

National Virtual Colloquium

Sharing good practices and lessons learned for resilient and sustainable professional development

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Title: Update teaching-learning process through technologies.

Course of Reference: New ways of teaching and learning English in the Americas.

Training Institution: “Universidad central de las Villas, Marta Abreu” (UCLV) and the British Council.

Trainer: Katia Torres Ponce

Beneficiaries: 26 professors benefited from the University of Artemisa

Activities used for cascading: Webinar

Mode of delivery: F2F

Main concepts or ideas

The current trends webinar conceptualized the update learning process through technologies in Cuba educational system in each level, literating teachers performances in the application of new technologies on the traditional and virtual classes covering a defined aim: To develop knowledge and skills for teaching and integrating technologies in the learning process.

The main concepts that was developed is:

➤ Current trends in English Teaching process.

The most debatable concepts or ideas

The most debatable concepts or ideas were centered in:

- Provide teachers to improve the teaching learning process on the virtual technologies.
- Although free wide-band width connection is still a problem in Cuba, the insertion of technologies is an update process to improve students learning.
- In the context of inadequate technological infrastructure in the majority of students and teachers.
- Lack of technologies like mobile, Wi-Fi net, computer, digital technology, smart phone hand devices have not the opportunity to increase knowledge.

The most highly accepted concepts or ideas:

The most accepted concept was the introduction of the new ITCs for adapting the teaching process to a particular teaching-learning context management without digital technologies.

New ideas inspired by the study of the documents and group discussion.

The most significant ideas were to elaborate virtual activities, lessons, assessment, task and workshop through internet applications (Whatsapp, Telegram, Moodle platform) to cover students' special needs for acquiring knowledge. Teachers suggested to have a course about the management of technologies to insert the contents to the platform and the other devices.

Changes perceived in teachers' thinking

They analyzed the examples of virtual activities, lesson, task and workshop models provided to improve assessment and adapt materials to socialize with all the teacher of the English department.

Changes perceived in teachers' practice.

They prepared virtual activities, lessons, assessment, task development guides for each of the skills giving the instructions to present the material in the Moodle platform, such as programs, task, videos, auditions, assessment and bibliography as clear as possible for the students' to consult in every theme they will need for being evaluated in both, virtual and face to face.

Changes perceived in students' Learning.

Students had been informed about all the content given because they should be evaluated in different ways, they also had to send task through whatsapp and be prepared face to face.

Student are more motivated and according to the results of recent evaluations a higher percent of them show a better development of productive skills.

Opinions from local participants (results from the PNI applied to the group of teachers benefited with workshops)

Positive: The course amended an exchange of different experiences and adverted new ways of teaching through technologies.

It was a suited space for explaining on teaching practices using technologies and their competent in working with all kind of application in internet.

The virtual activities, lessons, assessment, task and workshop provided a view of every topic related to the theme given.

Negative: In the context of inadequate technological infrastructure in the majority of students' and teachers' involved in the process. Lack of quality of internet in every zone, town, or area.

Interesting: Teachers had the opportunity to management technologies and provided opportunities for active learning like students that are not commonly used in their old traditional lessons. It gives the possibility to wake up the passive knowledge that every teacher may have and that is waiting for an opportunity like this for realizing that we have a lot things to be learned and much more for putting into practice in our profession.