USO DE VÍDEOS EN YOUTUBE EN LA ASIGNATURA SOFTWARE PARA ROBOTS PARA MEJORAR LA COMPRENSIÓN DE EJERCICIOS PRÁCTICOS

USE OF YOUTUBE VIDEOS IN THE SUBJECT SOFTWARE FOR ROBOTS TO IMPROVE THE COMPREHENSION OF THE PRACTICAL EXERCISES

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RESUMEN

En este artículo, se presenta la investigación de un proyecto de innovación docente aplicado a la asignatura «Software para robots» del Grado en Ingeniería Informática del Software. Se detectó que había alumnos a los que les costaba comprender el ejercicio práctico a realizar, el cual se explicaba de manera escrita y de palabra, o que, debido a como pensaban, lo realizaban de una manera diferente a la propuesta, haciendo que les fuera más complicado o no alcanzaran a resolverlo. Por eso, se crearon vídeos con explicaciones paso a paso, de forma visual, verbal y con sus subtítulos correspondientes, del resultado final que tenían que obtener para así ayudar a la compresión del ejercicio. Así, ellos se centraban en cómo resolverlo en base a la visión final que el ejercicio. La creación de los vídeos se hizo en prácticas no consecutivas y solo para los ejercicios obligatorios. Estos vídeos se han alojado en YouTube. Tras esto, se les realizó una encuesta para detectar su grado de satisfacción con el proyecto y les pareció todo correcto. Se detectó que los alumnos tenían menos dudas, realizaban los ejercicios con vídeo más fácilmente y ellos opinaron que los vídeos marcaban mucha diferencia.

PALABRAS CLAVE

Software para robots, Informática, Vídeos, Redes Sociales, Educacional.

ABSTRACT

In this paper, it is introduced the research of a teaching innovation applied to the subject 'Software for Robots' in the Bachelor´s Degree in Computer Science - Software Engineering. It was guessed that some students had difficult to understand the practical exercises, which were explain in a written and oral way. In other cases, because of their way of thinking, they though different and they made the exercise in a different way than the explanation, doing it more complicated or maybe not finishing it. Therefore, they were created videos which were uploaded to YouTube with step-by-step explanations, in a visual and oral way with subtitles, with the result of the exercise to improve its comprehension. Then, the students were focused in how to solve it based on the final view of the exercise. The creation of the videos was made in non-consecutive practical lessons with the compulsory exercises. Finally, they were surveyed to detect the grade of satisfaction about this research, which obtain a positive answer. It was detected that the students had less doubts, they made the exercises in an easiest way, and they believe the videos made a lot of difference.

KEYWORDS

Software for Robots, Computer Science, Videos, Social Networks, Educational.

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