

National Virtual Colloquium

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

Conference New Ways of Teaching

Title: Distance Education. Blended Learnings and Flipped Classroom at the English Teachers Training in Pinar del Río University

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Trainers: Rodolfo Acosta Padrón, Osniel Pérez Morejón

Beneficiaries: 30 professors

Training Institution: University of Pinar del Rio, Foreign Languages Department

Type Of Cascading Activity: methodological activity

Mode of Delivery: Online via Telegram

Main Concepts

- Collaborative professional learning spaces,
- Asynchronous learning with follow up and facilitation by the teacher,
- The use of digital devices, digital preparation,
- Diversification of strategies to design the learning tasks,
- Online language teaching and learning,
- Changes of learning contexts,
- Going from the text to the context, from the classroom to the outside, from the school to the world, "Me and the world, the world and me".

Most debatable ideas

- ✓ Transition from face-to-face to distance education including digital technology to teaching and learning.
- ✓ Contextualized solutions gave opportunities in making decisions on how to organize learning (Students' Autonomy).
- ✓ The 21st Century Technological student find their right way this modalities. Best online alternatives) forums, videos, questionnaires, video chats). Lack of technology devices, new solutions.
- ✓ Distance learning on online platforms
- ✓ Students and teachers' role shifting.
- ✓ Creativity as "culturally and pedagogically values".
- ✓ Cognitive, emotional, interactive, reflective and cultural learning.
- ✓ Listening, speaking, reading and writing interactive and culturally contextualized tasks.
- ✓ The psychology of success.
- ✓ Communicative, interactive and intercultural competences find their ways.

SOCIAL AND PEDAGOGICAL IMPACT OF BLs & FC AT THE ENGLISH TEACHERS TRAINING AT THE UNIVERSITY OF PINAR DEL RÍO

- 1- Bls & Fc Has Become a Common Issue for the Methodological Work.
- 2- Four Debates Have Been Done at the English Department.
- 3- Three Lectures Have Been Developed for Students to Learn on this Issue.
- 4- Four Articles Have Been Written and Published on Bls & Fc.
- 5- Three Experiments Have Been Carried out To Measure Bls & Fc.
- 6- A Speech Made by Acosta Was Recorded and Socialized on Line.
- 7- A Postgraduate Course to Learn Real English Has Been Offered.
- 8- Bls & Fc Is the Object of Study of Five Students' Scientific Works.
- 9- Three Group Debates Have Been Carried out To Find the Qualities and Regularities of the Bls & Fc, Seen by Teachers and Students.
- 8- The Topic of Bls & Fc Has Become Common inside the English Teachers Community at the University.

EVIDENCE

PREPARACIÓN METODOLÓGICA DEPARTAMENTAL

Los aprendizajes híbridos y las aulas invertidas en la enseñanza de lenguas

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Introducción

En la enseñanza de lenguas extranjeras, como resultado de la pandemia, cobran fuerza y valor a nivel internacional términos como las tecnologías digitales, la educación a distancia, la autonomía en el aprendizaje, la cultura del aprendizaje de la lengua, la creatividad, los aprendizajes híbridos, el aula invertida, el aprendizaje individual y grupal, el aprendizaje fuera y dentro del aula, y el uso real de la lengua, entre otros. A



Changes in Teachers' thinking

- Professional practices need changes within the new contexts of Distance Education
- Flipped classrooms promote the collaborative real language learning among the students.
- The mediation by the digital devices enhances students' autonomy in learning a language.
- The direct communication between Teachers and students increases.
- Increase in the elaboration of digital products, Study guides, texts and tasks, stories, pictures, procedures, integral text analysis, semantic maps, videos produced by teachers and students.