

Teaching astronomy during the pandemics.

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Abstract

In this poster, we are presenting a qualitative study on the way that teaching of astronomy in Spain was adapted to the situation generated by the COVID-19 pandemics. We have selected several cases of study corresponding to a Physics Degree (UV), Master Degree (UGR, VIU) and university courses for elder people (UVigo). As it could be expected, the models applied were built and implemented on the fly, as there were no plans for such a situation.

In the case of the Valencia International University, a complete online university, its methodology was already well settled once the Master Degree had completed 9 previous editions. This led to a dramatic increase in the number of students, reaching a 30% increase in the edition starting in April 2020 and a 55% in the October 2020 edition. Apart from some minor issues generated by the larger number of students, there were no critical problems, with the students referring a 9/10 satisfaction.

In the case of the presential university, the migration to the online teaching, apart from obvious initial problems, was not bad, but it has not led to major changes in the teaching methodologies of those universities, apart from students choosing the online model for "tutoría" or professor attending hours. In general, the impact of the switch to an online model has been lower as the digital competence of the students was higher.