

Structure of blended courses

Estructura de cursos semipresenciales

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Abstract

The main aim of suggesting this type of education is primarily to strengthen the teaching-learning process through the use of technology by incorporating LMS platforms for establishing the collaborative learning and online communication with their fellow students and their teachers continuously. For the creation of the Virtual Learning Environment (EVA) internally several tests were done until early 2009 that it was possible to visulizarla externally to the institution, from there we are working continuously on developing published courses so that they can achieve the objectives, while it is necessary to create a mechanism for motivating students and teachers are frequent users of the AVU. The production of a blended course is quite a complex and rigorous task that demands the development of a working model well structured, so it is necessary to consider the aspects and tools necessary to ensure the development of competition, it is necessary to consider the systems, education, media, among others, and above all a clear methodology with well-detailed stages, well structured programmatic progress of matter, corresponding to the following areas look

Resumen

En el Área Académica de Tecnologías de la Información y Comunicación de la Universidad Tecnológica de Xicotepec de Juárez se propuso una forma rápida y sencilla de implementar cursos en línea, con la finalidad de dar seguimiento a asignaturas que conforman la modalidad de educación semipresencial. El objetivo principal de sugerir esta modalidad educativa es principalmente fortalecer el proceso aprendizaje-enseñanza a través del uso de tecnologías mediante la incorporación de plataformas LMS que permitan establecer el aprendizaje colaborativo y la comunicación en línea de los estudiantes con sus compañeros y con sus profesores de manera continua. Para la creación del Entorno Virtual de Aprendizaje (EVA) se hicieron varias pruebas de manera interna, hasta que a principios de 2009 fue posible poder visulizarla de manera externa a la institución, a partir de ahí se esta trabajando de manera continua en el desarrollo de los cursos publicados de manera que se puedan lograr los objetivos planteados, a la vez, es necesario crear un mecanismo motivador para que estudiantes y profesores sean usuarios asiduos del AVU. La producción de un curso semipresencial es una tarea bastante compleja y rigurosa que demanda el desarrollo de un modelo de trabajo bien estructurado, por lo que es necesario tener en consideración los aspectos y herramientas necesarias para garantizar el desarrollo de la competencia, es necesario considerar el aspecto correspondiente a las siguientes áreas: sistemas, pedagogía, comunicadores sociales, entre otros, y sobre todo una Metodología clara con fases bien detalladas, un avance programático bien estructurado de la materia.

LMS, EVA, Blended

LMS, EVA, Semipresencial

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Introduction

The available communication and information exchange technologies play a determining role in the ways of knowing, researching, teaching and learning. Currently their development is not only transforming educational models and strategies, but they are changing the way we work, study, have fun and interact socially.

The traditional role of the teacher is to provide information, give explanations, make descriptions, narrate phenomena and events and in their case for many students they are the only access to their area of knowledge.

Distance education has the particularity of offering a personalized education, of promoting the model of learning to learn, of continuing education. The same particularities that lead us to consider this modality at the Technological University of Xicotepec de Juárez in such a way that this house of studies is outlined as an opportunity to increase continuous study at its own pace, to constantly update, to continue truncated studies, everything this through educational technologies.

This educational modality is gradually implemented in this house of studies, first the Moodle platform was installed to carry out evaluations of the Information and Communication Technologies career, this service was only available in the internal network of the University, months later it was They began to design courses without any methodologies or didactic or pedagogical or instructional design.

For the development of the courses of the blended modality, attempts have been made to improve their design at all times, testing the development of educational material based on some development methodologies and an Instructional model.

As mentioned, the inherent benefit of the project is the implementation of courses in the modality of distance or blended education, however there are other benefits parallel to it:

Homogeneous course design through an instructional design appropriate to the UT's educational model. Adequate planning of work sessions both in the classroom and in laboratories, and in person or remotely, allowing the student to work at their own pace.

Better academic monitoring by each teacher, since it can give more personalized attention to each practice and student work. Design continuing education courses or training for students, alumni, graduates and anyone who registers within the EVA.

Objective

Analyze and implement a methodology and instructional design to PE courses in Information Technology in its blended modality

Development

The Virtual Learning Environment (VLE) has undergone several changes and improvements over the years.

The current changes revolve around the increase in courses offered, the personalization of the home page, the application of online evaluations, etc.

Currently, the Academic Area of IT has within its EVA various courses of an academic nature, tutoring monitoring, stays and others belonging to the Quality Management System. However, the academic courses did not have a homogeneous structure that allowed a blended teaching methodology to be carried out according to the needs of the PE.

Development

Therefore, a methodology was designed to serve as support for blended courses in which teaching strategies and techniques are included, taking advantage of the tools provided by the LMS as well as web 2.0 tools, in addition to being used to specify part of the instructional content and also aspects regarding storage, presentation to the user, distribution and evaluation online through SCORMS packages, in this way it will allow to maintain a portfolio of evidence on the student's performance as well as an evaluation record and record of access to the material by the student.

In order to carry out a blended course, it is important to consider two phases of development, the technological phase and the pedagogical phase; In this case, the technological phase corresponds to the Moodle LMS and the use of web 2.0 tools, and to work on the pedagogical phase, the Methodology for the construction of blended courses was analyzed and elaborated, where the organizational structure of the courses to be shown was considered. an instructional design was implemented as an instrument that allows obtaining the competence established by the subject

Didactic strategies were defined where the following aspects were considered:

The role of the teacher or professor, the role of the student, the content of the subject, the learning context and the methodological or didactic strategies.

Therefore, an analysis of the structural components of a blended course was carried out, different learning techniques were proposed through the tools provided by the LMS used, teaching-learning strategies where teaching-learning strategies and methodologies that can be implemented in web2.0 tools, the tutorial follow-up to these courses and the structuring of the evaluations are considered to help guarantee the acquisition of competence.

It is important to mention that the methodology for a blended course must consider from the organization of the course, the conformation of the learning units, including the didactic content, facilitate the resources to be used, generate a learning environment and use standards that guarantee compliance Of the objective.

In order to establish a good structure for a distance course, there must be evidence of having coherent monitoring and evaluation plans in accordance with the guidelines established by the institutions to carry out adequate monitoring of student progress and teacher monitoring; There must be coherence with the institutional pedagogical model, specifically with e-learning in the institution, taking into account the roles, the actors, the strategies, the learning objects, the teaching objects, the standards and the curricular redesign.

And above all, establishing the main communication channels for collaborative work between the various actors of the educational process that is being carried out can be, the most common means to use are: the forum, email, chat, videoconference, among others.

The implementation of quality standards that ensure portability, scalability, flexibility and interoperability of the contents; pedagogical, methodological and technological elements, according to the guidelines established by the academy; and allow flexibility and mobility of content and learning activities through different platforms.

According to the aforementioned, the following elements are considered necessary for the development of the distance course:

- Organization of the course.
- Units of learning.
- Didactic content.
- Resources.
- Learning environment.

The type of system (LMS) or Virtual Learning Environments to be used is important to consider the following aspects:

- Have an intuitive graphical interface.
- Use web services 1.0 and 2.0.
- Present modules for academic management and administration, course organization, calendar, digital materials, activity management, student monitoring, learning evaluation.
- Adapt to the characteristics and needs of the user (administrator, teacher, tutor and student).
- Present different types of activities that can be implemented in a course.
- Possibility of communication and interaction between students and the teacher or tutor.

- Incorporate resources for the monitoring and evaluation of students.

Cornella (2010) Cornella Alfonso (2010), e-learning, Corporate Learning, Gestion 2000.

Results

Structure Design:

- Each of the elements that should be considered for the Instructional Design of the EVA were analyzed.
- The pilot courses were structured following the elements that make up the methodology to be implemented.
- Virtual spaces for PE courses were opened and the basic template of the structure to follow was implemented.

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Conclusions

As a preliminary conclusion, distance education is an educational modality that implements strategies and methods that allow users to develop skills and abilities. For this, it is necessary to implement pedagogical strategies and methodologies according to the learning objectives pursued by each subject or course offered in this modality.

The Virtual Learning Environment has been a facilitating tool for some teaching activities such as the application and evaluation of exams, the quarterly planning, the continuous and timely academic monitoring for each student and the most important thing has been the means of support in collaborative learning.

However, training and activities continue to be generated that contribute to the exploitation of the EVA as a facilitating tool of the learning-teaching process at the higher level.

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