Maps and geographic information in a lifelong learning process
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The development within the map and geodata business (private as well as public) is like the development within other businesses. Here you may then choose a negative angle and consider the development as confusing and alarming or you may choose a positive angle and consider the development as challenging and full of possibilities.

Politicians and the two sides of business sector, management and labour, have a partly an answer to the previously mentioned negative and positive angles. They quite realise that knowledge in the form of ideas and creativity is the only resource we have to compete with. Consequently, we are all committed to lifelong-learning and development at universities can be offered automatic. This form of education has, however, not gained much confidence at universities thirty years ago, had problem-oriented, project-organised education. The replacement reflects the pedagogical principle that it is the student or learner who has to obtain and build his or her own knowledge and not only the teacher who transfers his knowledge to the student (understanding before rote learning). Teaching and learning do, however, belong inseparably to, cede. Teaching being the activity that creates the frames for and makes possible the learning of the students. It is called action- or activity-based learning. The keywords here are communication, dialogue and co-operation.

The means to meet the growing demands of society is to build knowledge and an increased globalisation means great challenges to Danish society. Some believe that globalisation implies negative impact in that other countries have become more capable, with a resulting increase in competition. But globalisation also poses positive traces because we have to be more capable, smarter and more innovative.

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