Geophysical Research Abstracts
Vol. 21, EGU2019-16825, 2019
EGU General Assembly 2019

Collaborative workshops of ICTs (Information and Communications Technologies) for promoting student responsibility

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Student responsibility is demonstrated when students take an active role in their learning and take actions to face their educational goals. It is worth noting how inquiry learning in Sciences and Engineering provides suitable contexts in which students can build knowledge to solve problems, make decisions and find solutions to challenges in today's world (García-Medina and García Fernández, 2015; William and Otrel-Cass, 2017) In this work, we describe the practical experience of presenting the features and usefulness of innovative ICTs associated to the organisation of a workshop carried out by students of the Forest Engineering degree in the University of Cordoba (Spain).

The workshop was conceived as a final work in the context of the subject "Computer tools in Forest Engineering Projects". The participation as a speaker in the workshop was a voluntary activity included in the teaching guide and was assigned with academic marks. Moreover, the participation as an author of the present contribution to the EGU Assembly 2019 was also another incentive to get involved in the activity. Firstly, teachers and students agreed on the content of the talk, which had to deal with innovative technological tools. Then, the programme of the workshop was announced on the Moodle platform. Each speaker had to explore a computer tool and prepare an English presentation with a a duration between 15 and 30 minutes. The pieces of software presented were "Genially" (https://www.genial.ly/es), "Classcraft" (https://www.classcraft.com/es/) and "Some useful Apps in Forest Engineering" In the closure, a coffee time was also scheduled in order to collect feedback about the experience in an informal way. In addition to the organisation of the workshop in terms of announcement and equipment, the teachers collected the presentations and the material prepared, recorded the session and edited a video which can be viewed on Moodle.

Despite the lack of quantitative indicators about the experience, the presentations resulted excellent and the teachers observed how the students were empowered when they adopted the teaching role. It was also significant how the "camera effect" was useful to take the importance of English speaking seriously, as well as to improve student responsibility and collaborative competencies.

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