

CRITICAL SPOTS IN UNDERGRADUATE CARTOGRAPHIC EDUCATION

ANALYSIS OF FINAL TESTS AND ORAL EXAMINATIONS

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SEMI-LONGITUDINAL STUDIES

2010–2024

1,315 tests

Long-term testing of students in the first year of the Bachelor's degree course Geographical Cartography for various graduate profiles:

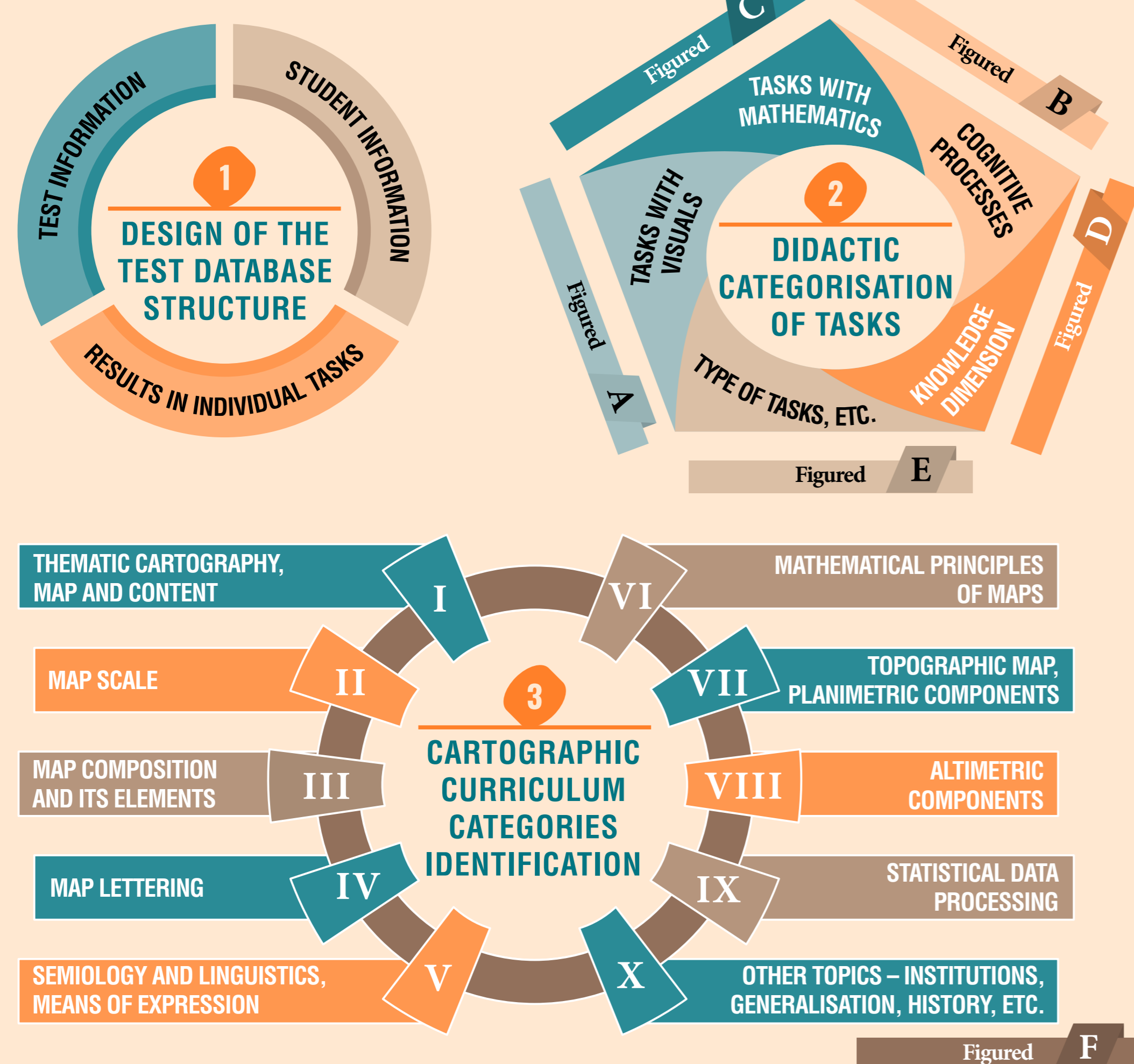
- single-subject Geography
- double-subject Geography (future Geography teachers)
- Applied Geoinformatics (from 2021)

CURRICULUM INNOVATION WITHIN THE BASICS OF CARTOGRAPHY
TAKING INTO ACCOUNT THE SPECIFICS OF THE GRADUATE PROFILE AND THE NEEDS OF THE LABOUR MARKET
DISCUSSION PLATFORM ON CARTOGRAPHIC EDUCATION NOT ONLY AT CZECH UNIVERSITIES

BACKGROUND AND THE MAIN GOALS

QUANTITATIVE RESEARCH

STATISTICAL ANALYSIS



METHODOLOGY

WHAT IS EFFECTIVE AND HOW TO IMPROVE COURSE DESIGN?

Learning by doing (creation of map outputs during seminars) is an effective way for students to learn the basic practical procedures of map production ...

... factual knowledge, can be acquired through the iterative process of map production.

- place even more emphasis on the mathematical background of operations
- encourage greater collaboration among lecturers in courses that promote these competences
- include factual tests during the semester (in seminars)
- consider including some glossary of key terms

CONCLUSION

WHICH TYPES OF TASKS ARE CHALLENGING FOR OUR STUDENTS?

VISUALS, MATHEMATICS, MAP LETTERING, MAP COMPOSITION?

CRITICAL SPOTS IN THE CURRICULUM

SUCCESS

map composition and its elements

FAILURE

general cartography and statistical data processing

EFFECTS ON TEST RESULTS

THE MOST

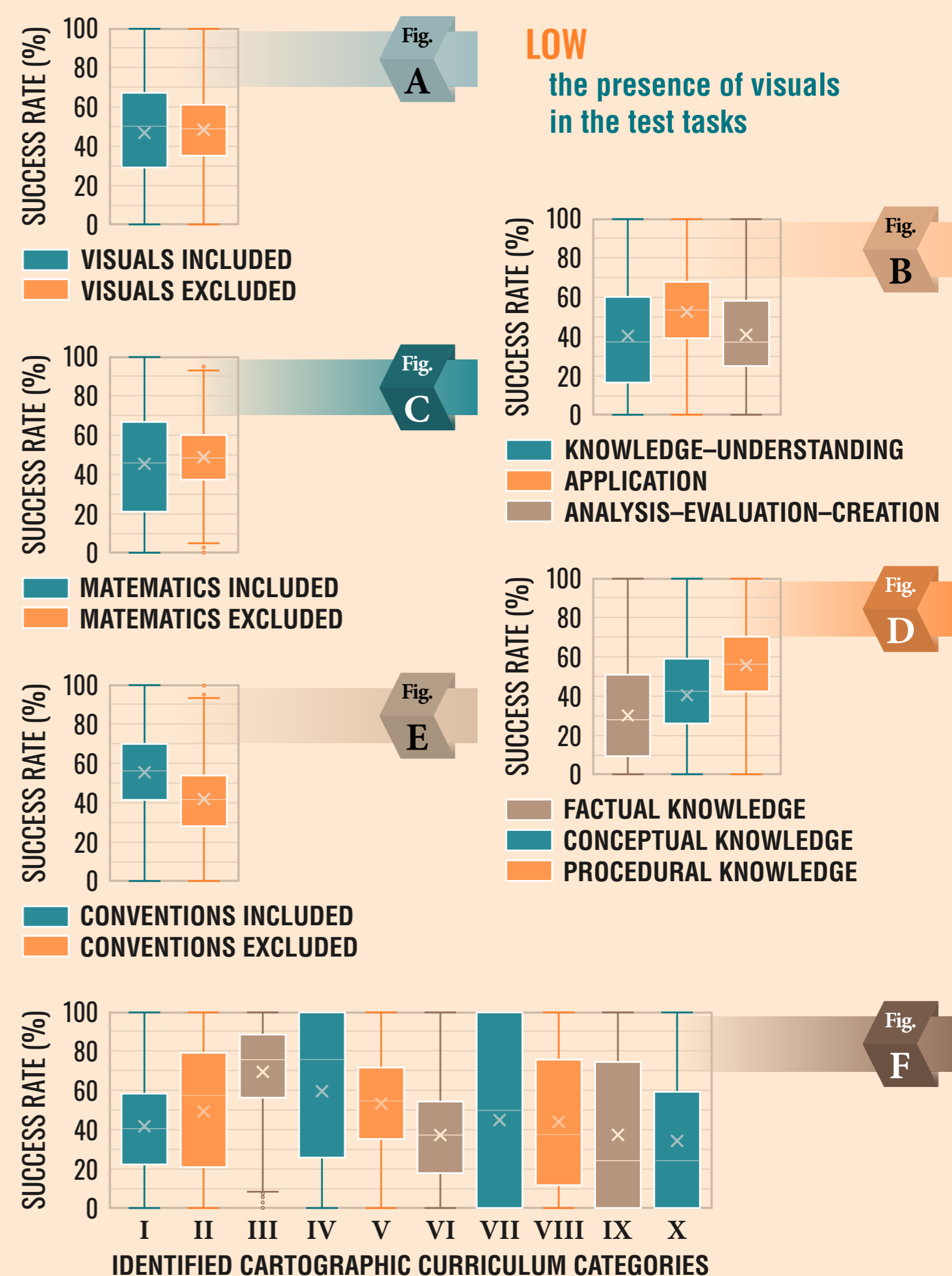
different cognitive demands and dimensions of knowledge (factual vs. procedural)

HIGHER

the presence of more complex mathematical operations

LOW

the presence of visuals in the test tasks



RESULTS

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This work was supported by the Internal Grant Agency of the Jan Evangelista Purkyně University in Ústí nad Labem under Grant UJEP-SGS-2023-53-001-2: "Critical spots in undergraduate cartographic education: analysis and initial interpretation of the results of a longitudinal study".