



Seeking for methodological proposals to motivate students in the learning of hydraulic engineering subjects

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Hydraulic Engineering courses are one of the toughest among different degrees dealing with agricultural and environmental engineering schools in the Spanish universities. Nowadays, most of these courses are updating and changing to meet the Bologna guidelines set out in the Declaration of 1999. In fact, some universities such as the Technical University of Madrid, have developed an educational guide highlighting the priorities to meet the new standards on education. This guide set up a framework to be followed by all professors.

This work presents different methodological approaches to improve the understanding and motivation of students in Hydraulic Engineering courses in the Agriculture Engineering School of Madrid. During three years student progress and satisfaction have been assessed by continuous monitoring strategies and the use of “on-line” tools. Surveys made among the students show that not of the new methodological proposals were perceived as beneficial, even though some of the very new “on-line” tools were rejected.