

Evaluation results of an online teacher training course specialized in engineering education

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Abstract

The purpose of this article is to present the results of the evaluation of the implementation of a teaching training course in Engineering Pedagogy (EP) at a Chilean university of applied sciences. The research questions that guided the research process were: (i) How do the participants evaluate the course in general? (ii) How do the participants evaluate the didactic design of the course? (iii) How do they evaluate the teaching competencies? (iv) How do they value the usefulness of the learning outcomes for their teaching practice? (v) How they self-evaluate their participation and their learning process? Based on different authors a questionnaire with closed and open-ended questions was developed and implemented online. For the statistical analysis was applied an exploratory-descriptive analysis. The training course consists of two online modules with 90 working hours in LMS, and was designed by the Center of Engineering Education (CIEI) at the University of Talca, according to the IGIP Curricula of the IGIP center at the Technische Universität Dresden (TU Dresden, Germany). From the first results of the pilot project, it can be noted that there is a high level of motivation and interest to participate in a teaching training course based on EP, which has been specially oriented and designed to meet the specific requirements of the academic staff of engineering schools. © 2021 Kassel University Press GmbH. All rights reserved.

Author keywords

Engineering pedagogy; Online learning in engineering; Online teaching program; University teacher training