Work-in-Progress: Polytechnic Perceptions of the Engineering Classroom Experience

UNIVERSITY OF WISCONSIN STOUT Devin Berg and Anne Schmitz Department of Engineering and Technology Our institution carries a "polytechnic" designation, which is marketed as "applied".

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Questions to Answer in our Study

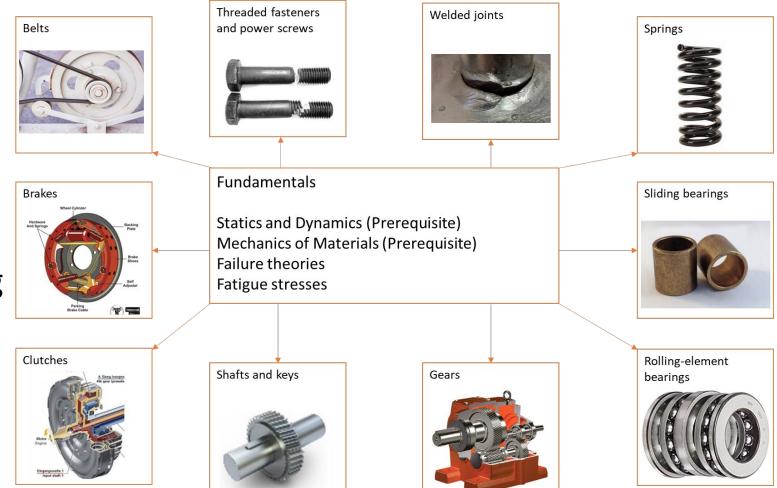
- What <u>perception</u> do students have of what these hands-on courses will look like?
- How do different <u>pedagogical approaches align</u> with this perception?

Survey: 3 yes/no, 1 Likert scale, and 4 open-ended questions

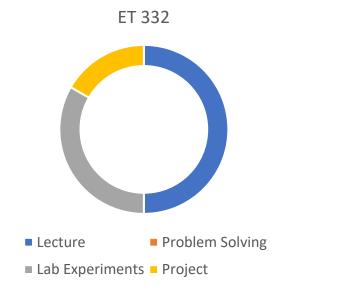
Machine Components Course

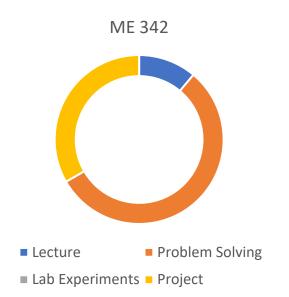
 <u>Required</u> undergraduate course, junior/senior level

 <u>2 sections</u>: mechanical engineering, engineering technology



The main difference between the two course sections of this study was the structure of the class time.

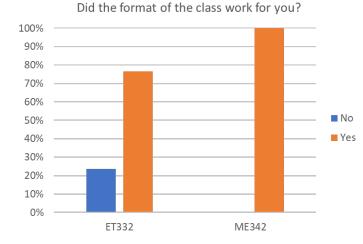


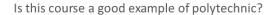


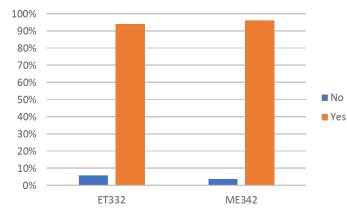
Structured lecture and lab time

Class time for open-ended problem solving in a <u>flipped classroom format</u>

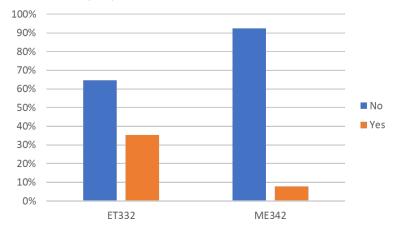
Regardless of the pedagogy, most students found the format appropriate and a good example of a polytechnic course.



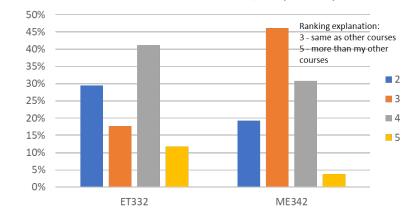




Do you prefer a different format for the course?

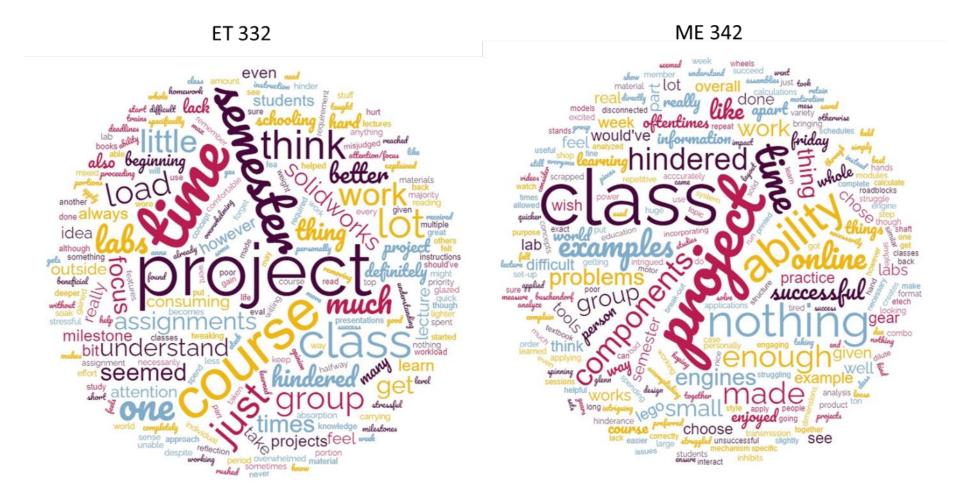


How hands-on was this course, comparatively?



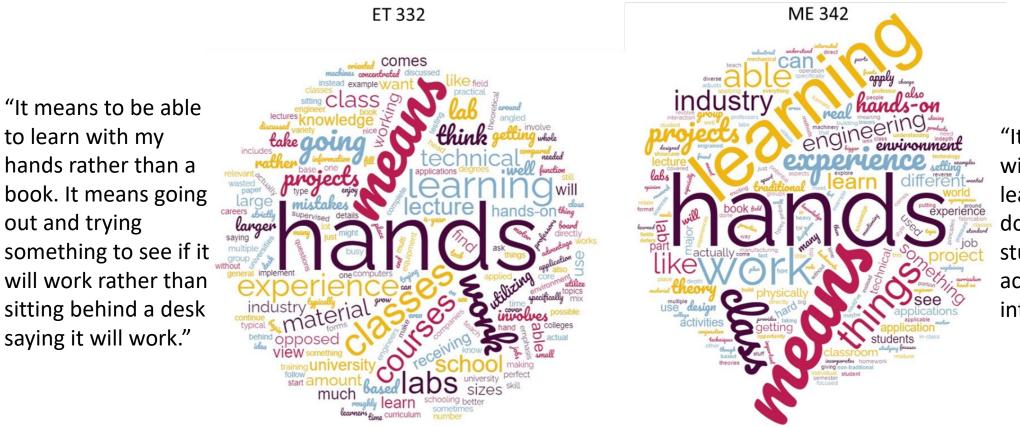
Course project was the most challenging.

What hindered your success?



To students, polytechnic education means hands-on classroom experiences.

What does polytechnic education mean?



"It means to work with your hands/ learning something by doing it. Not only studying theories and actually putting them into practice."

Take Home Message

- Student perceptions of polytechnic nature of a class <u>did not differ</u> with pedagogy
- Students found class representative of polytechnic because of <u>hands-on, physical labs</u>
- Did not matter if labs were <u>open-ended or structured</u>