Training Future Teachers through Virtual Platforms Dipro 2.0 Experience

Verónica Marín-Díaz

University of Córdoba, Faculty of Education, Avda. San Alberto Magno s/n, 14004-Córdoba, Spain

ABSTRACT *The establishment of the European Higher Education has meant the change in the classroom methodologies that until recently were developing university teachers. This raise has meant that new ways of higher education lean on the new technologies, converting it in an indispensable tool in the new online techniques teaching. One of the stronger tools is the online platforms, also called Learning Management System. This article expound a methodological experience of formative character relating to the teaching of Web Quest in the classroom of 1st Primary Education Teacher Degree, in the Educational Sciences Faculty, developed through Moodle DIPRO 2.0 e-learning platform. In this, we will expound the different materials used in the teaching, activities fulfilled, and assessment task designed by the platform, for completion by students. Finally we show that the choice of the subject answered to the content of previous form had been established in the teaching guide for the subject.*

INTRODUCTION

The university now has gained a new perspective from the last century began to speak of the European Higher Education Area (EHEA). Developing new curriculum has meant changing perspectives and optical which looked university education, more specifically their classroom methodologies.

Nowadays one of the most important aspects in the development of those, new way of design of teaching-learning process is the technological tools which medium is Internet network. We talk about the so-called 2.0 tools result the Web 2.0. Among them, we find social networks, wiki, blogs, social bookmarking and a long etcetera, that make up a universe with more than three thousand resources, these are seen for different authors (Brown, 2012) and he said that they are dynamic, interactive or social among other aspects.

Of all these, the e-learning platforms are those that have been undergoing a rapid change in their employment intentions. Initially seen as a support for teaching online, today without losing sight of this idea, are the key, to many offers distance learning can take place. The e-learning platforms have been growing, presenting several ways and formats, we find from the proprietary software supported in Blackboard to free as Oki or Sakai, Moodle being which has gathered more followers. The importance of a platform lies in the proper use is given to the possibilities, so, in most cases, is the number of features and services they have, rather than expose the differences by structures and different concepts (Sanchez, 2005).

This new way of design higher education provides to the college students a new learning environment where they became the core of whole learning process. The educational or didactics possibilities of LSM are diverse, considering, mainly, different tools that they have: communication, for students and own course.

Regarding what the didactics possibilities in an e-learning platform, the basis shall state the classification of didactic strategies (Alvarez, 2009), coupled with the classification of the tools of an e-learning platform (See table 1).

Table 1: LMS's didactic capabilities

Didactics strategies	Learning Support		Soporte
	Communication tools	Student tools	Subject tools
Expository method			
Group dynamic			
Simulations			
Individualization			

Source: taken from Álvarez (2009); Boneu (2007);

THE LEARNING EXPERIENCE DIPRO 2.0

The use of "2.0 tools" in the education is not new, but the use of the Web Quest on the college studies is more current. This kind of tools, typical of the Primary and Secondary Education, have leaped into the university, in the moment that Internet developed in "Web 2.0" and they saw the great possibilities they had for the transmission of content.

The main advantage of Web Quest in the college teaching is its versatility, the possibility of transport the student to the "research world", with a tool that see use everyday Internet. Unlike of Drent and Meelissen (2008), we consider that the use of ICT are a reason for changing our methodology and learning, and create in the student a pleasure learning process.

The experience that we bring here is framed within a research project R&D&I granted by the Ministry of Education, Science and Innovation, in its 2010 call. Within the structure it is a section addressed to the use of so-called "Web 2.0 tools", with preciseness the e-learning platforms for the university teaching,

Once the platform was created, was located in it a module called *Web Quest,* which was used in the subject "*Research methods and didactic application of ICT*", subject, taught in the first grade of Primary Education, Faculty of Education (University of Córdoba).

For students who were attending in the academic year 2011-2012 that subject could access the contents of the thematic "Web Quest" were assigned a self to which assigned them a password, accessing the module via the platform DIPRO 2.0 (see fig. 1).

Figure 1: DIPRO 2.0 environment portal
Source: http://tecnologiaedu.us.es/portal/

Once there, the students entered the platform could only access the specific Web Quest module (see fig. 2).

Figure 2: Web Quest module on the DIPRO 2.0 platform.

For the building of the module we started on the materials created for these contents within the project DIPRO 2.0, which are hosted in tecnologiaedu.us.es/dirpro2, and inside of it, in the module 12, included in the section III, called "*Methodological and assessment aspects*".

From all the contents proposed for the training in this topic by the teachers, these materials were selected: a video of an interview carried out in the program "*Tesis*" from *Canal Sur* to Jordi Adell, and two PDF articles, one of them signed by Jordi Adell and the other one by Manuel Area.

We also give, inside the platform, the explanation of the lesson, in *Power Point* format, and other useful document for the Web Quest.

Before start the work, we suggested them, fill a small question, inside the platform, about the basic knowledge about the lesson, which had seven open questions and with multiple answer. We repeated this questionnaire at the end of the lesson, and they can feel how their knowledge had increase with the Web Quest.

During the time of the module (two weeks) were performed three forums about the subject matter, developed in the practical lessons of the different groups present in the classroom.
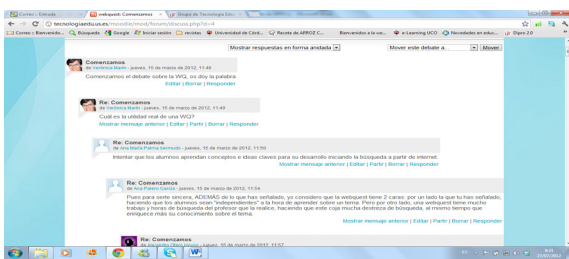

Figure 3: Web Quest-DIPRO 2.0 forum module.

There students ask oneself the most relevant aspects of this module and the difficulties and disadvantages that they had to develop the activity, a Web Quest relating to the investigation project that they should design to the subject. Immediately afterwards the student could find the rubric which assess the Web Quest that the student should do.

The class was organized in groups of no more than five members and no less than four. Each of them had to make a Web Quest on the thematic of the research project that would develop along the subject, and afterwards they would upload in e-book format to the blog that would be created as e-portfolio system, because in it, the three teachers of the subject could find all activities that students will do along the semester.

In the rubric, first of all the students should identify themselves, whereas indicate group number and the topic of their project. The rubric consider all the sections in the Web

Quest, moreover of three aspects that were important for us. First the orthography, second work global appraises and third a section referred to the observations during the design of the activity that were detected.

The rubric could be downloaded on www.edmetic.es in the section assessment. The max score that a student can obtain is 100 points, distributed between 6 sections: Spelling, Introduction, Task, Process, Evaluation and General.

As we have already indicated, in the section called *spelling*, the orthography will be highly considered. Since they will be future primary teachers, this should be as accurate as possible.

In the introduction to the Web Quest is assessed whether it motivates students to perform the Web Quest, whether it is original or not, what type of information is given, and whether this is presented in a consistent and good writing. In the third section, the referenced to the "*Task*", we evaluate whether the activity is well designed, whether there is division of labours and whether it is adequate to the cycle in which the project falls within. It also assesses student creativity in this section, as if the recipients continue decidedly action here is because they have understood what they will find below and what they will have to do.

Inside the "*Process*" section, is scored if the role is well defined for each working group, if the information provided is current, and is operational and if it is relevant to the subject and the number of links or URL provided. In point intended for "*Evaluation*" to be performed by the students, now converted into teaching, activity participants perform, assess whether evaluates the entire process or just the parts, if it is clear the evaluation system and scoring system. Finally in the section entitled *General* takes into account technical design of the tool.

Close the rubric a section called "observations". The purpose of it was collects in it all incidents that the group has had during the activity, and the teacher was aware of them. Likewise also they can write all questions and difficulties that the students can find in the Web Quest. Lastly the student can know the final mark in the box "Final Mark".

CONCLUSION

In 2007 Helms-Park, Radia & Stapleton highlight like young people prefer look up on Internet (within virtual library) before going to a traditional library. The result of such studies by the European Commission in the same year starts in advance what will be future policies on the use and consumption of media, primarily the Internet. Years later, in 2010 the study by Van de Vord again reflects the same data. And yet, the information and communication technologies are embedded in our educational, social, family, professional lifetime...

These introductory aspects in this final thought is what leads us to determine that online training via LMS is a reality, and experiences as presented here are the future of Spanish universities in particular and international in general. In light of this technological situation, we have the function in Universities, result of EHEA, in relation to audiovisual aids is qualify students to develop (and success, sometimes) digital competence, that is, we should boost an education in technology that not insulate of their social and professional environment.

Experiences as developed throughout the project DIPRO 2.0 are the future of education in the EHEA universities result yet are incomplete, with large gaps that must be eliminated. One is the formation of both students as well as teachers in the use of this type of resources we have presented here.

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