

Evaluating the Impact of Surveying Education by Applying Integrated Framework of Blooms Taxonomy with CIPP Model: a Case of Bachelors in Geomatics Engineering at Kathmandu University

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Key words: Capacity building; Curricula; Surveying education, Blooms Taxonomy

SUMMARY

Taking into the national context of capacity development in surveying and Geospatial Technology and its implications for Land Management, a Bachelor in Geomatics Engineering was commenced in 2007 at Kathmandu University (KU) by establishing a Memorandum of understanding (MOU) between the Ministry of land and KU. During this duration of more than a decade, almost 330 graduates are produced which are contributing in digital transformation of surveying profession by adopting advanced technology in land management sector. However, the evaluation of the impact of the graduate outcomes at the national level has not been carried out yet. Hence, this paper aims to apply an integrated framework of Bloom taxonomy and the CIPP model.

The framework from Bloom et al. that includes six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation will be applied to understand the learning outcome from the individual level to the institutional level. Similarly, the CIPP model with its full form as Context, Input, Process and Product, is another influential framework that will be applied in evaluating the program by reflecting on how particular curriculum delivers in the provided institutional settings. Referring to various literature, it has been found that both frameworks mentioned are applied independently, but study based on integrating these two frameworks is not yet found to be applied in the professional-surveying-based literature. Hence, this study seeks to fill up these gaps. Firstly, a methodological framework integrating both the Bloom Taxonomy and CIPP model will be developed based on literature-based desk review. Secondly, the framework will be applied to assess the impact of Surveying and Geomatics Education that is run at Kathmandu University. During the application of the developed framework, the primary data will be collected through questionnaire survey, interview, and document review. Both qualitative and quantitative methods will be adopted. The potential stakeholders for these studies will be graduate students of the geomatics program and market actors (both government and private organizations) where the

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graduate students are employees. The expected outcome is the assessment and the impact the product of Geomatics Engineering is contributing towards prosperity on nation as well as for societal benefits by contributing towards various sustainable goals.

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