

Evaluation of the teaching and learning process in a human morphology course by students from an academic talents program [Evaluación de la percepción del proceso de enseñanza y aprendizaje de un curso de morfología humana por parte de estudiantes de un programa para talentos académicos]

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High intellectual capacity is considered to be a differential characteristic of cognitive development, noting that early and systematic stimuli encourages its expression and advancement. It is therefore, essential for academically talented children to be given enriched educational opportunities. This research project evaluates the students perceptions in a theoretical-practical teaching methodology in a course directed at high school academic talents in the area of human morphology. The students were part of a university program for extra-curricular enrichment. At the end of the period, the students assessed the courses by means of a survey referred to: i) the course ii) the professor and iii) self-evaluation. The results taken from the comparisons of the evaluations of the students participating in the course versus the students from other courses (n=128) showed significant differences ($p < 0.05$). The academic talent represented by this type of student, complemented with the applied work methodology, allows the students to sequentially progress according to their capacities in an appropriate work environment for their development. Furthermore, it also encourages human morphology study in students who are academically talented.

Academic talent

Human morphology

Teaching and learning process