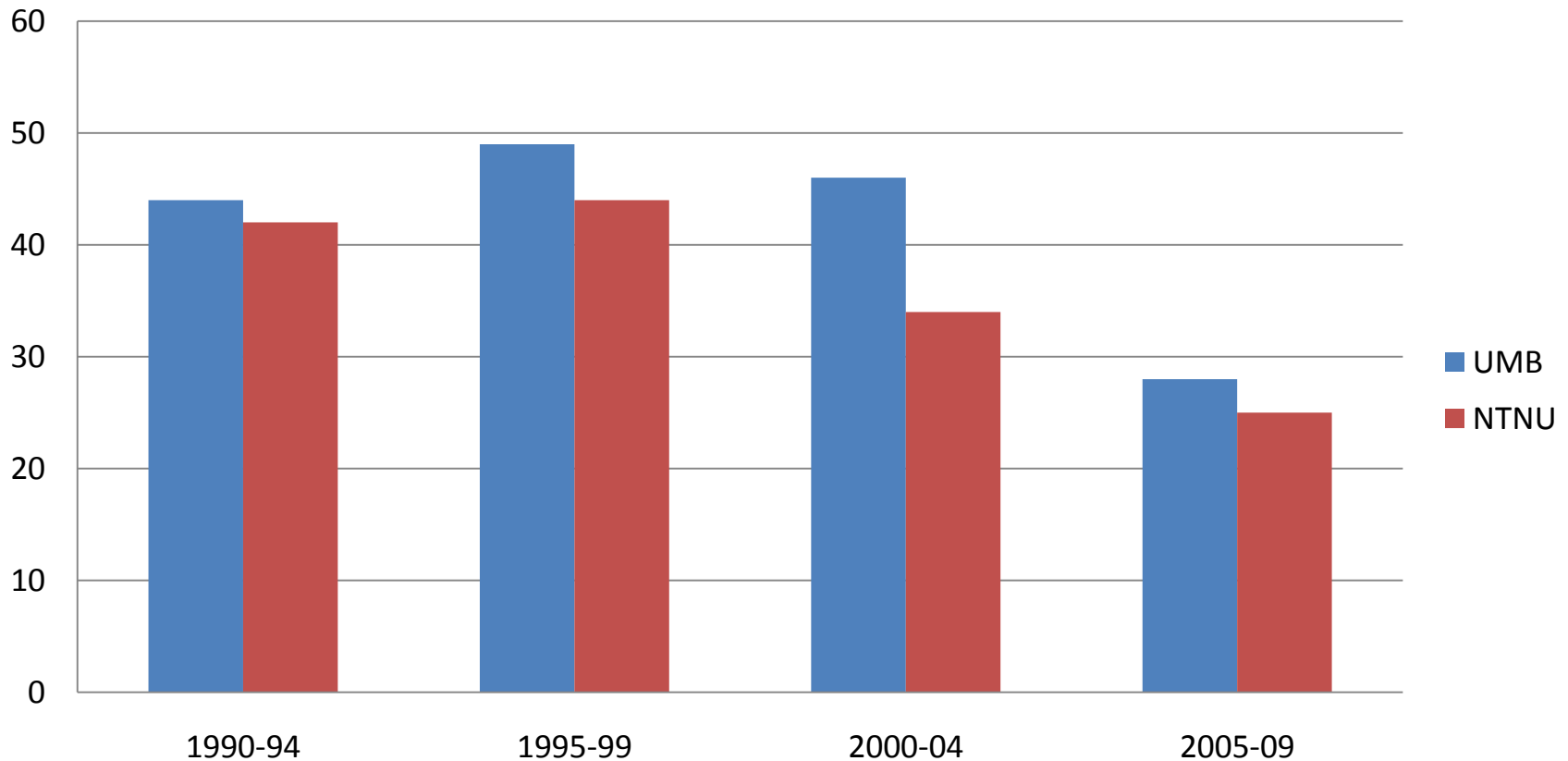
- 1910s: institutes for surveying (NTH and NLH)
- 1960s: photogrammetry added
- 1980s: remote sensing and GIS added
  - Issue: a term for the “collection” of disciplines
    - Mapping and surveying (NTH); mapping sciences (NLH)
  - Issue: “geomatics” imported from French
- 2000s: sections of geomatics (NTNU, UMB)

# Master's degrees in Norway



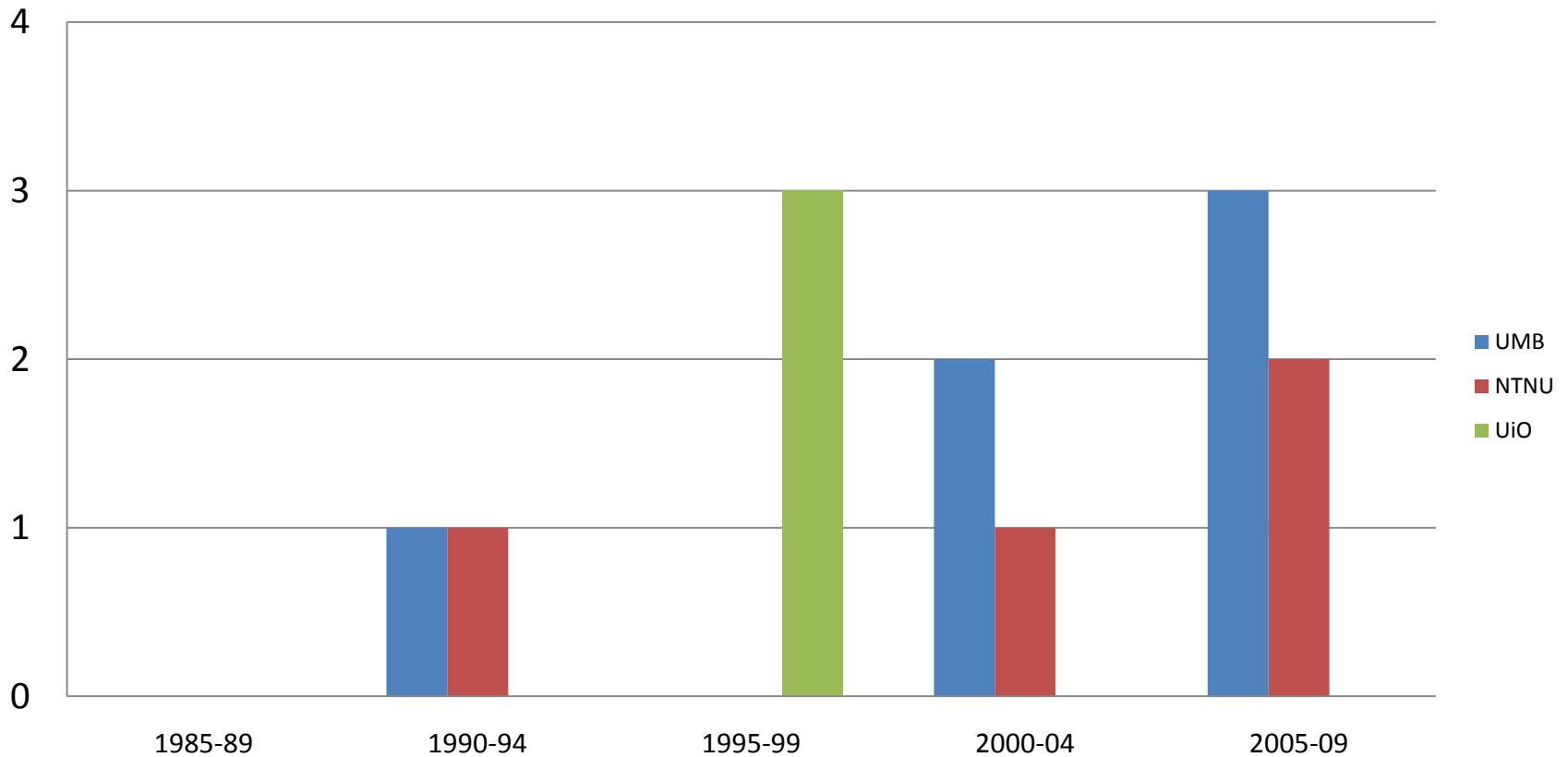
# Geodesy as part of geomatics

Geodesy/surveying M.Sc. in %



# Doctoral degrees in geodesy

Doctoral degrees in geodesy



# Challenges

- Geomatics as a brand name
  - Insufficient branding process since 2000
- Geomatics and geodesy are non-existent terms in school textbooks
  - Why should students select such programs?
- Fewer students select “advanced” mathematics and natural sciences at pre-university schools
  - Insufficient platform for geodetic studies