Applying PBL Methodologies to the Chemical Engineering Courses: Unit Operations and Modeling and Simulation

Characteristics / essentials

One of the main incentives for the improvement of the Unit Operations course is the integration of the different modules in a coherent way, the reduction of the academic load to the students, and the incorporation of ICT (Information and Communications Technologies) as facilitating tools. For this purpose, projects were designed in order to be convergent with the Modeling and Simulation course taught by Professor Nicolás Ratkovich. These projects involve the application of the knowledge acquired in the two courses, applying Project-Based Learning (PBL) methodologies.

Transformation elements

Pedagogical

Technological

Class structure

Project structure

eBooks

Effect and impact evidences

Example of a project developed in the class. A. Design, B. Simulation, C. and D. Experimental setup and results.

Lessons learned

- PBL provides opportunities for students to use technology.
- PBL connect students with the real world.
- PBL encourages students to be more engaged and to learn actively.
- PBL as a tool for team work and time management.
- Learning integration between two courses (reality and virtual reality).
- Reduction on academic load.
- Broad and integrated knowledge.

Acknowledgements

We thank Conecta-TE group Diana Cortés Bolívar and Alexandra Ramirez Zarate, as well as the class assistants Miguel Ballesteros, Juan Pablo Valdés and Miguel Daza, and the class monitors Miguel Bravo, Nicolás Perez, Daniela Wong, Deisy Becerra, Maria Carolina Esquivel and Laura Munar.