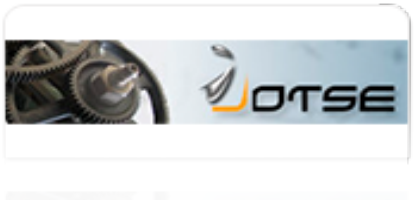

Journal of Technology and Science Education

ISSN: 2014-5349

info@jotse.org

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Journal of Technology and Science Education, vol. 6, núm. 3, 2016, pp. 145-147

OmniaScience

Barcelona, España

OmniaScience

Journal of Technology and Science Education
JOTSE, 2016 – 6(3): 145-147 – Online ISSN: 2013-6374 – Print ISSN: 2014-5349
http://dx.doi.org/10.3926/jotse.242

JOTSE AND QUALITY INVESTIGATIONS

Beatriz Amante Garcia[1], María Martínez Martínez[2]

[1]Projectes d'Enginyeria, Universitat Politècnica de Catalunya (Spain)

[2]Enginyeria Química, Universitat Politècnica de Catalunya (Spain)

beatriz.amante@upc.edu, rosario.martinez@upc.edu

Editorial

During this last term JOTSE participated in XIII Foro Internacional sobre la Evaluación de la Calidad de la Investigación y de la Educación Superior (FECIES) [plenary sesion: http://www.ugr.es/~aepc/FECIES_13/]. This forum deeply discussed issues on teaching and research quality as they are two key subjects, which are always present in the papers published in our Journal. In order to assess how much research is needed to be a good university teacher, we analyze these subjects by means of a survey (https://goo.gl/9g60at) to JOTSE's contributors. (Figure 1)

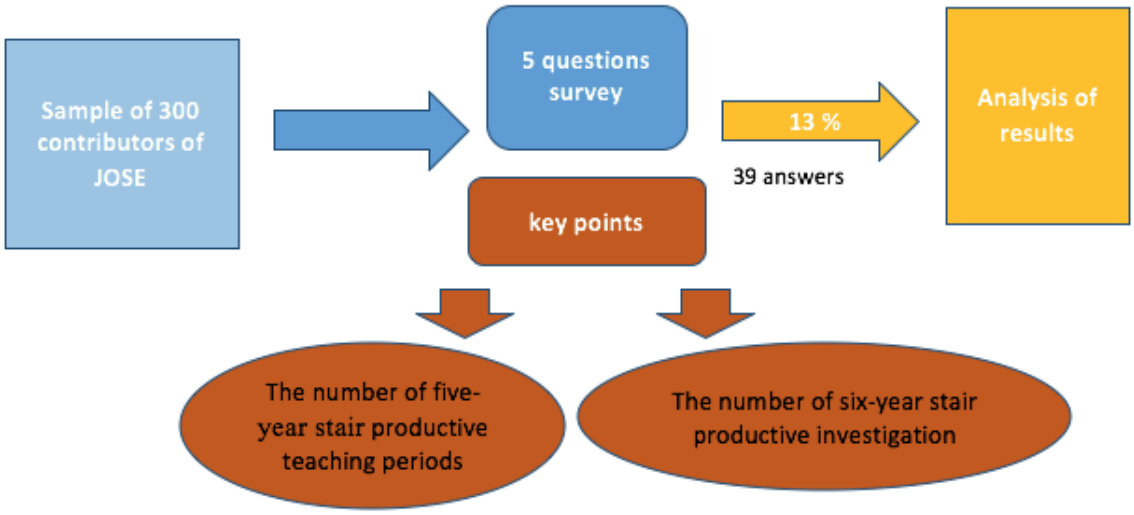

Figure 1. Methodology

The survey shows that the number of five-year stair productive teaching periods are fairly uniform, although the amount of 4 and 5 periods is abundant, which is consistent with the age range of contributors who responded, as more than 50% are over 50 years old and about 70% are "professors and lecturers". However, the percentage of productive investigation stairs does not follow the same relation, being mostly concentrated on 1, 2 or 4. Results were treated statistically to find significant correlations.

Figure 2 shows that about 51.2% of responders from JOTSE disagree and strongly disagree with the claim that a good teacher has to be a good researcher. Further, disagreement is more frequent on women and on responders older than 60 years in comparison to men and young people (30-40).

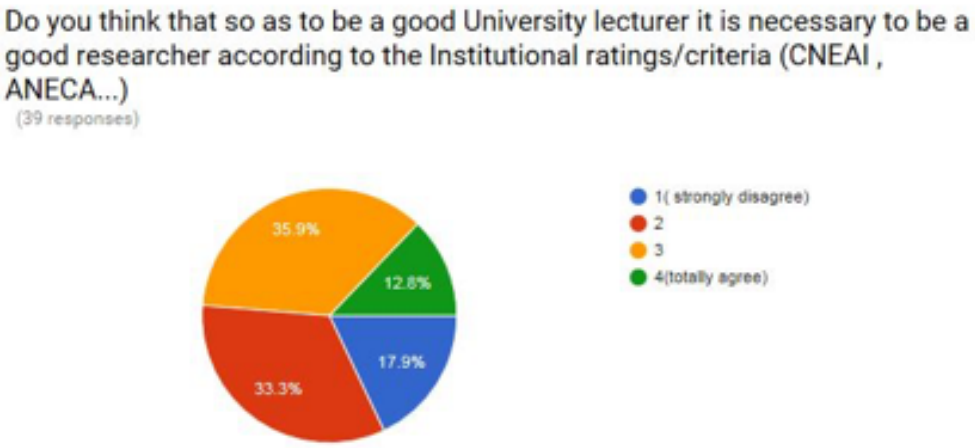

Figure 2. Answers to the question "It is necessary to be a good researcher to be a good University lecturer?

The present issue counts on the following published articles:

- Teaching complicated conceptual knowledge with simulation videos in foundational electrical engineering courses by Baiyn Chen, Lei Wei and Huihui Li.
- Interactive online physics labs increase high school students' interest by Patrick Gryczka, Edward Klementowicz, Chappel Sharrock and Jin Kim Monclare.
- Online quizzes in a virtual learning environment as a tool for formative assessment by Donita Cohen and Irit Sasson.

- Science learning motivation as correlate of students' academic performances by Nhorvien Jay P. Libao, Jessie John B. Sagun, Elvira A. Tamagan, Agaton P. Pattalitan Jr., Maria Elena D. Dupa and Romiro G.Bautista.
- Validation of a questionnaire on research-based learning with engineering students by Fabián Cobos Alvarado, Mónica Peñaherrera León and Ana María Ortiz Colon.

We hope that you find them interesting.

Published by OmniaScience (www.omniascience.com)

Journal of Technology and Science Education, 2016 (www.jotse.org)