

## VI Foro anual de orientadores de E.S

E-learning como medio  
alternativo de acceso a  
una formación de calidad

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4 feb 2003



E-mail

E-government

E-europe

E-inclusion

E-commerce

E-innovation

E-learning

Nos falta un e-glossary?

## 3 modelos.....

### Distancia

- Derivado de los cursos de correspondencia - auto aprendizaje
- Basado en la entrega de materiales – modelo de transmisión
- Síndrome del “tocho”



¡Oh no! ¡Otro tocho!

## 3 modelos.....

### Campus

- Intentos de duplicar la experiencia presencial
- Uso de los “campus virtual”
- Los elementos pero no los procesos.
- El aula pero no la comunidad.



3 modelos.....

Campus - un ejemplo

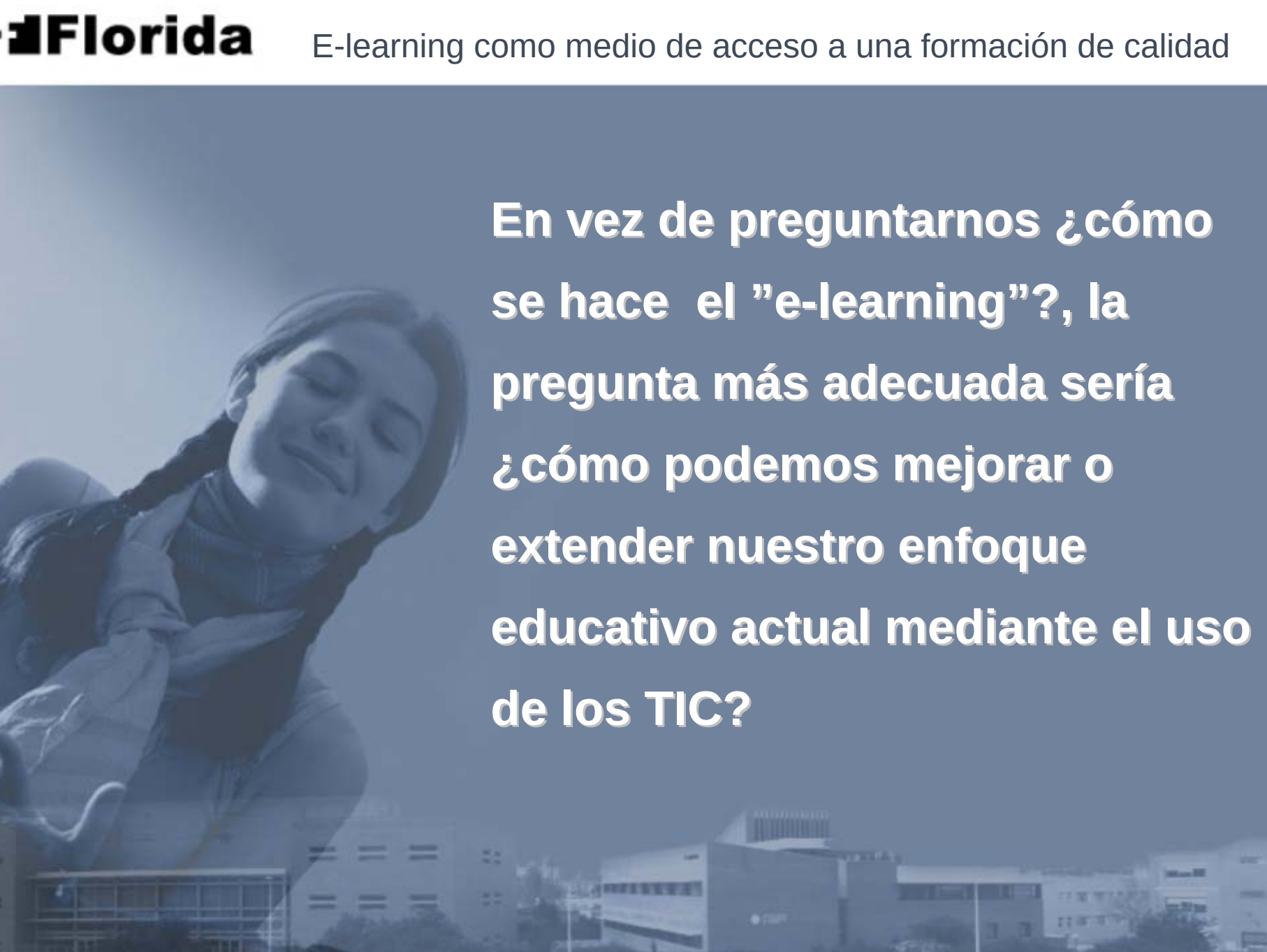


## 3 modelos.....

### Otro modelo

- Necesidad de enfoques adecuados al contexto educativo
- Centrado en procesos, ¿cómo/porqué funciona el entorno presencial





**En vez de preguntarnos ¿cómo se hace el "e-learning"?, la pregunta más adecuada sería ¿cómo podemos mejorar o extender nuestro enfoque educativo actual mediante el uso de los TIC?**

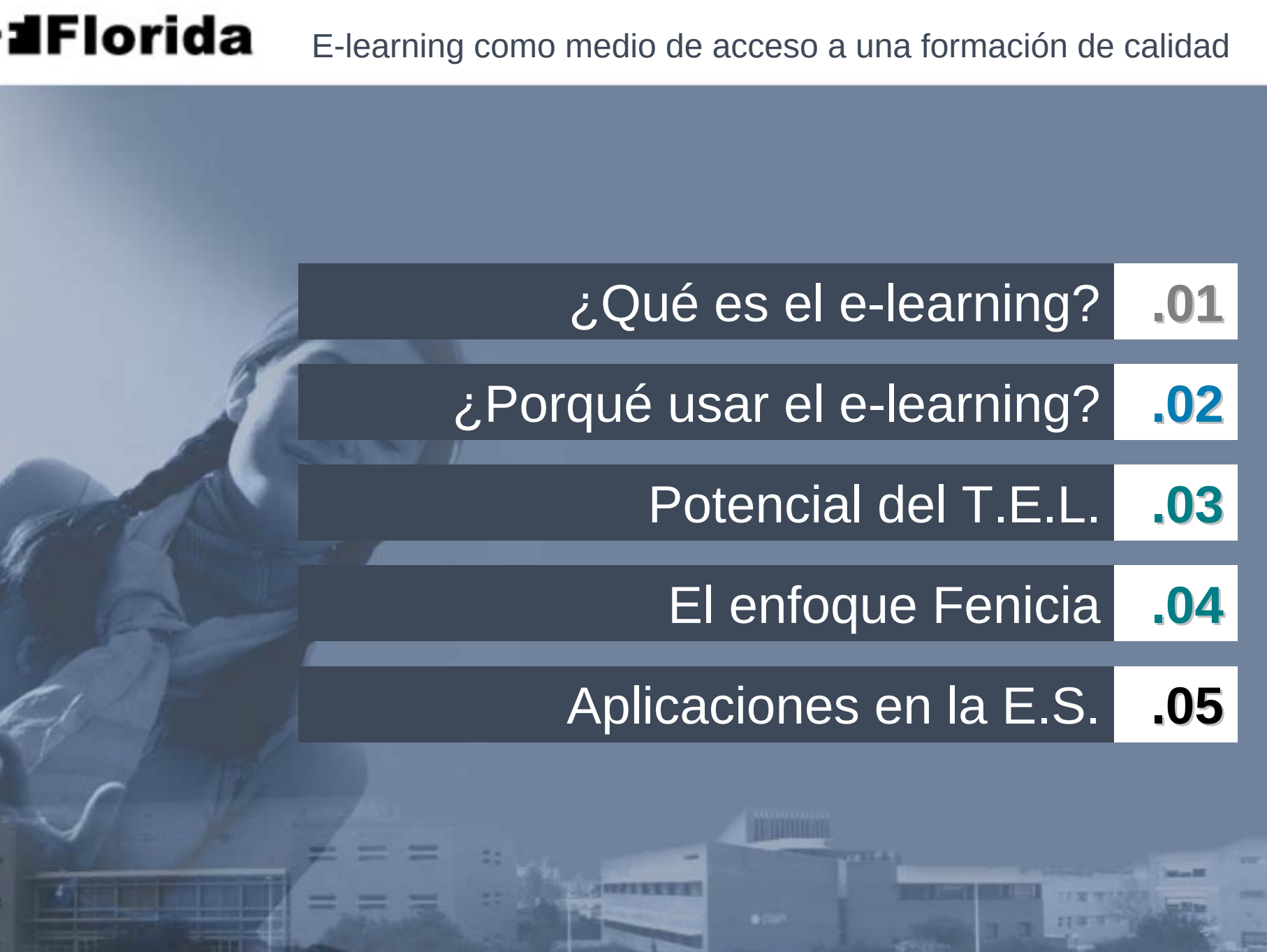




En vez de “electronic  
learning” hablemos de

T.E.L.

Technology-Enhanced  
Learning



¿Qué es el e-learning? .01

¿Porqué usar el e-learning? .02

Potencial del T.E.L. .03

El enfoque Fenicia .04

Aplicaciones en la E.S. .05

## Razones

### 1. Costes - El supuesto del ahorro

- automatización
  - exámenes,
  - atención al alumno
  - administración
- menos gasto
  - infraestructura
  - desplazamientos
  - personal

## Razones

### 2. Acceso

#### Geográfico

- Colectivos aislados, rurales
- Cursos no disponibles en la ciudad de alumno

#### Temporal

- Colectivos que no pueden acudir en horarios convencionales
- Flexibilización

## Razones

### 3. Calidad

#### Interacción

- Más oportunidades de interacción que en el aula presencial

#### Reflexión

- Evidencias de mejoras en el pensamiento crítica

#### Autonomía

- Naturaleza de la experiencia fomenta la autonomía del alumno

## Acceso: Una ventana al mundo

Los infinitos recursos y materiales disponibles en Internet

Múltiples puntos de vista.

- autenticidad
- motivación

Trabajos de búsqueda y organización de información

- niveles de complejidad/libertad
- centrado alumno/temario
- autonomía respecto a fuentes de información
- enseñar a pescar

## Acceso: Una ventana al mundo - Webquests

Modelo de uso de la web desarrollado en San Diego University 1995 por Bernie Dodge

<http://webquest.sdsu.edu/webquest.html>

Actividad centrado en “investigación”

Más allá de mera búsqueda de recursos (personas, textos u otros tipos de recursos), se centra en el uso de la información.

Fomenta análisis, síntesis y evaluación de la información y desarrolla las destrezas de pensamiento del alumno.



# F. Scott Fitzgerald and the 1920s

by [Margaret Hagemeister](#)

[Introduction](#) | [Task](#) | [Resources](#) | [Process](#) | [Evaluation](#) | [Conclusion](#) | [Teacher Resource](#)

## Introduction

Scott Fitzgerald's masterpiece, The Great Gatsby, is thought by many to be the definitive novel of the 1920s. This fascinating era, know also as the Roaring twenties or the Jazz Age, was a time of great social, economic, and cultural change in America, all of which is reflected throughout the novel through by a number of parties, both large and small. You can tell much about people by their parties: their tastes, their social status, their friends, their lifestyles. And besides, who doesn't throw a party?

## The Task

Your task for this WebQuest is to become "party planners" and collaborate to plan a Jazz Age bash worthy of Scott and Zelda Fitzgerald themselves. Each of you will choose a role and you will research the 20s from the perspective of that role. After you've gathered the information and shared it with the other members of your group, you will all collaborate to create your party for the class (minus the bathtub gin, of course!).



## The Process

You will plan a Jazz Age party that will include appropriate entertainment, guests, attire, food and libations. In a group of four you will research the historical, cultural and social background for information which will lead you to make your choices for your party plan. Each individual will be responsible for helping to research background information with the group, gathering information regarding his/her role as well as the success of the group in planning the party.





### The Process

You will plan a Jazz Age party that will include appropriate entertainment, guests, attire, food and libations. In a group of four you will research the historical, cultural and social background for information which will lead you to make your choices for your party plan. Each individual will be responsible for helping to research background information with the group, gathering information regarding his/her role as well as the success of the group in planning the party.

Read or review the description of Jay Gatsby's party in chapter 3 of F. Scott Fitzgerald's The Great Gatsby. Pay particular attention to the description of the food, the drinks, the entertainment, the dress and the guests.

Next with your group members divide up the Background Sources on Fitzgerald and the 1920s. Use the [Background Research Form](#) to list the interesting facts/information that you find and to indicate you might want to know more about.

- [Consult these sources for general background on Fitzgerald and the 1920's](#)

After your group members have searched all of the sites among you, meet and share what you have found. One by one, read the interesting facts that you have found to each other. See if other members of the group can "fill-in-the-blanks" for you regarding the information that you listed in #4 of your background forms. The goal of this step is to "debrief" the information you've found so that you all have some common knowledge about the time period and what the lives of people like Jay Gatsby and Scott were like. Although your discussions will be informal, there should be much dialogue about what you have learned about this era. This background information will also help you, individually, to make an informed choice about your role in the next step.

Next, among yourselves, choose your roles (each member of the group will have a different role):

- **Caterer:** You are responsible for the food and beverages. It is up to you to plan the menu. Do not merely replicate the one given in the novel but give some thought and consideration to what to serve the large and diverse cadre of people who will be coming to your party. You are also planning for a time before microwaves and "fast" foods, so keep that in mind (no chips or nachos!) Your more difficult task, however, will be to stock the beverages. Remember this is during Prohibition, so you will be required to research just how and where you're going to be able to find the kind of beverages described in the novel.
- **Entertainment Coordinator:** You are responsible for the entertainment for the party. What was popular in music and dance during the time? What other



### Scott Fitzgerald and the 1920s - Microsoft Internet Explorer

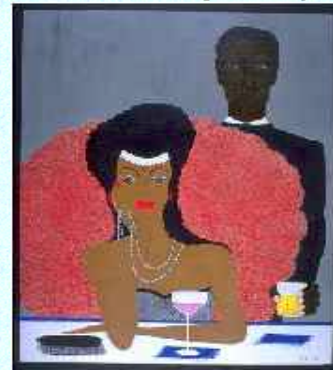
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ción [http://www.natick.k12.ma.us/schools/nhs/departments/english/hagemeister/fitz\\_webquest/Fitzgerald.html](http://www.natick.k12.ma.us/schools/nhs/departments/english/hagemeister/fitz_webquest/Fitzgerald.html)

Next, among yourselves, choose your roles (each member of the group will have a different role).

- **Caterer:** You are responsible for the food and beverages. It is up to you to plan the menu. Do not merely replicate the one given in the novel but give some care and consideration to what to serve the large and diverse cadre of people who will be coming to your party. You are also planning for a time before microwaves and "fast" foods, so keep that in mind (no chips or nachos!) Your more difficult task, however, will be to stock the beverages. Remember this is during Prohibition, so you will be required to research just how and where you're going to be able to find the kind of beverages described in the novel.
- **Entertainment Coordinator:** You are responsible for the entertainment for the party. What was popular in music and dance during the time? What other forms of entertainment were popular during the twenties (games, activities, etc.) that people at your party might engage in? What performers, artists, composers, etc. might you want to invite and/or hire to entertain at your party?
- **Fashion Consultant:** You are responsible for assisting the guests in choosing appropriate dress for the event. Since this is a formal affair, how, specifically, would you suggest they dress. Don't forget the accessories: hats, shoes, purses, gloves, ties, etc. Pay attention to the details (just like you do when you go to the prom!). Of equal importance, the fashion consultant must alert the guests on what not to wear; you don't want any of the guests showing up in anything out-of-date, unfashionable, or inappropriate!
- **Guest Coordinator:** You are responsible for setting the guest list. You want a representative guest list of as many walks of life of the twenties as possible; it would not have been unusual for a known bootlegger to "hob nob" with the police commissioner, for example. You will choose at least three people living in the twenties from each of the following areas to invite: government/politics; the arts (i.e. painting, sculpture, classical music); popular entertainment (movies, Broadway theater, radio, sports); business community; the "mob." [minimum of 15 invited guests -- most of the people at Gatsby's parties just show up anyway!]



Now you will begin your role research. Use the [Role Research Form](#) to guide your notetaking, but don't let its structure keep you from writing down any interesting facts or anecdotes about the twenties that may help make your party presentation interesting.

- [Consult these Sources if you are the Caterer](#)
- [Consult these Sources if you are the Fashion Consultant](#)
- [Consult these Sources if you are the Entertainment Coordinator](#)
- [Consult these Sources if you are the Guest Coordinator](#)



links.html - Microsoft Internet Explorer

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http://www.natick.k12.ma.us/schools/nhs/departments/english/hagemeister/fitz\_webquest/links.html#Caterer



### Links for Caterer

1. [Booze/Prohibition/Capone](#) - Rum running, bootlegging and other information on Prohibition
2. [Vices we Love](#) - Article on Speakeasies and the colorful characters associated with Prohibition
3. [Temperance and Prohibition](#) - Background and history of temperance and prohibition
4. [Prohibition](#) - Brief essay on how prohibition affected the time period
5. [Food in the 20s](#) - Menu for Twenties Meal
6. [Soft Drinks](#) - Popular in the 20s
7. [Cooking with the Stars](#) - Favorite recipes of silent film stars
8. [Bibliography](#) - Books of Food History
9. [Prohibition and Crime](#) - Bootlegging and other reactions to Prohibition
10. Books to Consult (all available through the Minuteman Library System)
  - o [American Century Cookbook](#) by Jean Anderson (available: Natick, Wellesley, Framingham) Click [here](#) for a review.
  - o [Fashionable Food: Seven Decades of Food Fads](#) by Sylvia Lovegren (available: Wellesley) Click [here](#) for a review.
  - o [Square Meals](#) by Jane and Michael Stern (available: Wellesley)

Click [here](#) to return to WebQuest



Scott Fitzgerald and the 1920s - Microsoft Internet Explorer

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cción [http://www.natick.k12.ma.us/schools/nhs/departments/english/hagemeister/fitz\\_webquest/Fitzgerald.html](http://www.natick.k12.ma.us/schools/nhs/departments/english/hagemeister/fitz_webquest/Fitzgerald.html)

After you have done your initial research, your group should meet to share its findings. You should, at this time, discuss among yourselves what you have found, more importantly, how you can use what you have found to plan your party. Your group should collaborate on putting together the actual party plan and structuring it for presentation to the class. You will have some latitude in how you present the information, however, there are some requirements that you must meet. Your presentation must include at least one visual component, one auditory component, and one live physical demonstration of something that your group thinks will help to clarify, elaborate, or explain your party choices. For example, your group could come dressed in the fashion of the twenties, play some music from the twenties, show video clips of movies of the twenties, teach the class the latest (twenties) dance craze, provide a sampling of the food to be served. The possibilities are only limited by your imagination. Let me know of any special accommodations that you will need for your presentation in advance (TV/VCR, computer with presentation software, Cassette/CD player, projector, etc.).

Present your party plan to the class. Remember that your audience should be aware and understand the choices your group has made as they relate to the cultural, social and historical background of the twenties. Your presentation should include all required elements and roles and endeavor to inform and to capture the spirit of Fitzgerald's 1920s America. At the end of the presentation, the group will turn in all of its research (both background and role) to the teacher.

Resources



Click [Here](#) to see entire resource page  
(use your browser "Back" button to return here)



Scott Fitzgerald and the 1920s - Microsoft Internet Explorer

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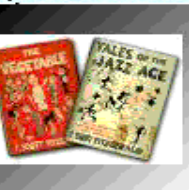
Click [Here](#) to see entire resource page  
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### valuation

You will be graded individually on the quality of the research for your specific role and your sharing of it with your group using the criteria on the [Research Rubric](#).  
You will receive a group grade for the planning, preparation, and presentation of your party to the class using the criteria listed on the [Party Rubric](#).

### onclusion

As you have seen the 1920s was a time of great social, artistic, and cultural change. But the "party" that was the Roaring 20s would soon come to a crashing halt when the Stock Market crashed in 1929. However, the legacy of one of the most fecund periods of American Literature lives on in the works of F. Scott Fitzgerald and others.



### Teacher Resource Page

Click [here](#) for additional information for teachers using this WebQuest.

Last updated July 2, 1999

Based on a template from [The Web Quest Page](#).

## Interacción: Conexión a otros alumnos

La tecnología abre la clase a otros participantes

Herramientas:

- chat
- video-conferencia
- e-mail
- foros de debate

Intercambios de experiencias y proyectos colaborativos con alumnos de otros países



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Ubicación <http://www.canberrasec.net/canberra/JoyceHouse/interfriendsweb/main.html>



Peace Through Friendship

## INTERNATIONAL FRIENDSHIP DAY 2002



> Tigershark

> Friendship Challenge

> Friendship Quilt

> World Cultures

> Diplomacy

> Message Board

True **peace** is not merely  
the absence of tension

PEACE



IS IN OUR HANDS

but it is the  
presence of  
justice and brotherhood.

The Mirage Quilt added on by Tai Po School In HK.

### Participating Schools

- [Gesamtschule Schenklengsfeld, Germany](#) Quilt sent 15/4/2002
- [Vermont Secondary College, Melbourne, Australia](#)
- [Bangor Elementary, USA](#) Quilt sent 24/4. New photos added. Take a look.
- [Tamarac Middle School, New York, USA](#) Quilt sent 24/4
- [Milford Middle School, USA](#)
- [Florida Centre de Formació, Florida Idiomes, Valencia, Spain](#) Quilt sent 15/4/2002. New photos added 10/5/2002.
- [Ryan Park Elementary School, USA](#)
- [St Mary's D.S.G., South Africa](#)
- [Solkan Elementary School, Slovenia](#) New Photos of students working on quilt added 31/5/2002
- [Kingston Elementary New Jersey, USA](#)
- [Sesame School, Argentina](#)
- [TAI PO OLD MARKET PUBLIC SCHOOL, New Territories, Hong Kong](#) Quilt Sent 15/4/2002. Click the school name to view photos of the students working with quilts.
- [Itoshima High School, Japan](#)



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http://www.canberrasec.net/canberra/JoyceHouse/interfriendsweb/spain.html

Country: Spain



Florida Centre de Formació, which was founded in 1977, comprises the following areas:

Florida Universitaria: Tertiary education

Florida idiomes: Language training

Florida Empresa: in-company training

Florida secundaria: Secondary education and vocational training



Our class belongs to the area of "Florida Idiomes" and it's called "kids 10-13", we are 16 students who attend mainstream lessons at different schools in grade 5th, 6th in primary education and 1st in secondary education and attend Florida Centre de Formació for evening classes. Our lessons consist of communicative activities, projects, epals, chat, and any other tasks which involve learning English in an active way.

The school is located in Catarroja, 5 km from the city of Valencia.

### Web Album



## Interacción con el equipo docente. Flexibilidad

Los trabajos de casa se pueden llevar fuera del aula, de forma asíncrona

Se pueden hacer preguntas al profesor en privado y cuando surgen.

Las tutorías se pueden organizar o llevar a cabo fuera del aula

Se despeja el tiempo del aula, permitiendo otras formas de organización de las actividades

Se pueden llevar a cabo actividades de orientación en foros creados especialmente para ello.



## Interacción : acceso al alumno

Profesor como testigo, especialmente en comunicación asíncrona, y mediante registro de la actividad

Oportunidades de intervención y mediación

Proceso de evaluación continua

## Actividades: Debates

El profesores tienen acceso a todos los grupos.

Los alumnos tienen tiempo para reflexionar/reaccionar

La participación suele ser más equitativa que en un debate presencial, y más manejable

Se puede usar para enseñar destrezas de interacción, y para desarrollar destrezas de pensamiento.

### Reintroduction of the Wolf into the Southwest

Long before cowboys roamed, before Spaniards rode in conquest, before even the Apache and Navajo arrived, wolves inhabited the ancient Southwest, but as cattle ranching took hold in the 1800s, the predatory wolf became an obstacle to commerce. By the 1920s it was just about exterminated from the Western landscape. But wolves are making a comeback of a kind in part because of shifting public attitudes.



In January 1995, 19 Canadian gray wolves were released into Yellowstone National Park by the U.S. Fish and Wildlife Service. In January 1996 another 20 were brought to Yellowstone and to Idaho. Eleven Mexican gray wolves were reintroduced into the Apache National Forest of eastern Arizona in March of 1998. Of those eleven, five have been shot and the rest are just simply missing. On [CBS 60 Minutes II](#), in March of 2000, local residents blamed the government for caving into the demands of environmentalists. In turn, environmentalists blamed the government for the failures of the program. So, the battle for public acceptance continues. Should the Mexican wolf be reintroduced? You decide.



Hear the introduction.

For more information, you can read this piece by [Sandy Tolan](#) of [National Public Radio's](#) Weekend Edition.

To help you make up your mind, you can listen to several people in the area who would be affected by the re-introduction:

- [Al Schneeberger](#) of the New Mexico Cattle Growers Association
- [Man in the Field Interviews](#)
- [Charmin Russel](#)
- [Dutch Salmon](#), publisher of High Lonesome Books
- [Jim Cook](#)



olves in Arizona and New Mexico - Microsoft Internet Explorer

Arriba Inicio Edición Ver Favoritos Herramientas Ayuda

Atrás Búsqueda Favoritos Multimedia

Ubicación <http://www.ems.psu.edu/Wolf/AIFF/WolfTop.html>

- [Jim Cook](#)
- [Pamela Brown](#)
- [The Holders](#)
- A [Woman](#) of Catron County

You can think about some of the major issues involved.

- [Consumption vs. Conservation](#)
- [Confrontation vs. Cooperation](#)
- [National control vs. Local control](#)

You can read about some other stories that involve these issues.

- [Huntingdon Sewage Saga](#)
- [Route 220 Relocation](#)
- [Waterfront Property Development](#)

Wolves Releases:

- [June 24, 1999 Confirmed depredation on domestic cattle by released Mexican gray wolves.](#)
- [July 26, 1999 Two wolf packs transported into remote areas of the Apache National Forest in Arizona.](#)
- [April 22, 1999 Wolf pair produced four pups - appear to be doing well.](#)
- [April 13, 1999 Mexican Gray Wolf died as a result of "blunt trauma-vehicular collision."](#)
- [March 23, 1999 Wolf's body sighted lying alongside highway 191 in eastern Arizona](#)

March 98 - 11 Wolves Reintroduced in eastern Arizona

|                                                                                   |                                                                                    |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Adult male shot by camper April 28, 1998                                          | Wild-born pup of female - last seen on Aug 22, 1998 - presumed dead                |
| State of male - returned to captivity May 1998                                    | Adult female - lost collar - last seen on September 19 or 23, 1998 - presumed dead |
| 2-yr-old female - dispersed out of recovery area - returned to captivity May 1998 | <a href="#">2-yr-old female - found dead October 18, 1998 (apparent gunshot)</a>   |
| 1-yr-old female - dispersed to Alpine, 7 area - returned to captivity May 28      | <a href="#">Yearling male found dead November 7,</a>                               |



olves in Arizona and New Mexico - Microsoft Internet Explorer

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## Actividad : Simulación

Ensayo de situaciones reales, se puede dar más autenticidad que una simulación en el aula.

Un paso más allá del webquest, se entra más en la situación

Temporalización de los eventos.

Ejemplos:

- Asesinato en Internet
- Simulaciones ICONS
- Sim City

our SimCity 4 - SimCity.com - Microsoft Internet Explorer

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cción http://simcity.ea.com/about/simcity4/tour\_html\_smarts\_01.php

# SIMCITY<sup>TM</sup> 4

Screen Name:

Password:

Register

Home

City Smarts

My Sim

Disasters

Dispatch

It's Alive!

Nite / Day

Regions

FLASH view

About

Tips & Tricks

Community

Cool Stuff

Play!

Help



**Want a successful city? That depends on you.**

Guide your city into prosperity. Watch the development from duplexes to high rises, apartments to mansions.





our SimCity 4 - SimCity.com - Microsoft Internet Explorer

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http://simcity.ea.com/about/simcity4/tour\_html\_sims\_01.php

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FLASH view

Select a My Sim



Verny Rouge

Gender

Female

Sign

Gemini

Bella Goth Lives Here

Now it's personal!

Move your own personalized Sims into your city and they'll keep you abreast of what's going on around town.





our SimCity 4 - SimCity.com - Microsoft Internet Explorer

Inicio Edición Ver Favoritos Herramientas Ayuda

Atrás Búsqueda Favoritos Multimedia

Historial  
http://simcity.ea.com/about/simcity4/tour\_html\_alive\_02.php

Historial

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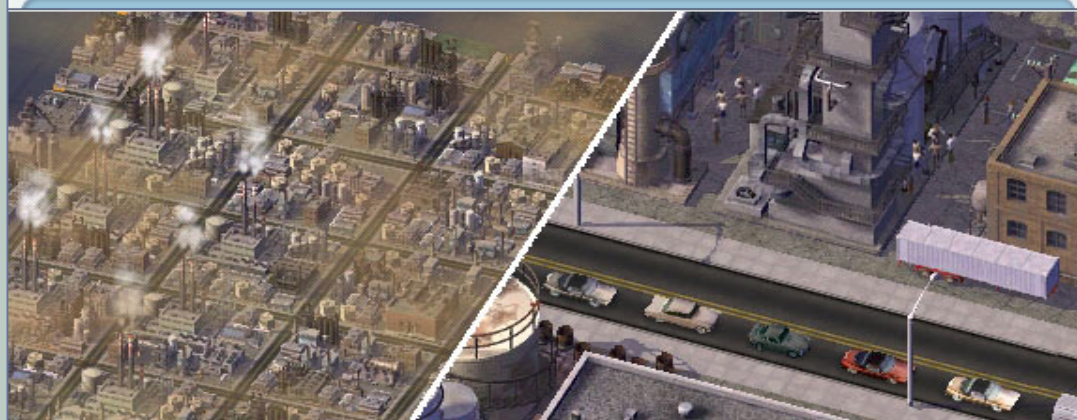
Dispatch

It's Alive!

Nite / Day

Regions

FLASH view



**Look Closely ...Your City Is Alive!**

Every sight is a clue to how your city is doing -- smokestacks warn of pollution, rundown houses show degradation of your neighborhoods, and more.



## Actividad : La flexibilidad del foro

Permite crear, subdividir espacios

Permite extender el alcance del aula

Permite traer quien sea al aula

Permite atender a las diferentes  
necesidades de cada alumno; cada uno  
a su ritmo

## Motivación : el alumno

Familiaridad con la tecnología, ellos están en su elemento

Acceso a un mundo real, y a su mundo

Aprendizaje de destrezas adecuadas para esta sociedad



## Fenicia

Proyecto financiado por la Comisión Europea, con socios en Dinamarca Noruega e Inglaterra.

**Objetivo** – Mejorar el acceso al aprendizaje para un determinado grupo objetivo, trabajadores de PYMES en el sector del pequeño comercio mediante el uso de las tecnologías. Desarrollo de una metodología e-learning. Prueba de esta metodología en curso piloto.

**Curso piloto** - Ciclo de Gestión Comercial y Marketing.  
Modulo de políticas de marketing

# Fenicia

La naturaleza del grupo objetivo:

**Horario: un enfoque asíncrono**

**Poco conocimiento tecnológico: simplicidad/facilidad de uso**

**Aislamiento: apoyo técnico y docente y un enfoque híbrido**

Requerimientos del proyecto:

**Adaptabilidad a otros entornos: flexible, sencillo y, múltiples opciones para docentes**

**Formación Reglada: importancia de la evaluación**

## El objetivo fundamental

El alumno debe lograr suficiente familiaridad con los conceptos, procesos y prácticas de un determinado campo como para poder participar en esta campo de forma autónoma.



## Fenicia

**El aprendizaje ha de ser activo:** exploración descubrimiento, ensayando la autonomía

**La interacción con recursos es importante** pero se ha de facilitar, ayudando a los alumnos a encontrarse e integrar lo nuevo con lo ya asimilado. “Engagement” con actividades y recursos motivadores.

**El aprendizaje requiere la interacción social:** Aprenderlo significa hablar de ello. Ver otras perspectivas conlleva una comprensión más rica.

## 3 elementos clave del aprendizaje

**Personas**

**Recursos**

**Actividades**

### **Metáfora de la conversación**

**El curso se puede entender como una conversación continua, estructurado por el profesor dentro de un marco de actividades de faciliten el aprendizaje**

## Fenicia

### Variedad de actividades dentro de este marco conversacional

- **Actividades de simulacro**
  - Simulaciones, juegos, juego de rol, desarrollo de proyectos etc.
- **Actividades de interacción con recursos**
  - Textos, artículos, videos, búsqueda de información etc
- **Actividades de interacción con personas**
  - Casos, historias. debates ,conversaciones, entrevistas etc

## **Fenicia**

### **La herramienta utilizada – Colloquia**

**Herramienta peer-to-peer, no cliente servidor**

**Concibe cuatro elementos**

**Personas**

**Recursos**

**Actividades**

**Tareas (sub-actividades)**

**Centre toda la actividad en un foro de intercambio de mensajes**



## Aplicaciones en la enseñanza secundaria

En el contexto de escuelas secundarias en la zona urbana de Valencia las posibles aplicaciones de la tecnología se centran más en cuestiones de acceso y de calidad, que de distancia como puede ser el caso en las escuelas rurales

- Usos dentro del aula
- Extensiones del aula
- Tutoría y apoyo



## Usos dentro del aula

Fuente de información y recursos para la enseñanza

Diferentes actividades desde simulaciones a proyectos, webquests, juegos etc

Comunicación con expertos externos, alumnos de otros países



## Extensiones del aula

Extensión geográfica, sitios y personas inasequibles de otra forma.

Extensión temporal, rompe la barrera de la clase como unidad lectiva

Provee conexiones alumno/ padre/ profesor/ orientador etc



## Tutoría y apoyo

Permite mayor acceso a apoyo por parte del alumno

Permite flexibilizar actividades de tutoría, apoyo, orientación... cambios organizacionales... gestión del tiempo

Permite flexibilizar acciones de formación del formador



The Goal Reaching Process - Microsoft Internet Explorer

Archivo Edición Ver Favoritos Herramientas Ayuda

Atrás Avanzar Detener Búsqueda Favoritos Multimedia Imprimir

Ubicación <http://www.teachtheteachers.org/projects/CBurlison2/process2.htm>

### The Process



Decide  
on a  
Career



Consult  
the  
Experts



Devise a  
Plan of  
Action

[Back](#)

### The Process



### Table of Contents

#### The Goal Reaching Process

- [-] Vision
- [+] Assess yourself
- [+] Decisions to be made
- [+] Skills Needed
- [+] Education Required
- [+] Obstacles to overcome
- [+] Resources needed



## The Goal Reaching Process



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Your goal should be concrete and measurable.

Please send your comments to [Carolyn O Burleson](mailto:Carolyn O Burleson). This document was updated 11/11/2001.

## Foro Entreorientadores

Foro electrónico creado por Florida

Espacio para

- compartir información, conocimientos
- intercambiar experiencias
- aprender juntos

<http://orientadores.florida-uni.es/entreorientadores.html>





¿Y ahora, qué hacemos?