



Engineering teacher training models and experiences

R. M. González-Tirados

Instituto de Ciencias de la Educación (ICE), Universidad Politécnica de Madrid, Madrid,
España(rosa.gonzalez@upm.es/34913366812)

ABSTRACT

Institutions and Organisations that take training seriously and devote time, effort and resources, etc, to their own teams are more likely to succeed, since both initial teacher training and continuous improvement, studies, hours of group discussion, works on innovation and educational research, talks and permanent meetings, etc, will all serve to enhance teaching and its quality. Teachers will be able to introduce new components from previously taught classes into their university teaching which will contribute to improving their work and developing a suitable academic environment to include shared objectives, teachers and students. Moreover, this training will serve to enhance pedagogic innovation, new teaching-learning methodologies and contribute to getting teaching staff involved in respect of the guidelines set out by the EHEA.

Bearing in mind that training and motivation can be key factors in any teacher's "performance", their productivity and the quality of their teaching, Teacher Training for a specific post inside the University Organisation is standard practice of so-called Human Resources management and an integral part of a teacher's work; it is a way of professionalising the teaching of the different branches of Engineering.

At Madrid Polytechnic University, in the Institute of Educational Sciences (ICE), since it was founded in 1972, we have been working hard with university teaching staff. But it was not until 1992 after carrying out various studies on training needs that we planned and programmed different training actions, offering a wide range of possibilities. Thus, we designed and taught an "Initial Teacher Training Course", as it was first called in 1992, a programme basically aimed to train young Engineering teachers just setting out on their teaching career. In 2006, the name was changed to "Advanced University Teacher Training Course". Subsequently, with the appearance of the Bologna Declaration and the creation of the European Higher Education Area, we renewed the programme, content and methodology, teaching the course under the name of "Initial Teacher Training Course within the framework of the European Higher Education Area".

Continuous Training means learning throughout one's life as an Engineering teacher. They are actions designed to update and improve teaching staff, and are systematically offered on the current issues of: Teaching Strategies, training for research, training for personal development, classroom innovations, etc. They are activities aimed at conceptual change, changing the way of teaching and bringing teaching staff up-to-date.

At the same time, the Institution is at the disposal of all teaching staff as a meeting point to discuss issues in common, attend conferences, department meetings, etc.

In this Congress we present a justification of both training models and their design together with some results obtained on: training needs, participation, how it is developing and to what extent students are profiting from it.