

EXPERIENCES INTEGRATING TELEWORKING TOOLS IN FACE-TO-FACE TEACHING: SATISFACTION OF STUDENTS

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Discipline: Chemical Engineering

Type of presentation: VIRTUAL

In another contribution presented at this conference, we outlined the objectives, methodology, and academic results of an Educational Innovation Project conducted at the University of Malaga. The innovations were implemented in three subjects: the fourth-year subject "Treatment of Contaminated Soil" in the Chemical Engineering degree, the first-year subject "Mass Exchange Network for Pollution Prevention" in the Master's degree in Chemical Engineering, and the third-year subject "Psycholinguistics Applied to the Study of the English Language" in the English Studies degree. This paper details the evaluation results of this project.

The evaluation of the success of the teaching-learning experience was carried out through an anonymous survey given to students as the academic year approached its conclusion. The survey comprises various sections designed to gauge student satisfaction with the different aspects introduced in the learning project. It includes two types of questions: yes/no questions and rating questions. In the latter, students assess the utility of innovative tools on a scale of 0 to 10. Concerning the synchronous online presentation of tasks developed in groups, the survey indicates that the transition of this activity from the face-to-face to the synchronous online was well-received by the students. They rated the usefulness of their participation as a "ponent" in the online activity from 8.3 to 9.3 out of 10, depending on the subject. However, the usefulness rating of their participation in the role of online attendees ranged from 7.4 to 7.8 out of 10.

All online activities were recorded with the consent of all students and made accessible online. Notably, above 85% of students indicated that they viewed recordings of their own presentations, and over 97% of those students believed their presentations could be improved.

Despite high satisfaction with online presentations, the percentages of participants who asked questions in the role of attendees during the debate sections of presentations varied significantly across subjects, ranging from 4% in the subject "Psycholinguistics Applied to the Study of the English Language" to 65% in the subject "Treatment of Contaminated Soil".

The percentage of students who reported experiencing technical problems during their online presentations is quite high, ranging between 60% and 70%. This is noteworthy, considering that the students had prior experience with online teaching during the COVID-19 confinement. However, depending on the subject, 71% to 92% of these students indicate that they were able to overcome these technical problems with relative ease.

Acknowledgements

The teaching team wants to acknowledge the financial support from the Servicio de Formación e Innovación del Vicerrectorado de Personal Docente e Investigador de la Universidad de Málaga through the Innova Project PIE22-069.

Keywords: synchronous online presentation, Microsoft Teams, challenges of moderating