From e-pedagogies to activity planners. How can it help a teacher?

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Within the framework of the Project E-Ling, at Universidad Complutense de Madrid (Spain), our research team is working on the creation of educational materials and defining online pedagogies in the area of Linguistics. We have been using LAMS, for some years now, to design activity sequences in higher education. Our learning sequences have fundamentally focussed on collaborative learning environments, however, we have realised that LAMS can be employed in many different online pedagogies. One of our main interests in LAMS is to point out its adaptability, as some of the designers/teachers working with us can only see the use of sequences as an instructor-led type of learning. We have transformed some of our tested sequences into pedagogical planners, using the activity planner tool provided in LAMS. In the second stage of our work, we are surveying teachers about the use of these planners, in order to determine if planners help them not only to save time but open new possibilities of using different pedagogies in LAMS. In this presentation, we will show some examples of planners, sequences obtained through these planners and some of the analysed opinions.
Background

The project E-Ling

E-pedagogies

LAMS Activity planners

Some examples

Our teachers opinion
How can Internet technologies influence learning and teaching processes?

**Hypertext**

**E-Ling**
Delivery Mode
- Face to face: 1 stage
- Online: 2 stage
- Blended: stages 3, 4, 5, 9, 7 and 8
Espacio Metodológico de Investigación

Análisis del discurso

- Contenidos
- Actividades (Condicionales)
- Mi Biblioteca de Apoyo
- Comunicación
Módulo de Actividades

En este módulo los alumnos realizarán una serie de tareas siguiendo el orden de las etapas de construcción de un trabajo de investigación, marcadas en el módulo de contenidos. El alumno tendrá que terminar una tarea completa para que le aparezca la siguiente. A partir de la segunda fase el alumno tendrá a su disposición la herramienta Grupos de Trabajo para que pueda colgar los documentos con su propio trabajo.
Instructivist, Complex learning, Community of practice, etc.

New ways of teaching and learning are emerging with the development of the ICT. These activities are focused on showing the teachers different educational approaches. The planners below are samples of the potential of LAMS adaptability. Teachers can download the planners and change them to adapt the sequences to the methodology applied in their classrooms.

Most of the e-pedagogies in this planner are explained in Walker, Martin (2007) Virtual Learning Environments: Using, choosing and developing your VLE, Routledge.

**Problem-based learning**

Students are given a problem and the necessary information to resolve it.

**Peer Learning**

In this approach students share their work and comment on each other.

**Resource-based learning**

Students will have both to analyse, select and critique a range of resources available on the Internet, and to compile their own material database.

**Content-led learning**

In this approach individual students will have to interact with a collection of contents.

**Collaborative learning**

In this approach students will interact with other students. Learning is centered on group activities and discussion.

**Constructivist learning**

Students will have to create their own learning from their own knowledge and experience.
Problem-based learning is an approach fundamentally centered on the students. The main objective of the students is to solve a proposed problem or scenario. Most of the times, the approach is collaborative that means that students have to find the solutions discussing among them and reflecting about their own experiences. In this approach, it is necessary to use communication tools, like forum or chat, and informative ones, like sharing knowledge or notetaking.

If you want to download or preview and examples, click here.

http://planner.lamscommunity.org/lams/index.do
E-pedagogies

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SOME EXAMPLES

Problem- based

Introduction → The problem → Resources → Forum → Submit the answer → Chat

Peer learning

Noticeboard → Your topic → Bibliography → Forum → First Definition → Grouping

Resource-based

Welcome → Your topic → What do you know? → Background → An example → Forum → Share your knowledge → Final activity

Finding resources → 3 - Sequences
Welcome
In this sequence you are proposed a problem you have to solve

How??

You are proposed a question that you have to solve. With it you are also given information regarding the methods and materials you could use to find the solution. To solve the problem you have to find your own methodological approach, but you are also welcome to share your thoughts with others in a Forum, posting ideas or giving hints. After submitting your answer we will have a chat to discuss the different solutions and paths followed.

Next Activity
The concept of Discourse

DISCOURSE ANALYSIS: WHAT IS IT?

- Is it related to a political talk or a religious sermon?
- Is it any communicative act?
- Is it only spoken language?

Before analysing the different approaches on Discourse Analysis we are going to study in this course, we need to learn some basic terminology as discourse, discourse analysis, context, communication or genres.

In this sequence we are going to focus on the notion of discourse, what is discourse and where can we find information about this concept? In order to do so, we are going to be working around two different tasks:

- Compiling a short bibliography on the concept of discourse.
- Creating a definition of discourse.

We will be working using a peer-learning methodology. That means that even if we are going to be working individually, every student will have access to the rest of the class work and will have the opportunity to make a kind of obligation to comment it.
Dan un apoyo visual importante para entender LAMS y ayudan a crear nuevas estrategias para quien no los sabe utilizar. Para quien es un experto pone a su disposición estrategias más complejas. Aportan estrategias de enseñanza globales.

They are an important visual help to understand LAMS, helping to create new strategies to those who have never use it. For advanced users, it is useful to show more complex strategies. They add global teaching strategies.
I find the pedagogical planners necessary for:
1. Creating activities with highly pedagogical and scientific interest
2. Teachers not used to work with these tools. Usually, the quantity of work is too elevated compared with the results
3. They help to control the time
El año pasado utilicé LAMS para algunos ejercicios en clase, aunque sabía utilizar la herramienta no supe muy bien para qué utilizarla. Los planers me han dado nuevas ideas. Este trimestre voy a intentar pasar mis prácticas a LAMS.

Last year I used LAMS in some of the exercises in my subject, although I knew how to use this tool, I didn’t know what to use it for. Planners have been very helpful to give me new ideas. This semester I am going to use LAMS in the practical classes.
Thanks for your attention!!

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