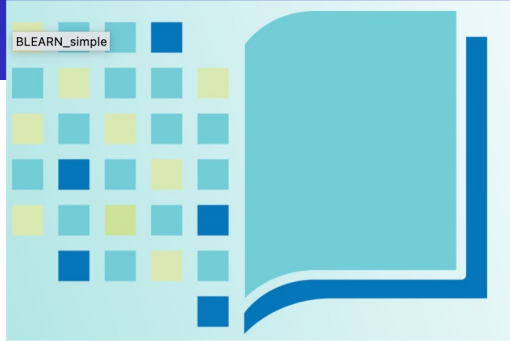


Transnational Project Meeting 4

WARSAW 2022

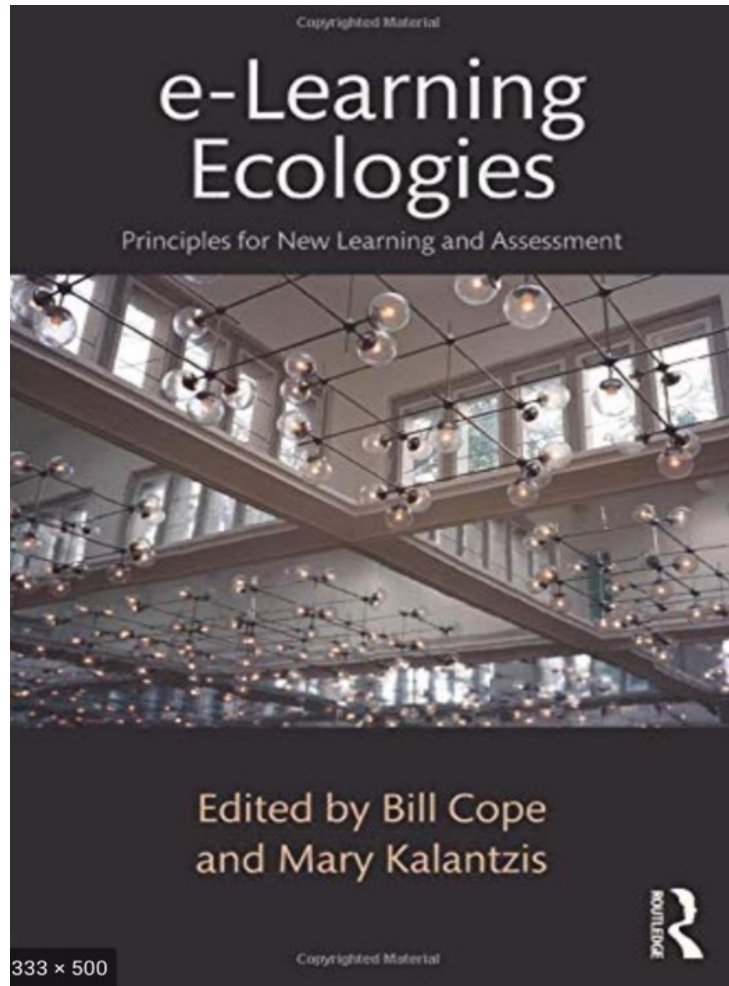


A PROPOSAL FOR THE IMPLEMENTATION OF B-LEARNING

Ana Cea
University of Minho

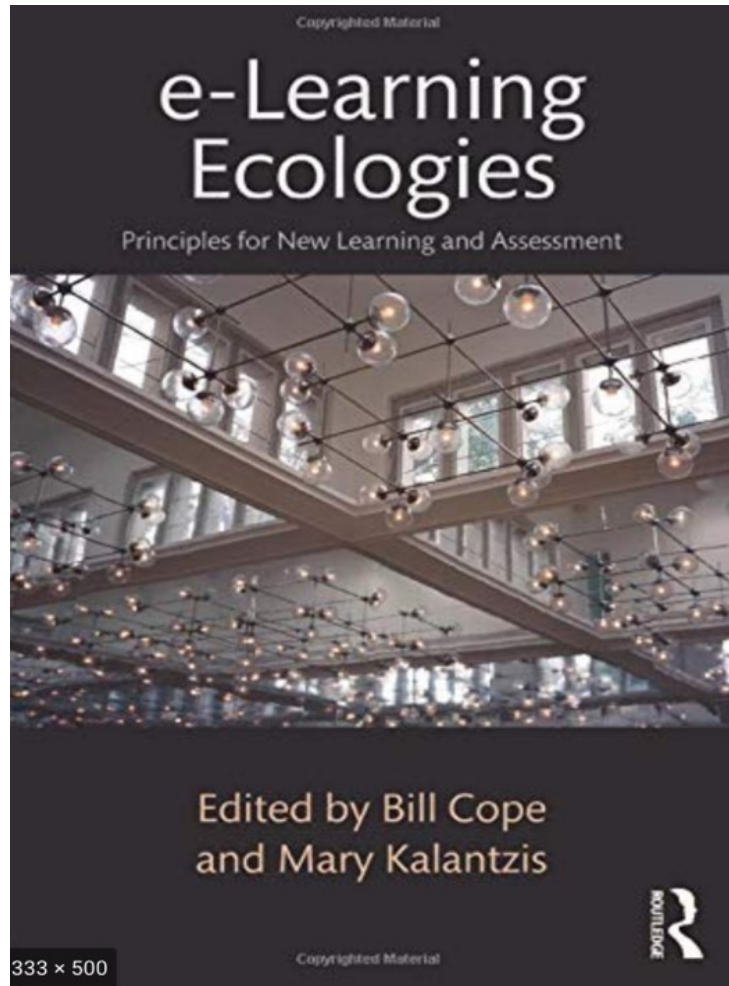
1. How blended learning may help to implement pedagogic strategies: connectivist principles and cybersocial learning.
2. Customizing the LMS.
3. Design of a short module within the b-learning programme on flipped classroom.
4. Conclusions
5. Bibliography

New learning ecologies

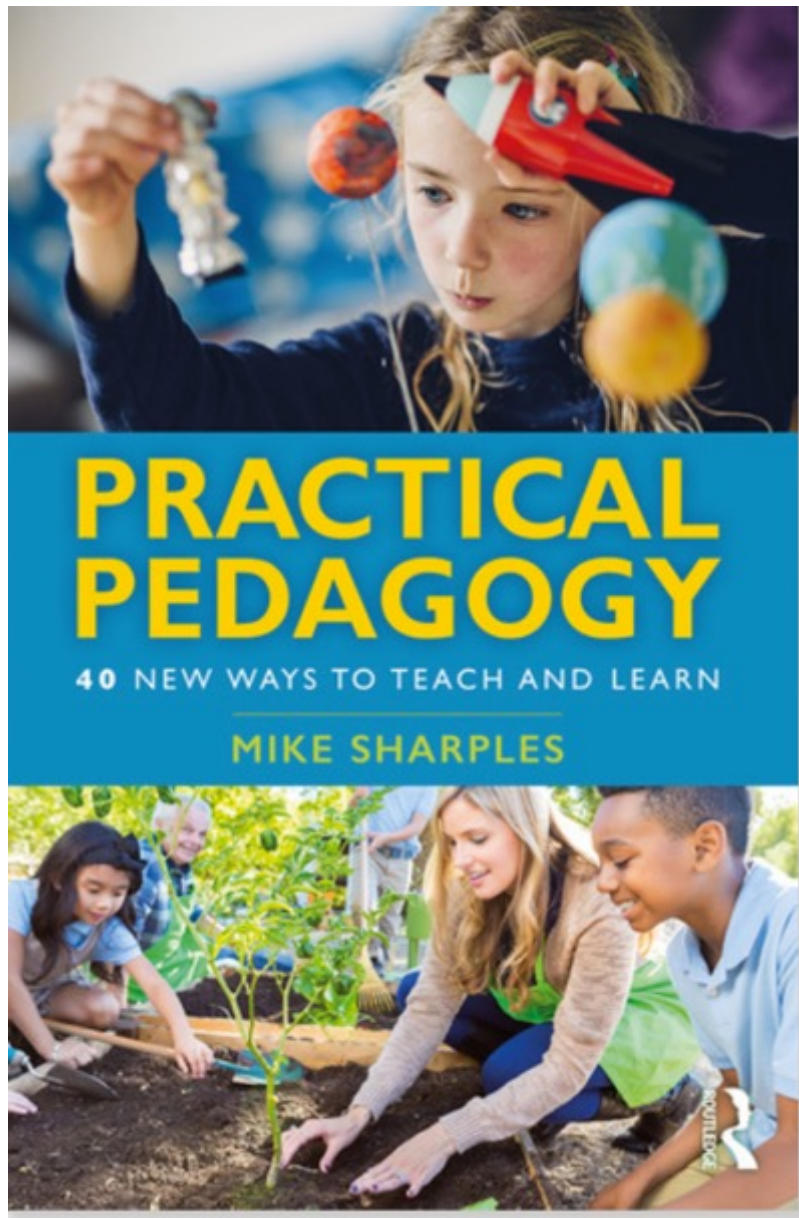


The classroom is considered the exceptional space and moment for interaction and creation through project-based work, gamification processes, mobile learning, the inverted classroom, etc.

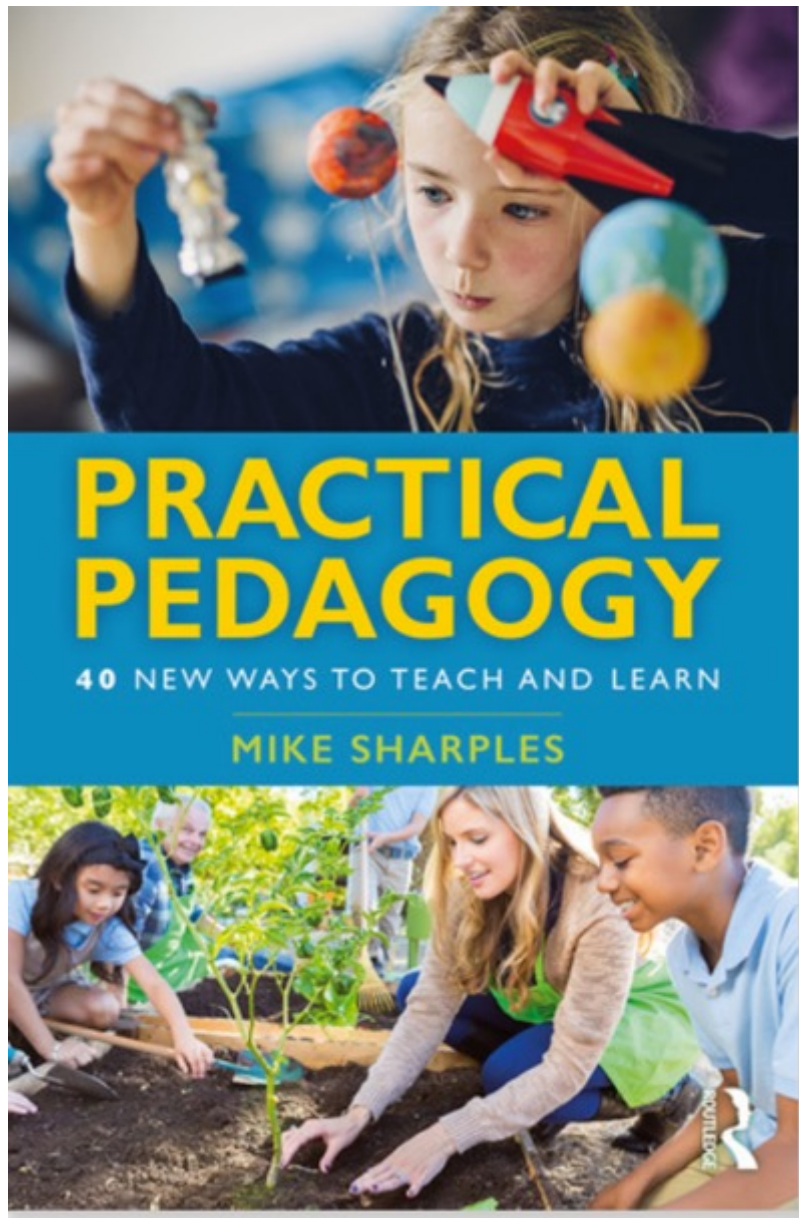
New learning ecologies



Allows the development of principles and values for cyber-social learning.



Digital competence in students and teachers is one of the factors conditioning the teaching-learning process.



Digital competence in students and teachers is one of the factors conditioning the teaching-learning process.

Even the very freedom and **flexibility** provided by technology requires more than ever didactic-pedagogical approaches based on **self-regulation** (...).

Sharples, M. (2019)

The role of today's learners

"Learning" implies understanding the values of the **digital culture** in which we live, a proactive, connected, contextualised, network-based learning culture.

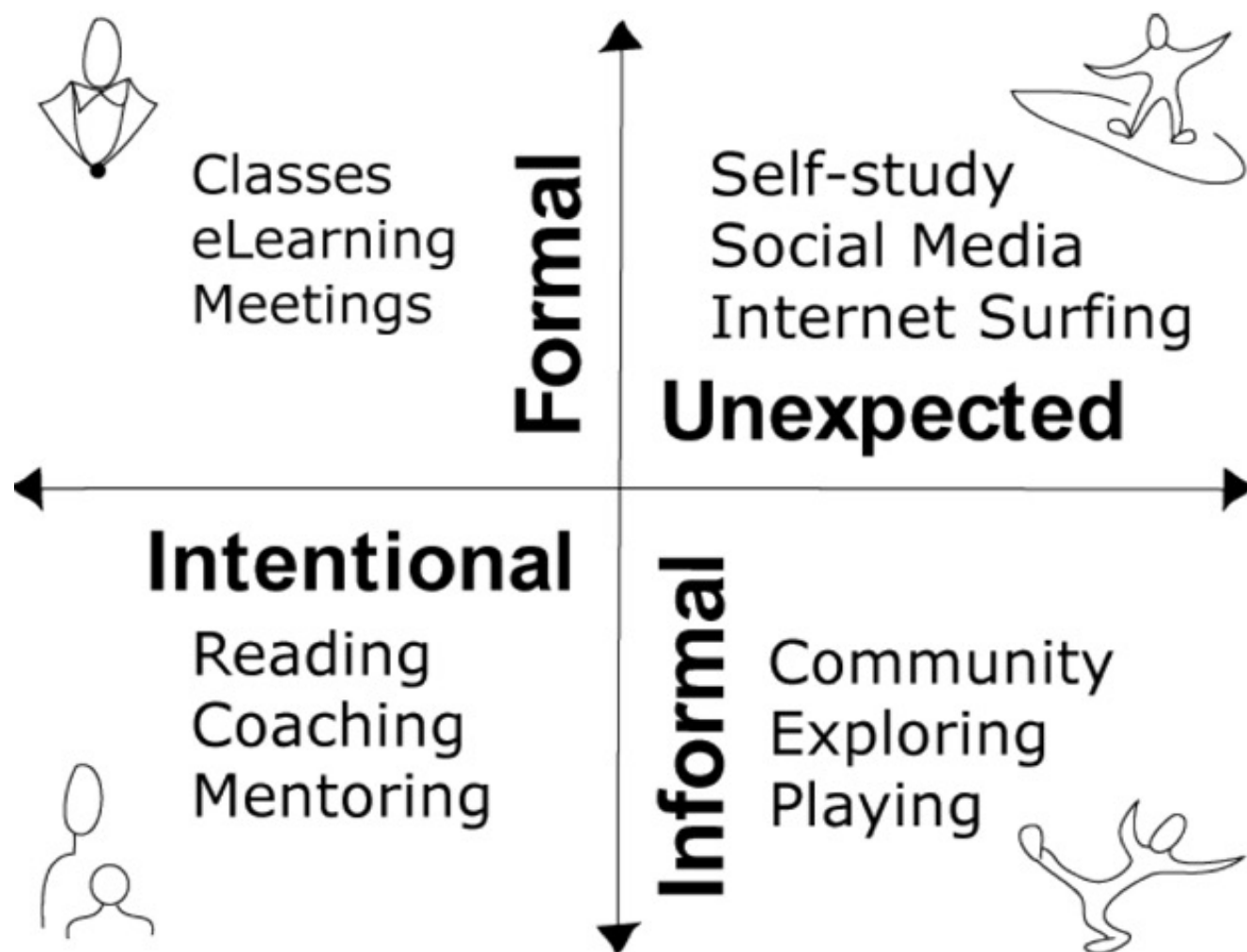
Ribeiro (2019)

The role of today's learners

- active agents of their learning
- assume more responsibility
- "knowledge producers" through different digital resources

The role of today's learners

- active agents of their learning
- assume more responsibility
- "knowledge producers" through different digital resources
- they work effectively individually or collectively (in pairs or groups)
- they feel comfortable in multimodal creative spaces
- they shape their identity by drawing on their experiences and interests for the learning task
- continue their learning **beyond the classroom space**



(c) Marcia L. Conner, 2004-2009
www.marciacconner.com

Figura 1: Tipos de aprendizaje (Conner, 2013)

The new role of the teacher

- manages a **multifaceted** pedagogical space
- feels comfortable in designing and implementing viable online learning spaces
- allows his/her students to take more **responsibility** for their learning
- takes into account the different students learning styles and rhythms.

(Kalantzis & Cope, 2016)

The new role of the teacher

- creates **multimodal materials** that allow students to put their experience and knowledge into practice and interact with their peers.

(Higuera García, 2012)

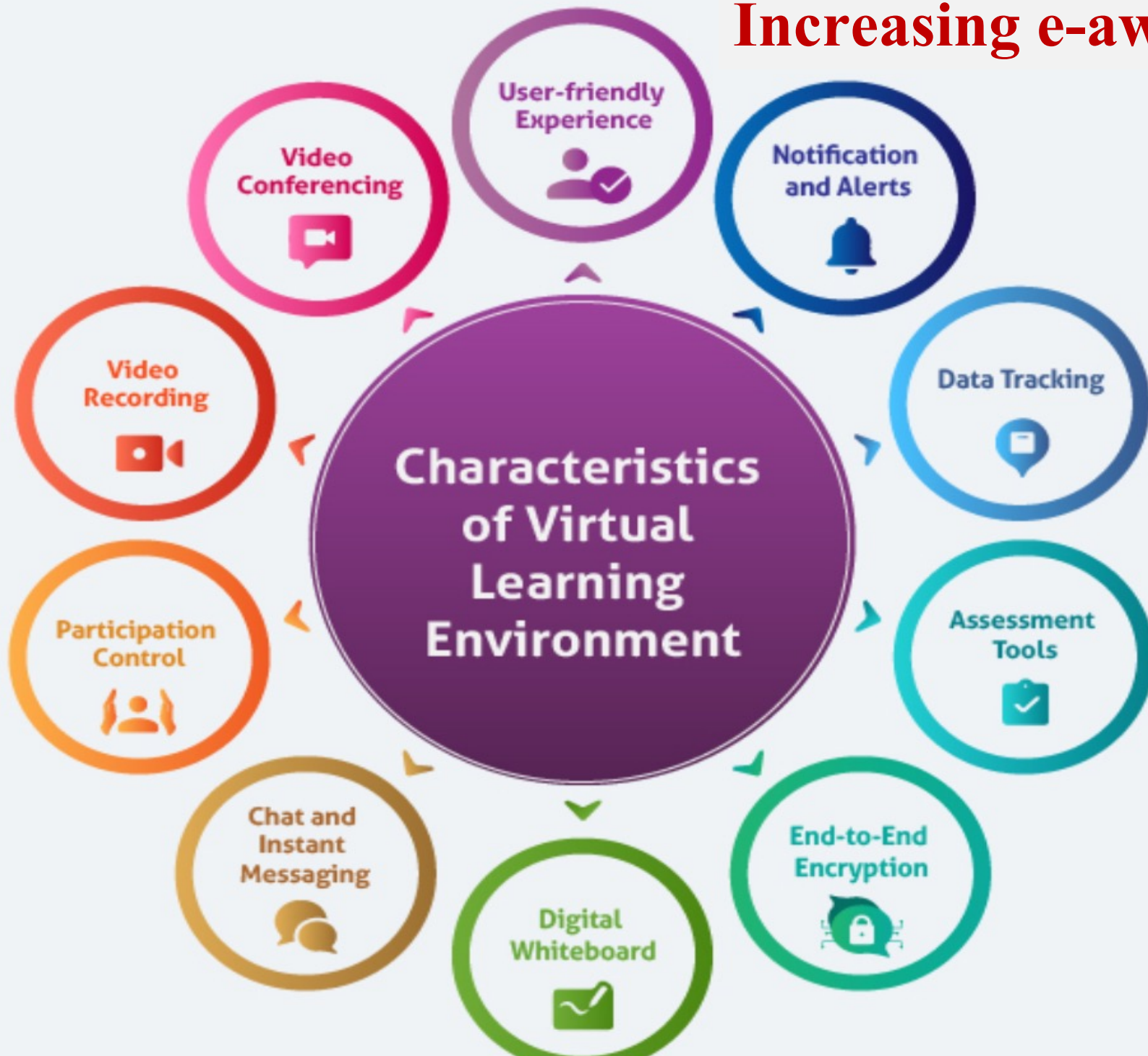
The new role of the teacher

- Develops students' **e-awareness** regarding the role of hybrid learning spaces.

Ribeiro (2019); Torres Ríos (2015)

- Promotes deeper engagement.

Increasing e-awareness



Hybrid learning spaces

- help learners recognise the kind of patterns and goals of the tasks they are doing;
- enable them to expand their **strategic competence**;
- prevent their learning from being limited to reproducing knowledge.
- optimize achievement of learning objectives by applying the 'right' learning technologies to match the 'right' personal learning style to transfer the 'right' skills to the 'right' person at the 'right' time".

(Hu, 2016)

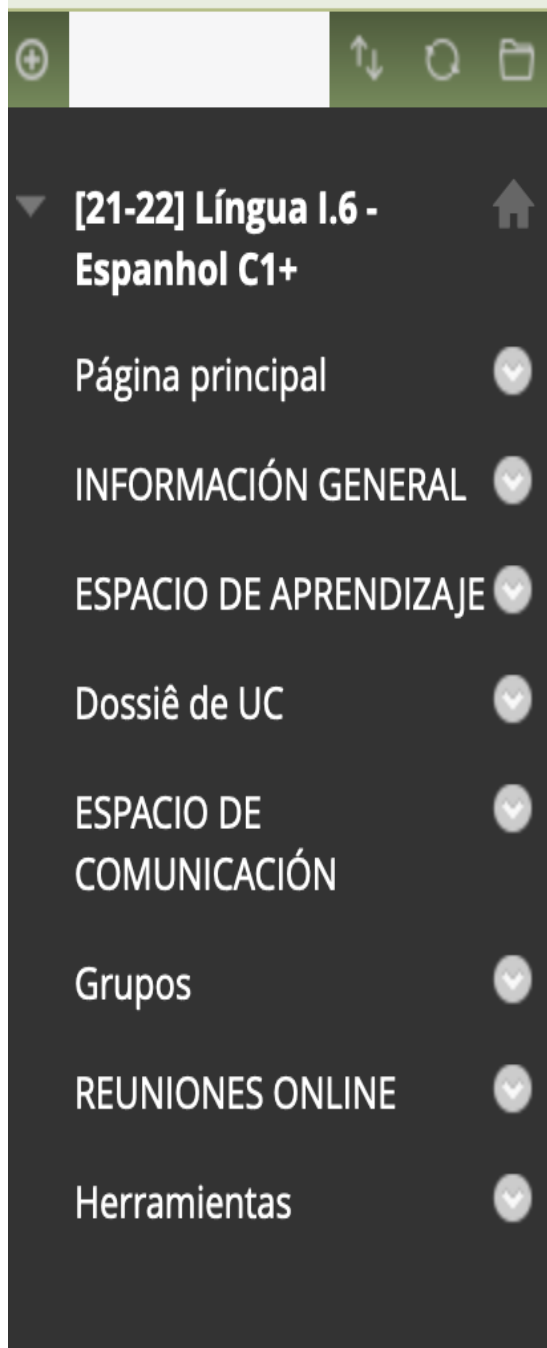
B-LEARNING IMPLEMENTATION



Blackboard

Analyse and **select** the best apps and functionalities of the institutional Learning Management System (LMS).





Customize the LMS

Increasing
e-awareness
of the learning
environment

[21-22] Língua I.6 - Espanhol C1+



[21-22] Língua I.6 -
Espanhol C1+



Página principal



INFORMACIÓN GENERAL



ESPACIO DE APRENDIZAJE



Dossiê de UC



ESPACIO DE
COMUNICACIÓN



Grupos



REUNIONES ONLINE



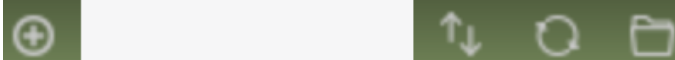
Herramientas



Customize the LMS

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- ESPACIO DE APRENDIZAJE
- Dossiê de UC
- ESPACIO DE COMUNICACIÓN
- Grupos
- REUNIONES ONLINE
- Herramientas

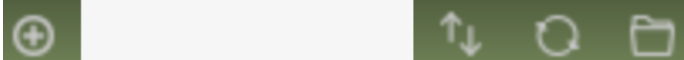
SYLLABUS



**GENERAL
INFORMATION**



[21-22] Língua I.6 - Espanhol C1+



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- Herramientas

SYLLABUS



**GENERAL
INFORMATION**



DIGITAL ROAD MAP

DIGITAL ROAD MAP

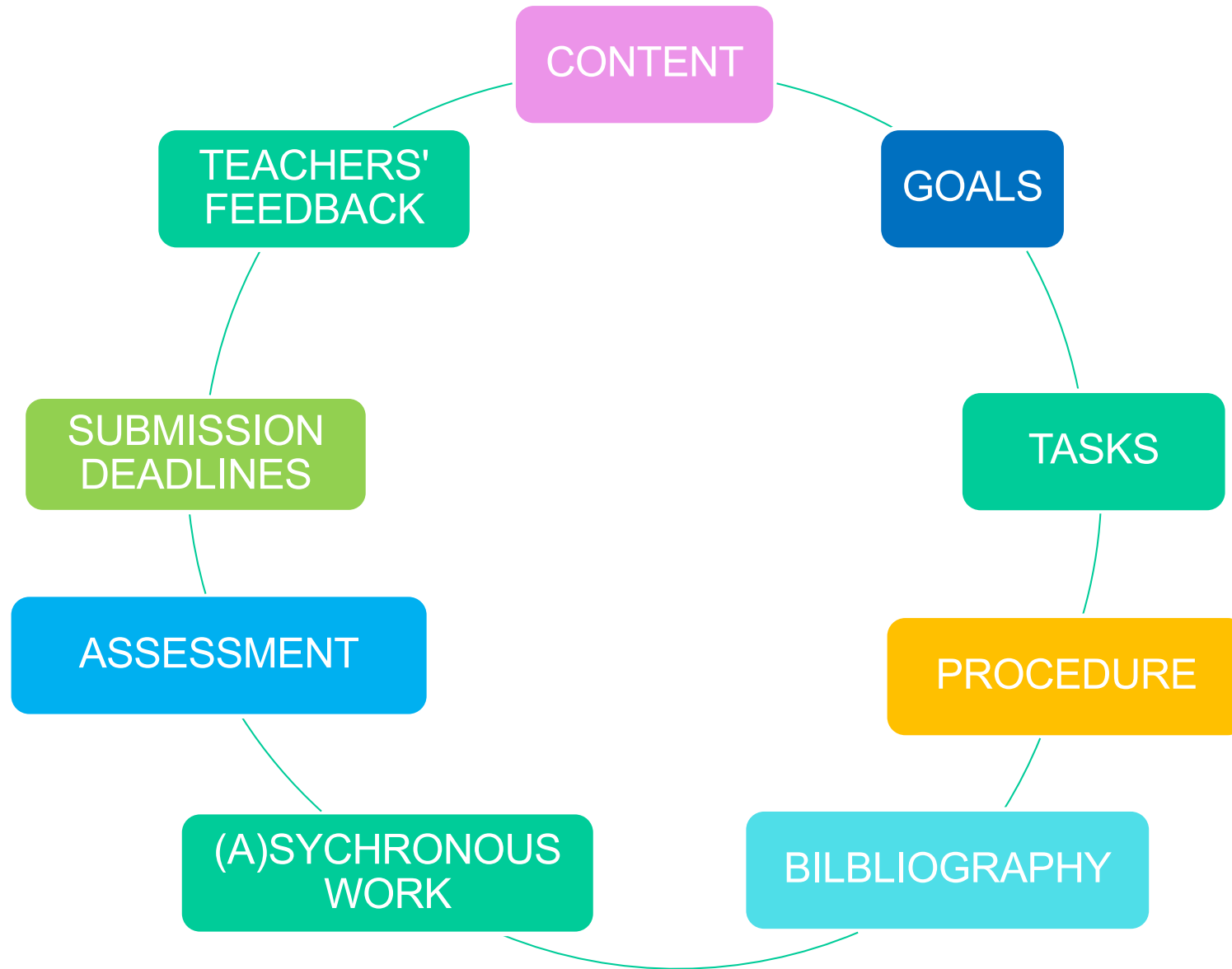
IMPORTANT
DATES

Course timetable:

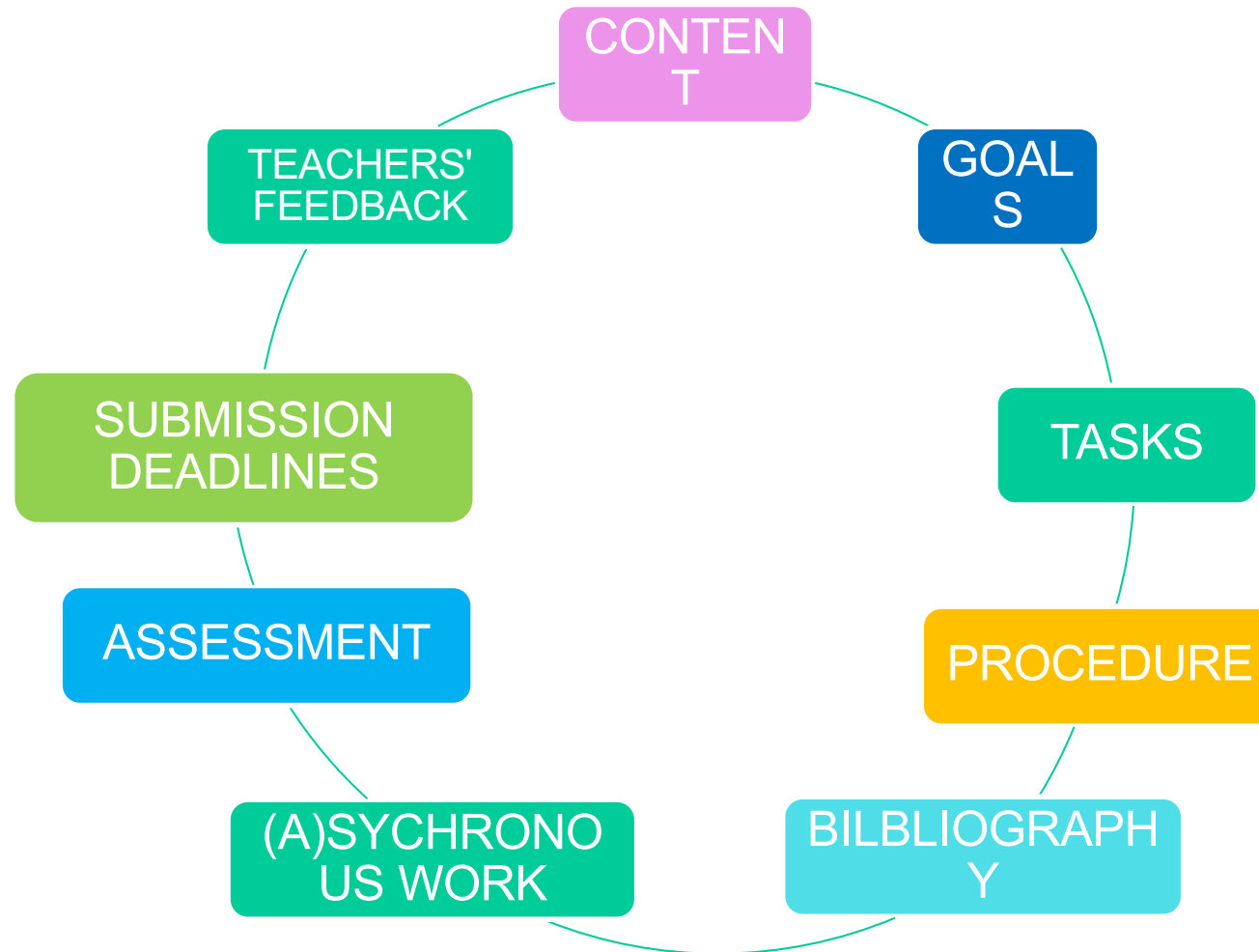
- Chronogram by modules

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Chapter 1						Classes (group 1) (group 2 at sea)	Classes (group 2) (group 1 at sea)	Classes (all)	Classes (all)
	Chapter 2								
		Chapter 3							
			Chapter 4						
				Chapter 5					
Distance learning						In-class learning			

DIGITAL ROAD MAP



DIGITAL ROAD MAP



HELPS SELF-REGULATION

[21-22] Língua I.6 - Espanhol C'



**[21-22] Língua I.6 -
Espanhol C1+**



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Grupos



REUNIONES ONLINE



Herramientas



SYLLABUS

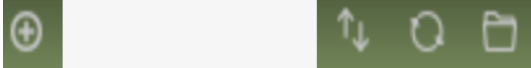
**DIGITAL
ROAD MAP**



**GENERAL
INFORMATION**



**FINAL
ASSESSMENT**



▼ [21-22] Língua I.6 -
Espanhol C1+ ▲

Página principal ▼

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COMUNICACIÓN ▼

Grupos ▼

REUNIONES ONLINE ▼

Herramientas ▼



**LEARNING
SPACE**



**DIDACTIC
MATERIALS**

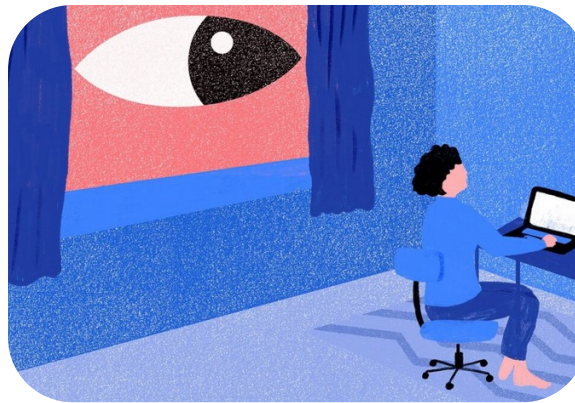
**WE ARE
ON-TIME**



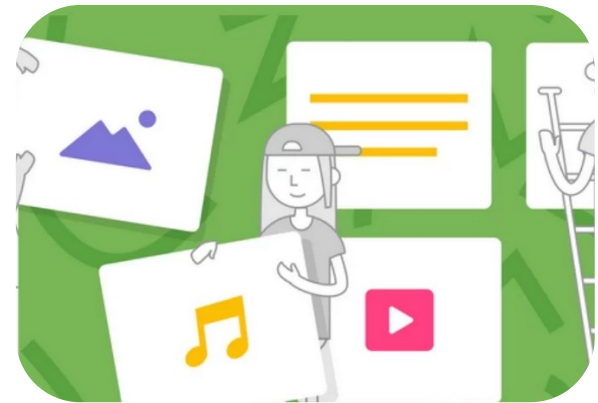
**DELIVERY OF
ASSIGNMENTS**



WIKIS



ONLINE EXAMS



**EXTERNAL MURALS
PORTFOLIOS**



[21-22] Língua I.6 -
Espanhol C1+



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REUNIONES ONLINE



Herramientas



**COMMUNICATION
SPACE**

DIGITAL FORUM



Students send their opinions or doubts on:

specific themes or tasks

comments on teacher's feedback

procedure (deadlines, bibliography, etc.)



**[21-22] Língua I.6 -
Espanhol C1+**



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Grupos



REUNIONES ONLINE



Herramientas



**ONLINE MEETING
ROOM**



Synchronous
remote
learning



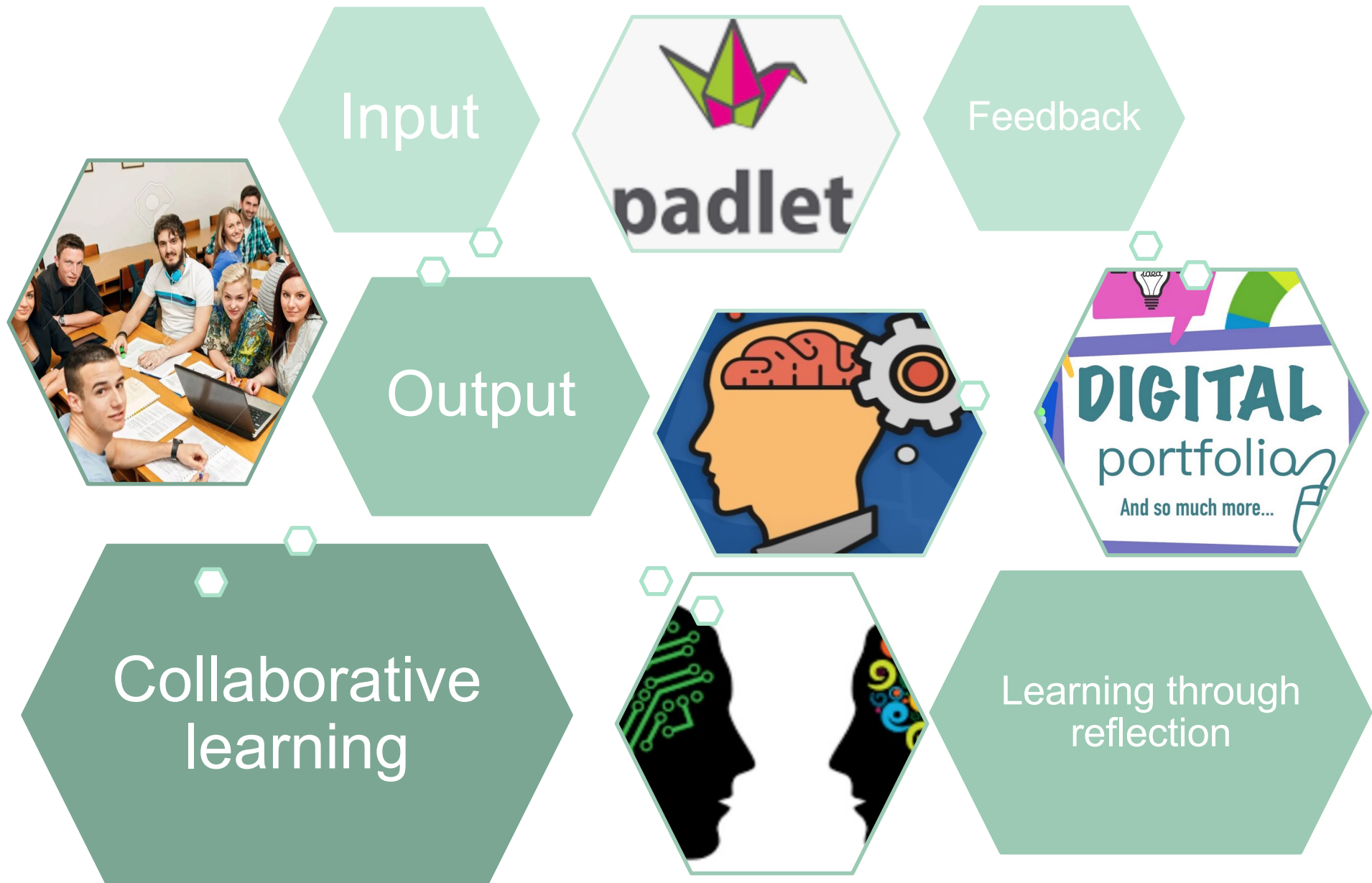
Hold /replay
an online class

FACE TO FACE CLASS

FOSTERING **AUTONOMY** THROUGH

- encouraging responsibility for learning through flexible control, favouring **negotiation** of the topics
- create opportunities for practice and interaction
- cater for the **diversity of learners** and encourage collaboration and mutual help
- follow an action-oriented approach.

BLENDED FACE TO FACE LEARNING



WAYS OF **HYBRIDISING**

- Proactivity, connectivity
INPUT presentation based on **multimodal** documents
- Fostering multiple literacies and **digital competence**:
 - Creating digital items for learning:
 - c-map tools
 - Word clouds
 - Reflective portfolios

WAYS OF **HYBRIDISING**

- Developing creativity and proactivity:

Linking up with Scolari's (2013) concept of **prosumers (producers + consumers)**:

the possibility of transforming and creating new learning products: transmedia content, hypermedia, etc.

- Gamification techniques

Active and more efficient learning

(Núñez, Cea and Dias, 2019)

DIDACTIC SEQUENCE ON FLIPPED CLASSROOM MODEL

1ST PHASE
9-15 May



ACTIVITY SHEET



MULTIMODAL
DOCUMENTS



ENABLING TASKS

DIGITAL ROAD MAP



SCHEDULED WORK



**AUTONOMOUS
ONLINE WORK**



INDIVIDUAL WORK

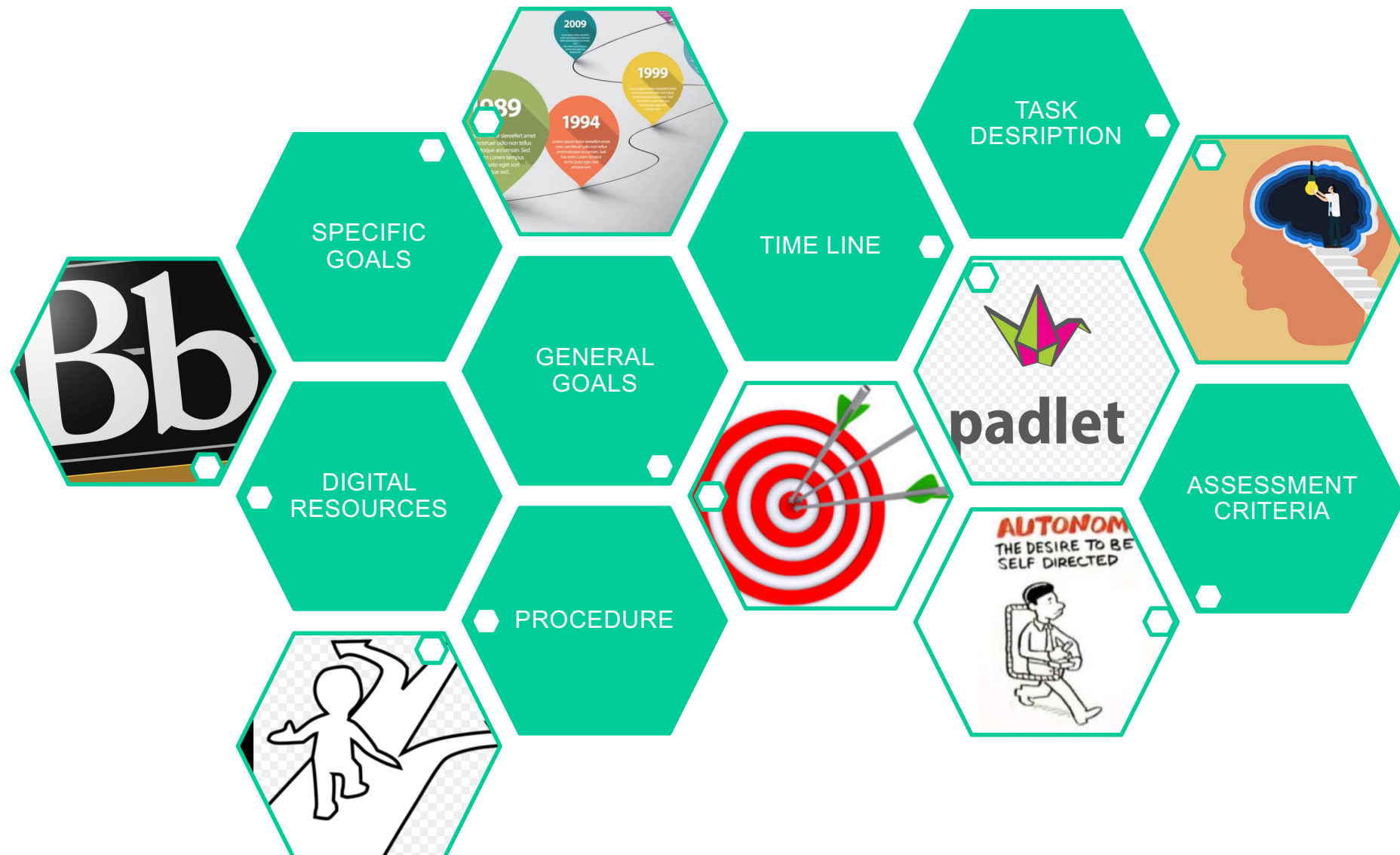
ACTIVITY SHEET



Blackboard



DIGITAL ROAD MAP



ENABLING TASK



**AWARE OF
ASSESSMENT CRITERIA**



**AUTONOMOUS ONLINE
WORK**



**CLASSROOM MURAL
PADLET)**

2ND PHASE

9-15 May



**PRACTICE SPECIFIC
CONTENT**



ONLINE RESOURCES



INDIVIDUAL WORK

ENABLING TASK

padlet
Llévame al inicio

anacea2016 + 38 • 2d

Pizarra virtual de Español C1+

Compartiendo propuestas y actividades

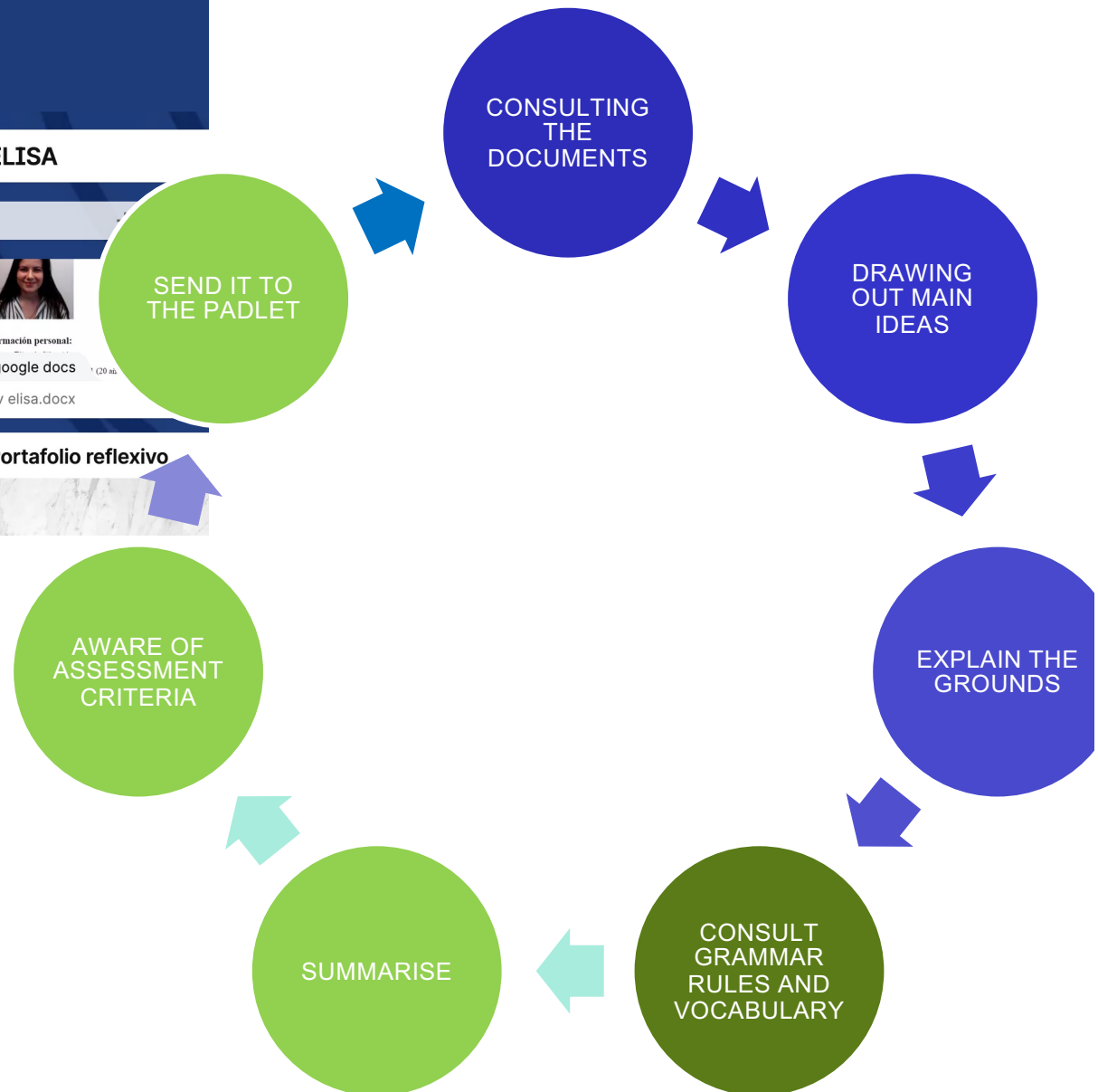
ANA CEA
+
5ª Sesión - 28/II/22

¡Feliz carnaval!
Debate sobre la corriente

ANDRÉ
+
Estereotipos asociados al hombre y a la mujer- André y Vânia
Hombre-Fuerte, racional, sustento, galante, agresivo
Mujer-débil, emotiva, maternidad, doméstica, habladora
Palabras con connotación negativa

ELISA
+

Información personal:
google docs + (20 ab.)
cv elisa.docx
Portafolio reflexivo

ENABLING TASK

padlet
Llévame al inicio

anacea2016 + 38 • 2d

Pizarra virtual de Español C1+

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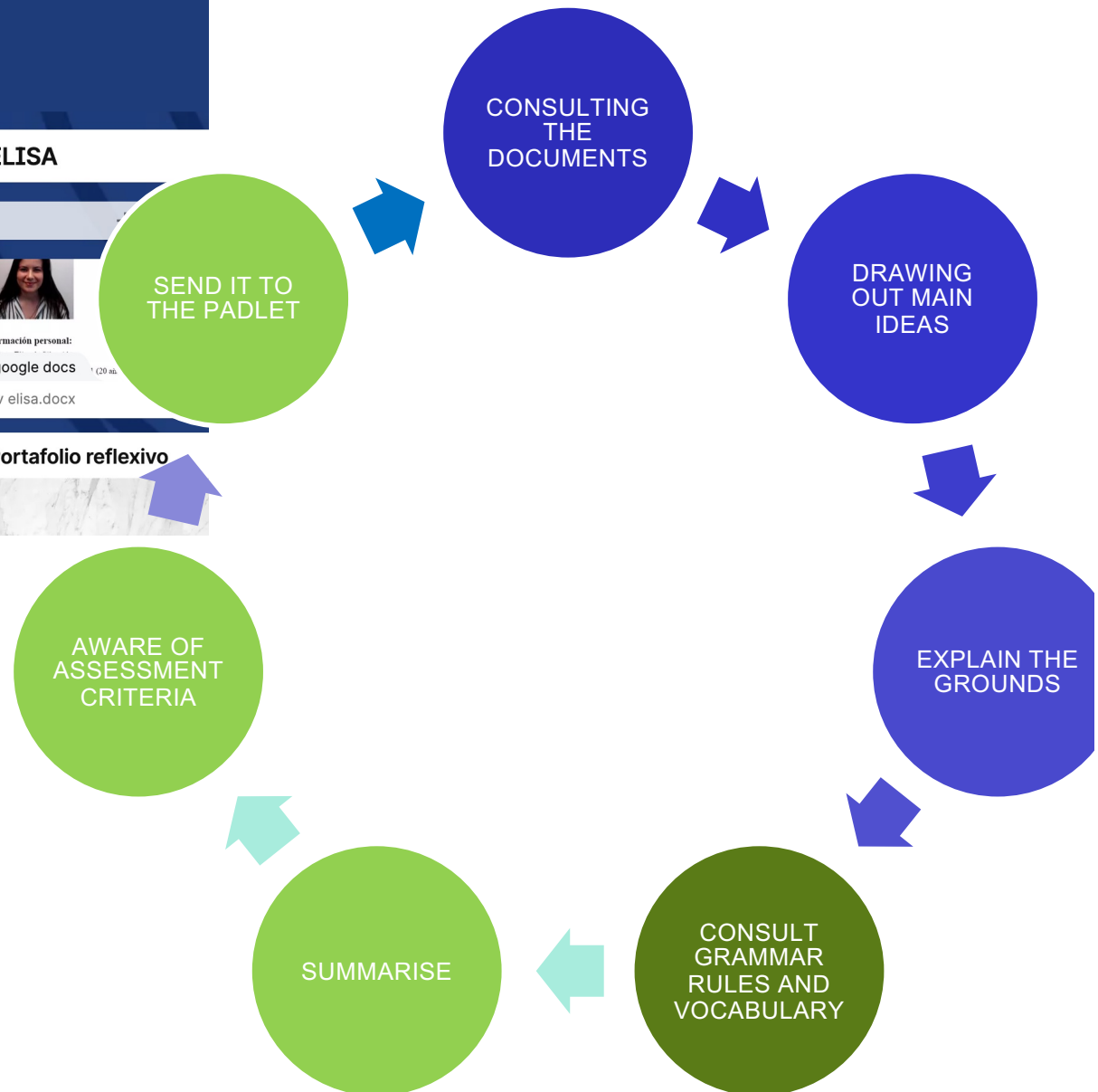
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Palabras con connotación negativa

ELISA
+

Información personal:
google docs + (20 ab.)
cv elisa.docx
Portafolio reflexivo




Blackboard



FLEXIBLE SCHEDULE

From May 9 to 15

ENABLING TASK

padlet
Llévame al inicio

anacea2016 + 38 • 2d

Pizarra virtual de Español C1+

Compartiendo propuestas y actividades

ANA CEA
+
5ª Sesión - 28/II/22

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Debate sobre la corriente

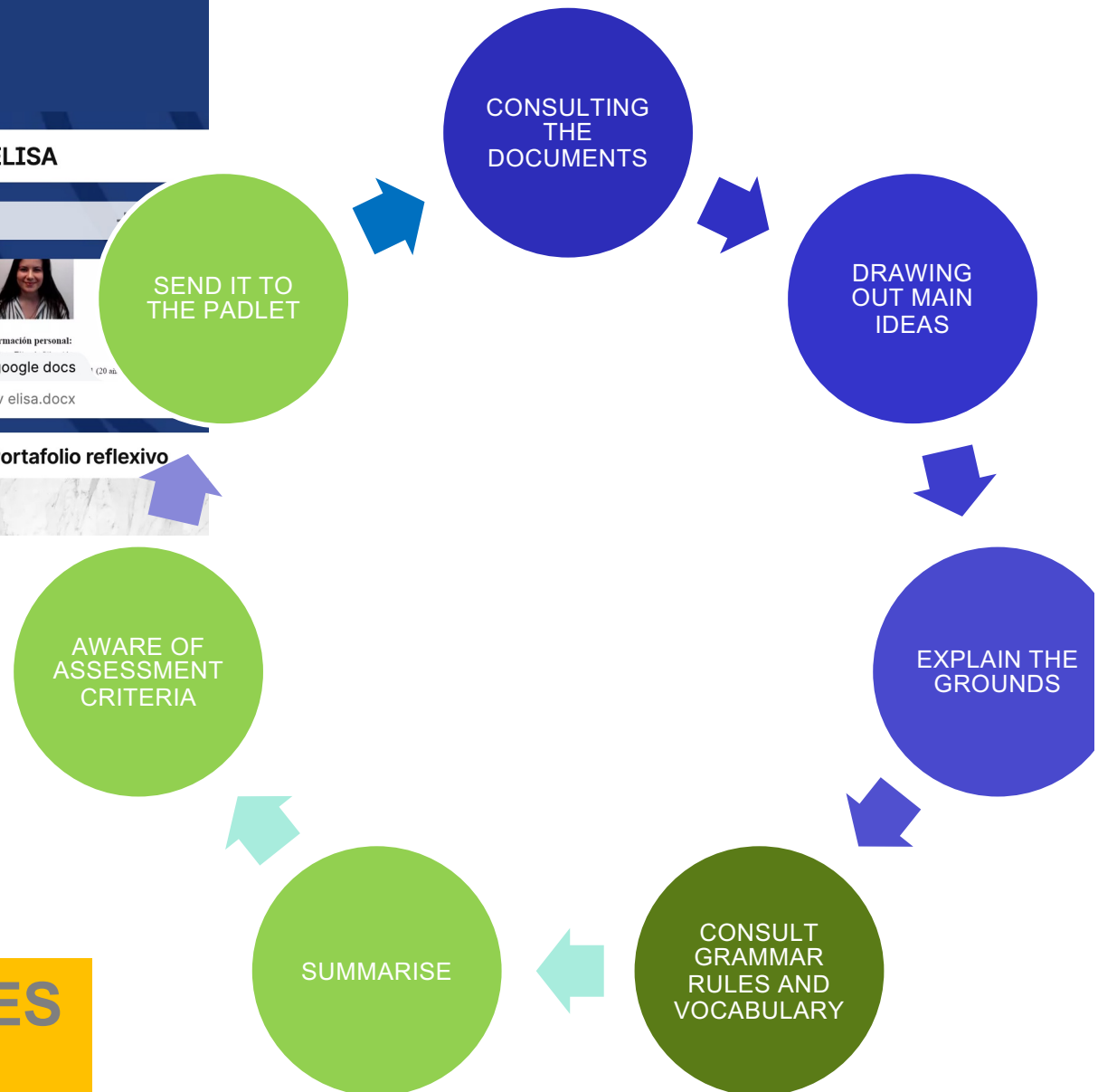
ANDRÉ
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ELISA
+

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cv elisa.docx
Portafolio reflexivo




THE LEARNER MANAGES
PACE AND TIME



ENABLING TASK

padlet
Llévame al inicio

anacea2016 + 38 • 2d

Pizarra virtual de Español C1+

Compartiendo propuestas y actividades

ANA CEA
+
5ª Sesión - 28/II/22

¡Feliz carnaval!
Debate sobre la corriente

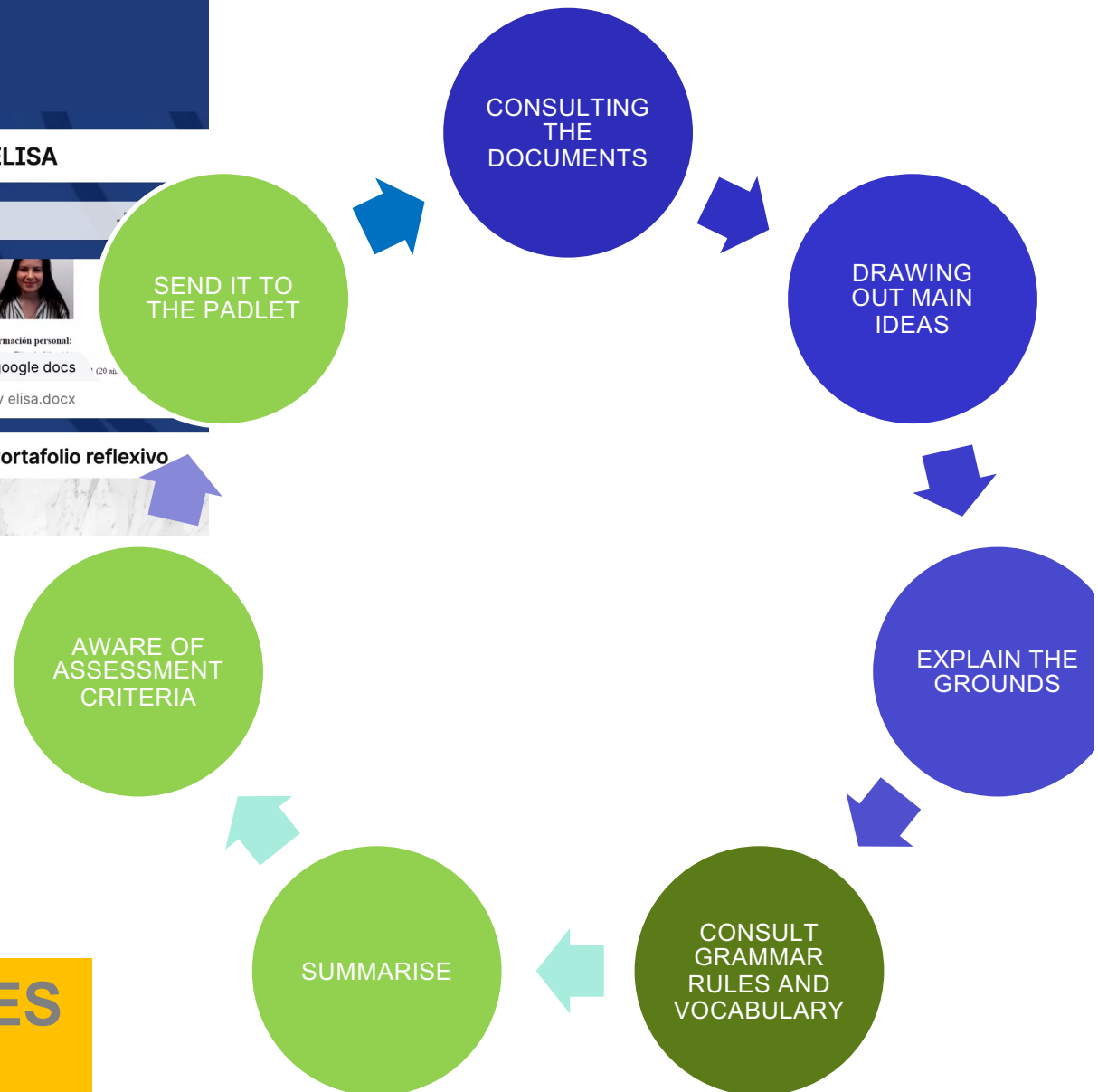
ANDRÉ
+
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Hombre-Fuerte, racional, sustento, galante, agresivo
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Palabras con connotación negativa

ELISA
+

Información personal:
google docs (20 ab.)
cv elisa.docx
Portafolio reflexivo




THE LEARNER MANAGES
PACE AND TIME



FACE TO FACE CLASS



```
graph TD; A[FACE TO FACE CLASS] --> B[AWARE OF ASSESSMENT CRITERIA]; B --> C[COLLABORATIVE WORK]; C --> D[CLASSROOM MURAL (PADLET)];
```

A vertical flowchart with four rectangular boxes. The first box is black with white text. The second box is light grey with black text. The third and fourth boxes are light tan with black text. Downward-pointing arrows connect each box to the next one below it.

**AWARE OF ASSESSMENT
CRITERIA**

COLLABORATIVE WORK

**CLASSROOM MURAL
(PADLET)**

3RD PHASE

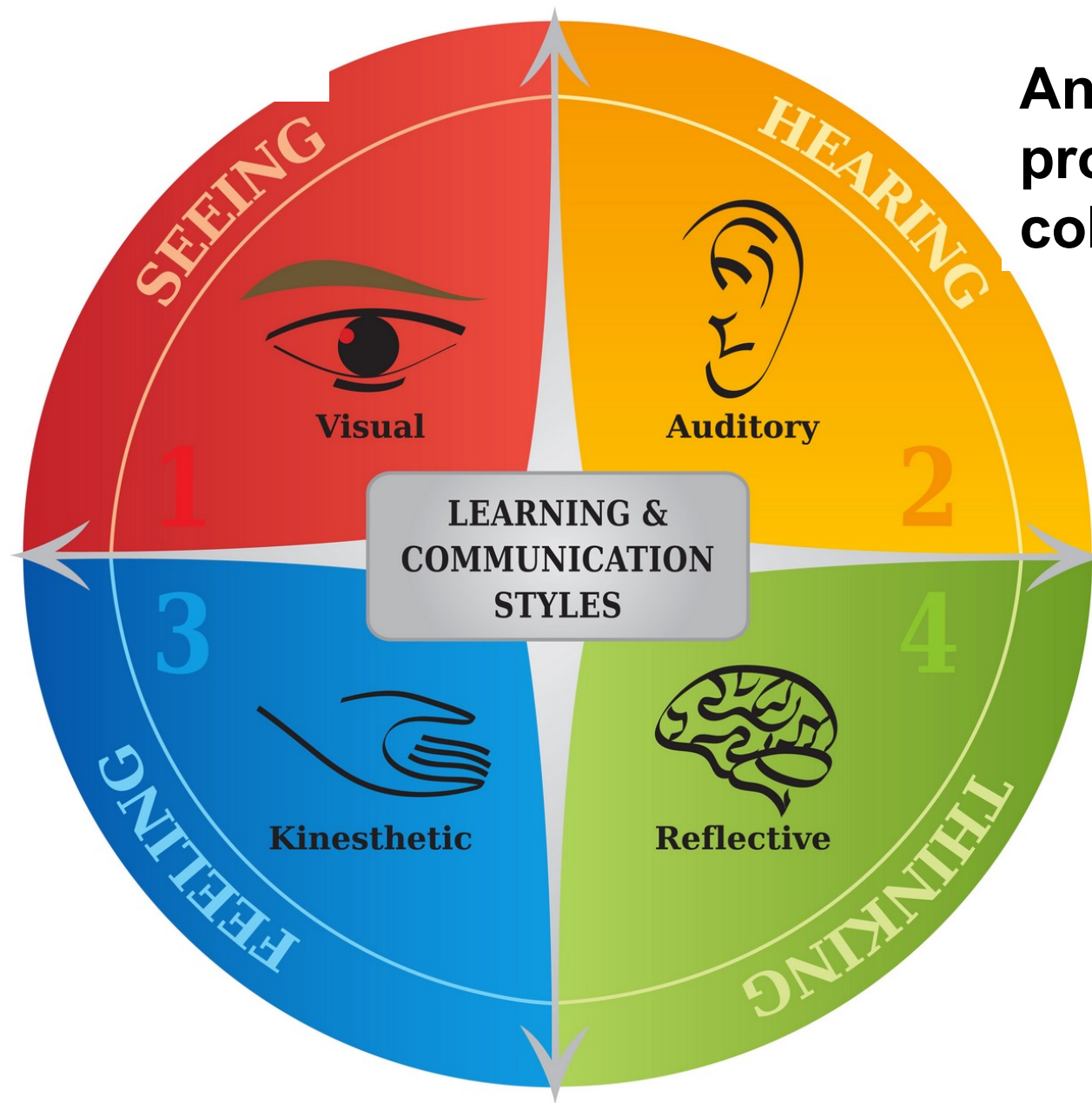
16 May

**ORAL PRESENTATIONS OF
ENABLING TASK**

**ANALYSING STUDENTS
PROPOSALS**

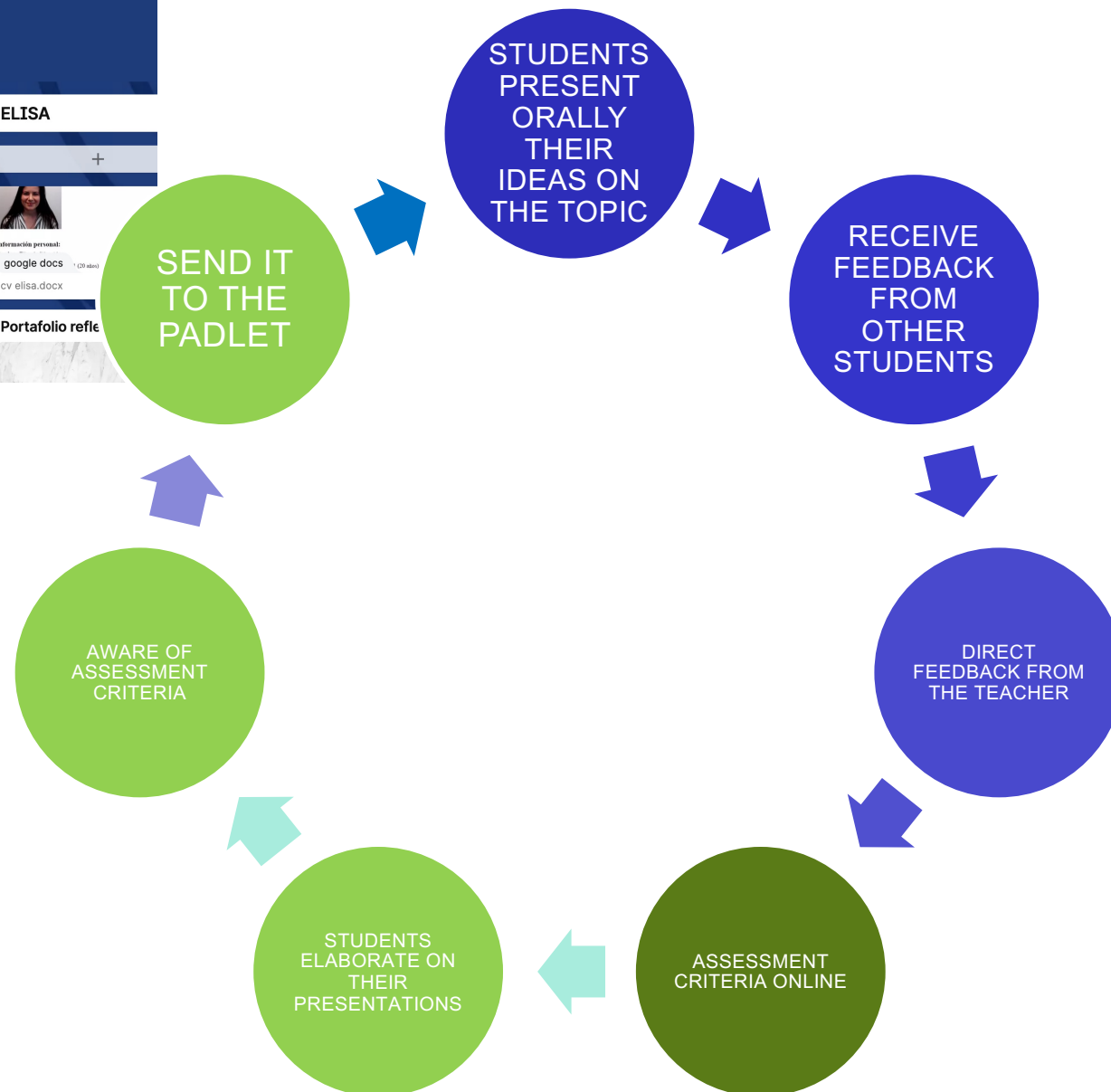
**DIRECT TEACHER'S
FEEDBACK**

ENABLING TASK: face to face



**Analysing students
proposals
collaboratively**

ENABLING TASK

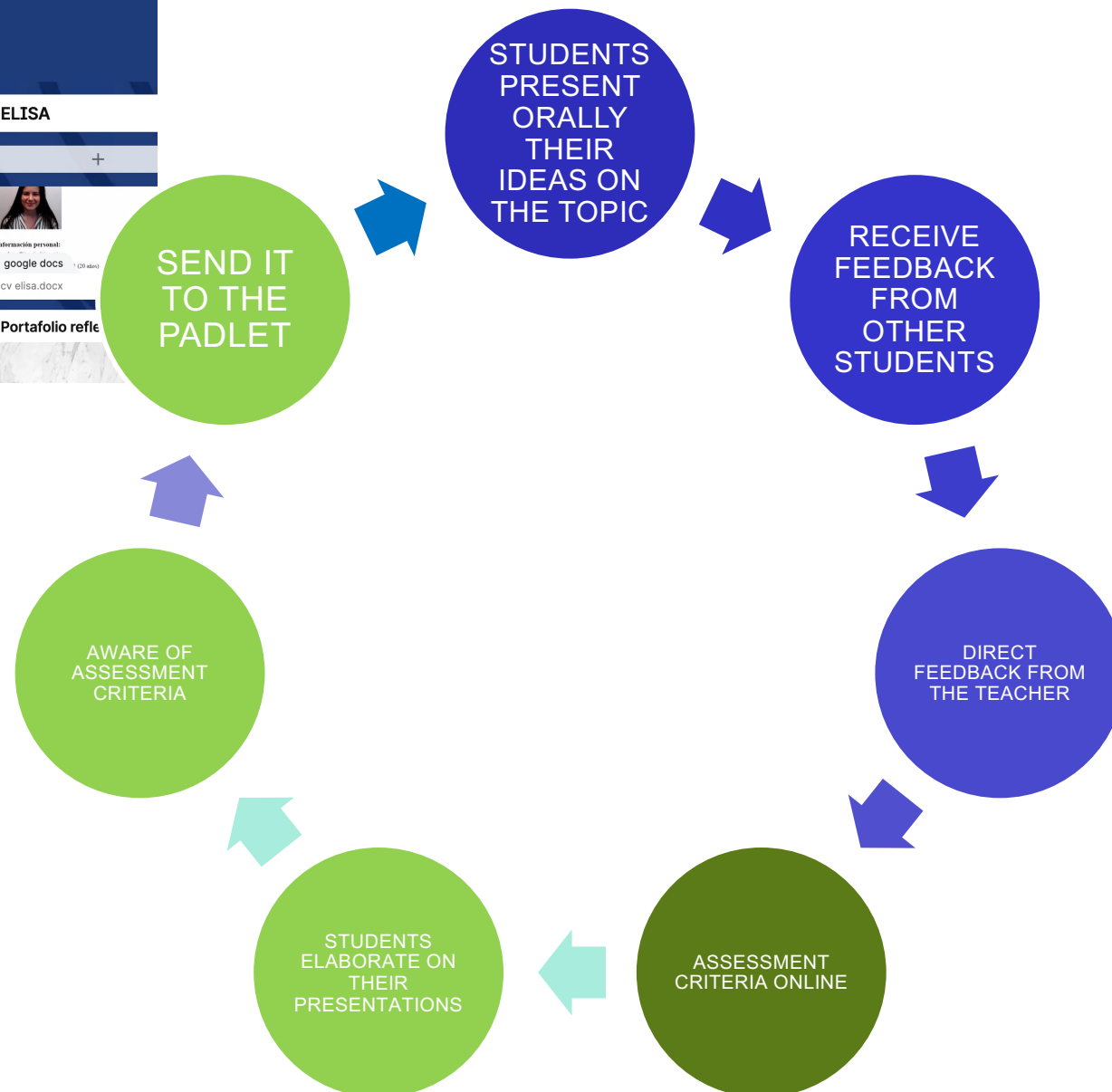


ENABLING TASK



ONLINE
RESOURCES

LMS &
CLASSROOM
MURAL



ENABLING TASK



SEND IT
TO THE
PADLET

STUDENTS
PRESENT
ORALLY
THEIR
IDEAS ON
THE TOPIC

RECEIVE
FEEDBACK
FROM
OTHER
STUDENTS

ONLINE
RESOURCES

LMS &
CLASSROOM
MURAL

DIRECT FEEDBACK

AWARE OF
ASSESSMENT
CRITERIA

STUDENTS
ELABORATE ON
THEIR
PRESENTATIONS

ASSESSMENT
CRITERIA ONLINE

DIRECT
FEEDBACK FROM
THE TEACHER

ONLINE WORK



ASSESSMENT CRITERIA



INDIVIDUAL WORK



LMS – SELF-ASSIGNMENT

4TH PHASE

16-25 May



SCAFFOLDING PROCESS



**FINAL TASK DELIVERY
WRITTEN ESSAY**

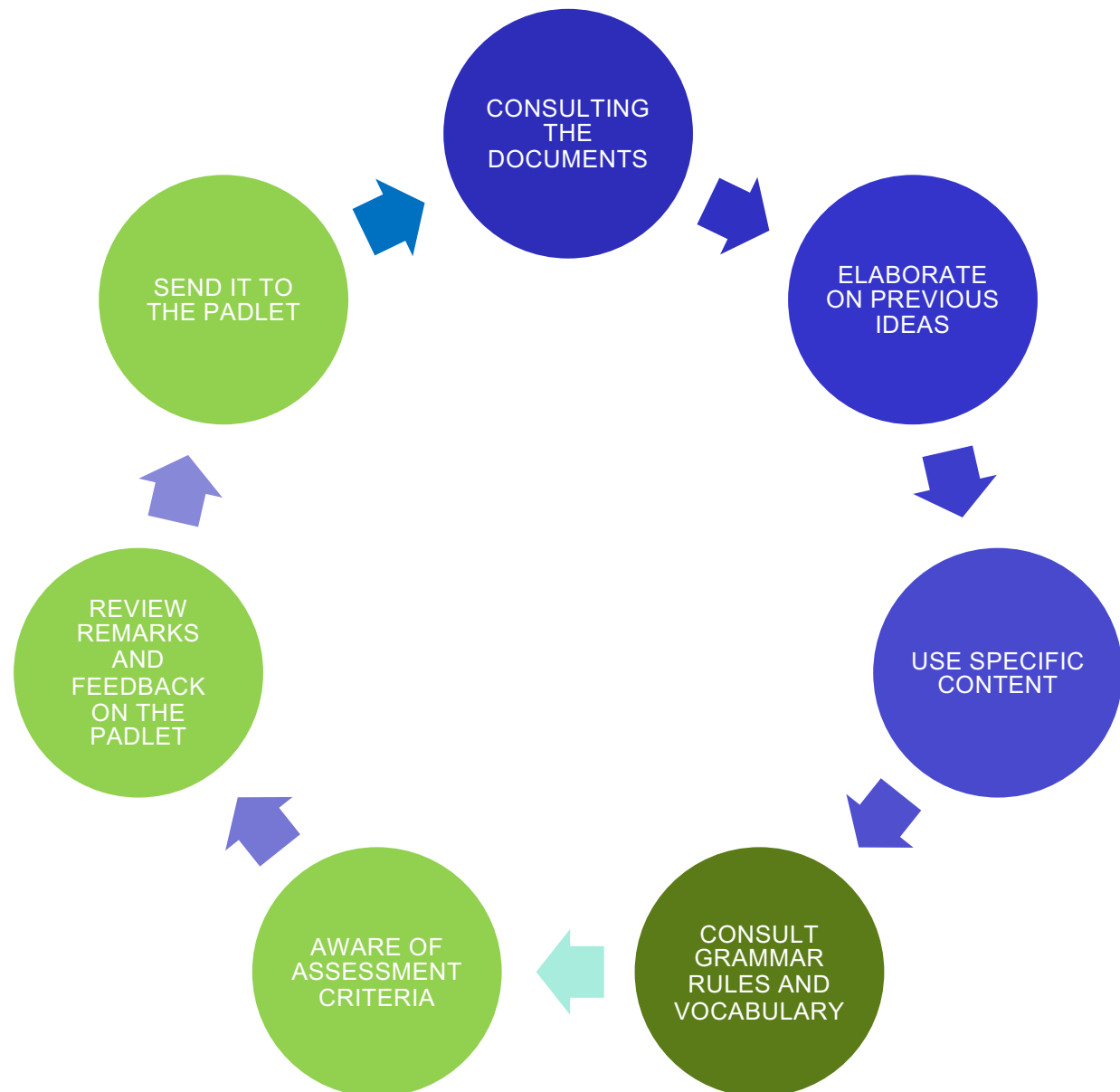


FORMATIVE ASSESSMENT

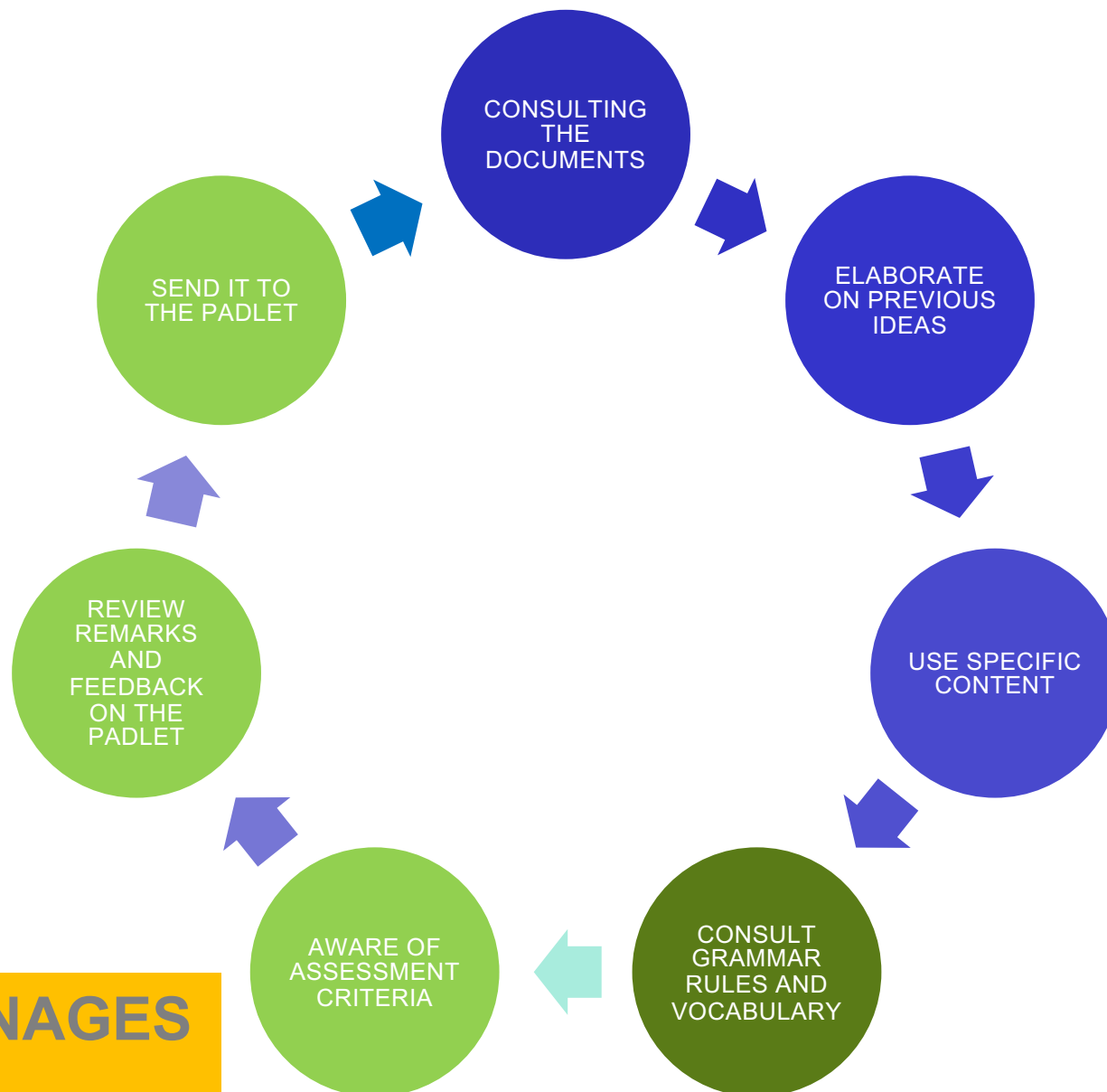


**DIRECT TEACHER'S FEEDBACK
(REMARKS AND GRADING)**

FINAL TASK PROCESS



FINAL TASK PROCESS



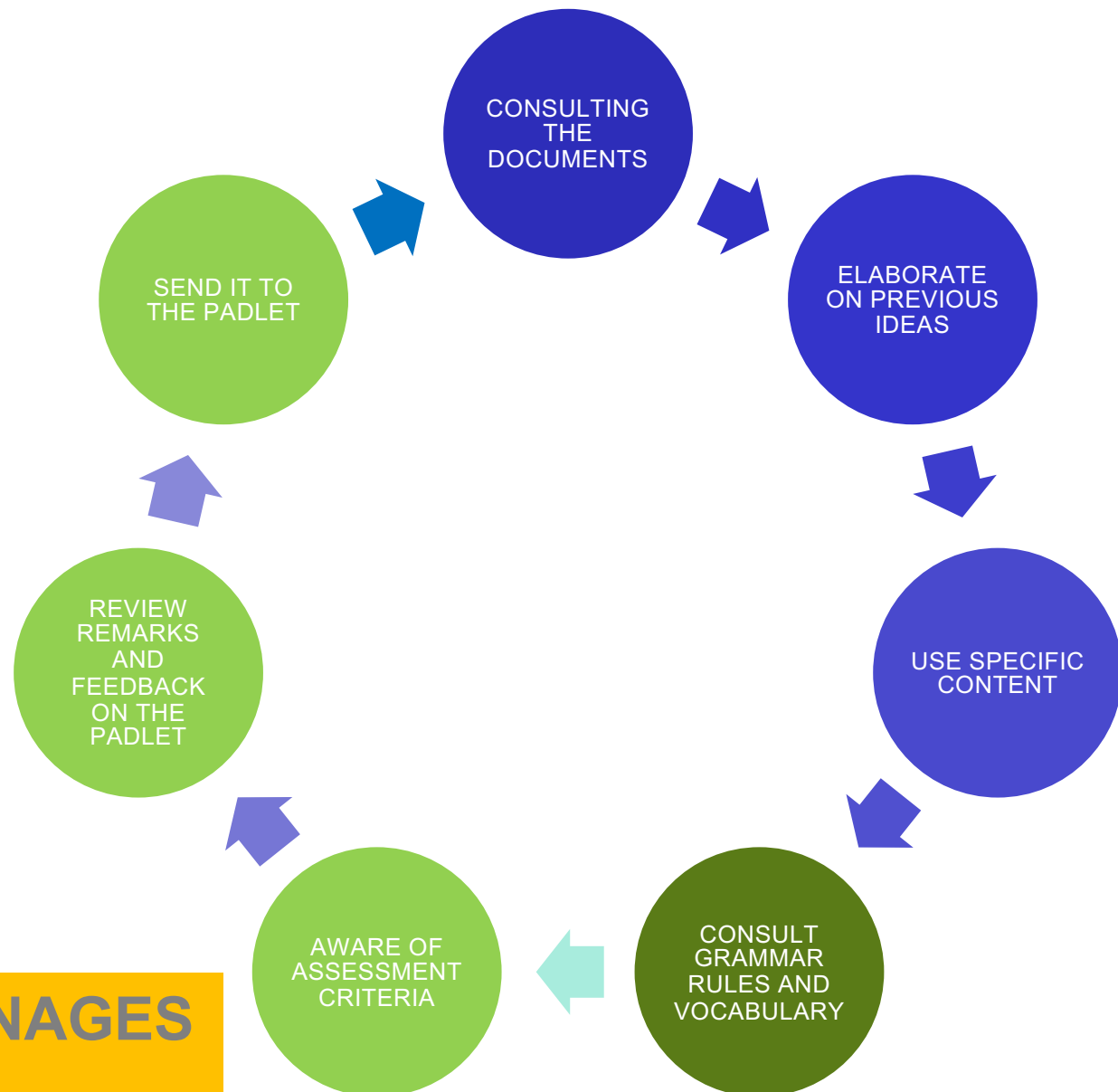
**THE LEARNER MANAGES
PACE AND TIME**

FINAL TASK PROCESS



**DELIVERS
FINAL
ESSAY TO
LMS**

**THE LEARNER MANAGES
PACE AND TIME**



Conclusions

It is important to:

- increase **students' awareness** of the learning process in different modalities: she/he can take advantage of learning in different dimensions (formal -LMS/informal context - VLE);
- provide students with **multi literacies** to accomplish their learning goals.
- students should develop **learning strategies** to adapt to the flexibility that ubiquitous learning models provide: reflect on their learning process and acquire more autonomous skills.

Conclusions

- E-awareness of the possibilities that provide both contexts of learning: F2F and digital context to take advantage of both.
- pay attention not only to technological aspects, but also to pedagogical elements (**self-regulation strategies**).

)

Conclusions

- The adoption of B-learning in (...) universities depends on a series of differential factors that could be summarised in the characteristics of the teachers, the type of instructional design on which the combined methodology is based, which shows a wide scale of implementation formats, and the presence or not of certain contextual factors.

Martín et al. (2021: 42)

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<https://doi.org/10.17398/1988-8430.30.261>

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**THANK YOU
FOR YOUR
ATTENTION**

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