



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

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ABSTRACT

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

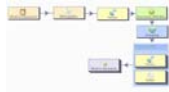


The project E-Ling



E-pedagogies

LAMS Activity planners

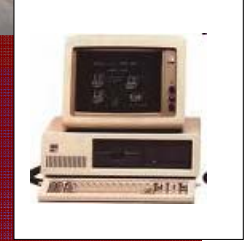


Some examples



Our teachers opinion

BACKGROUND



How can Internet technologies influence learning and teaching processes?

Hypertext



The screenshot shows a web page with a navigation bar at the top containing links: Programa, Contenidos, Textos, Aplicaciones, Bibliografía General, and Seminario de la asignatura. On the left, there is a sidebar with a tree view showing 'Características', 'Objetivos', and 'Programa'. The main content area is titled 'Programa' and lists the following topics:

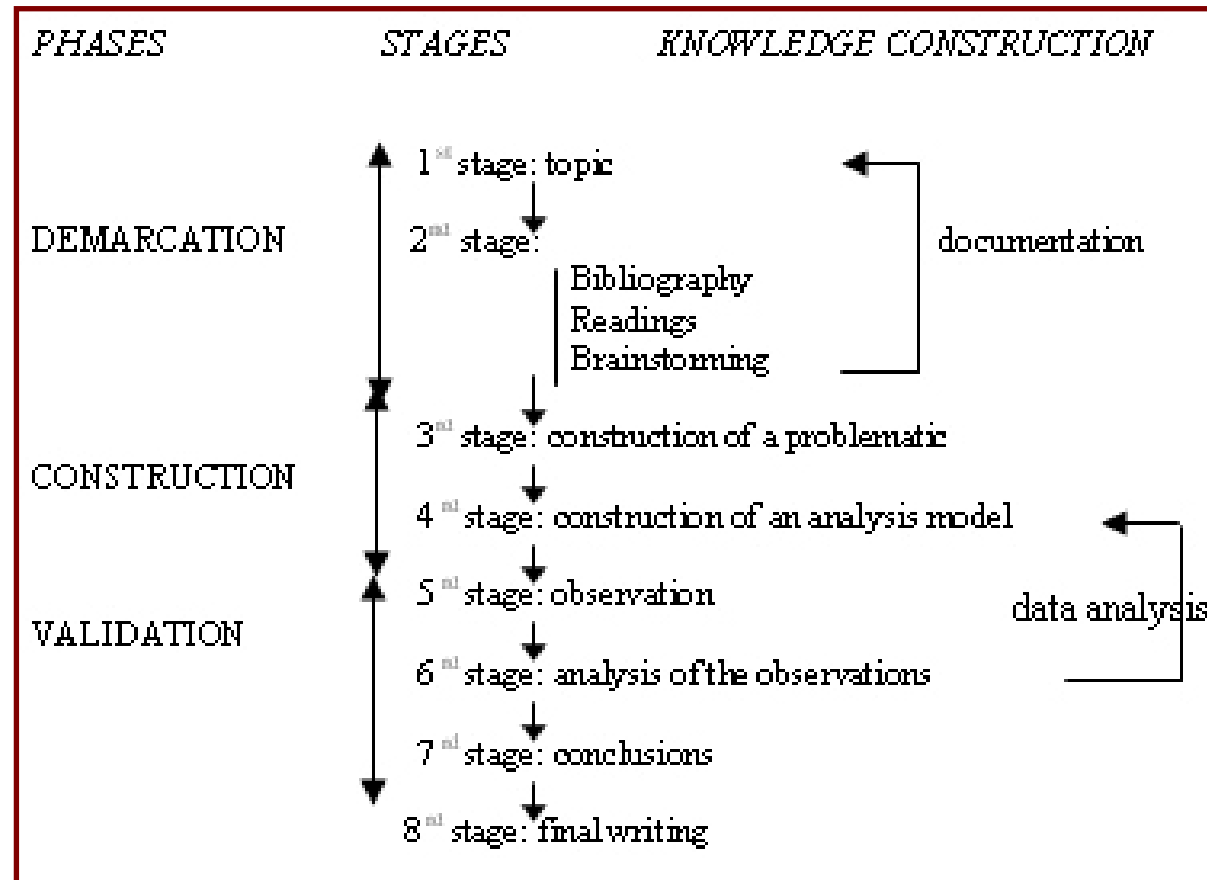
- 1.- Introducción
 - 1.1.- ¿Qué es la pragmática? Orígenes. El signo triádico.
 - 1.2.- Lingüística y pragmática
 - 1.3.- Los hechos pragmáticos - enunciación, inferencia, instrucción -
 - 1.4.- Sintaxis, semántica y pragmática. Pragmática de la competencia/ Pragmática de la performance.
 - 1.5.- Pragmática, sociolingüística, psicolingüística-
- 2.- Las teorías de los actos de habla
 - 2.1.- Las teorías clásicas - Austin y Searle-
 - 2.2.- Las teorías interaccionistas.
- 3.- Presuposición, implicatura e inferencias
 - 3.1.- Presuposición y leyes del discurso - Stalnaker.
 - 3.2.- Implicaturas y lógica de la conversación. - Grice, Searle (actos indirectos) -
 - 3.3.- Teoría de la argumentación - Ducrot -
 - 3.3.- La inferencia en el enunciado. Contexto, sentido literal y sentido comunicado. Atribución del referente. El modelo mental de Johnson-Laird -
 - 3.4.- Kintsch y el modelo proposicional. Los procesos inferenciales en la construcción del contexto textual.
- 4.- Deixis y enunciación
 - 4.1.- La deixis
 - 4.2.- La teoría de la enunciación de Culioli.

E-Ling



The screenshot shows the E-Ling web application interface. At the top, there is a red header with the 'CAMPUS VIRTUAL' logo and navigation links: mi Campus, Revisar curso, Mapa del curso, Sdida, Ayuda. Below the header, there is a 'Panel de control' section with tabs for 'Ver' and 'Opciones del profesor'. The main content area is titled 'SEMINARIOS DE TRABAJO (INVESTIGACION/DOCENCIA/OTROS): E-Ling: Análisis del Di...' and features a large 'E-ling' logo. To the left, there is a 'Menu del curso' sidebar with links: Inicio, Contrados, Actividades, C Fase 1, C Fase 2, C Fase 3, Documentos Colabor, C Grupos de trabajo, Mi Biblioteca de Apoy, Comunicación, Foro, Correo, Chat, and C - Condicional. The main content area is titled 'ESPACIO METODOLÓGICO DE INVESTIGACIÓN' and 'ANÁLISIS DEL DISCURSO'. It contains four icons representing different functions: 'Contenidos' (a folder icon), 'Actividades (Condicional)' (a pencil icon), 'Mi Biblioteca de Apoyo' (a stack of books icon), and 'Comunicación' (a speech bubble icon).

THE PROJECT E-LING

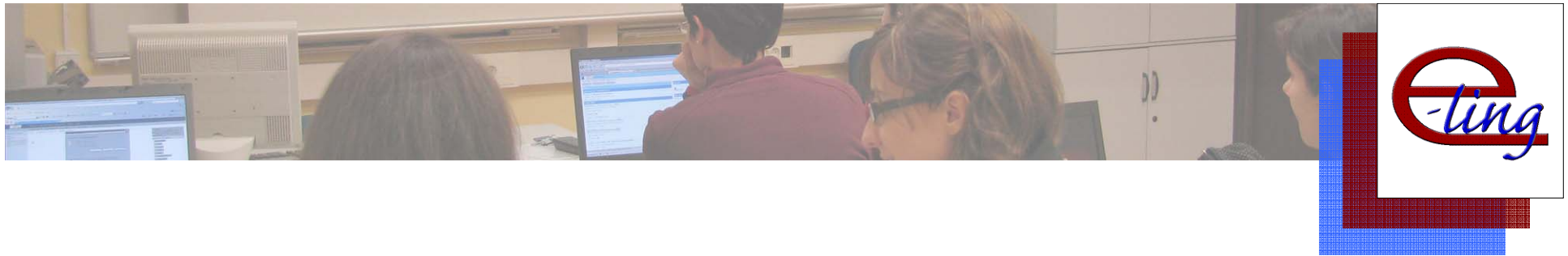


Delivery Mode

Face to face: 1 stage

Online: 2 stage

Blended: stages 3, 4, 5,
9, 7 and 8



[miCampus](#) [Resumir curso](#) [Mapa del curso](#) [Salida](#) [Ayuda](#)

Panel de control **Ver** [Opciones del profesor](#)

Menú del curso

- Inicio
- Contenidos
- C Actividades
 - C Fase 1
 - C Fase 2
 - C Fase 3
- Documentos Colabora
- C Grupos de trabajo
- Mi Biblioteca de Apoyo
- Comunicación
 - Foro
 - Correo
 - Chat

C - Condicional

SEMINARIOS DE TRABAJO (INVESTIGACION/DOCENCIA/OTROS): E-Ling: Análisis del Di...

Inicio



ESPACIO METODOLÓGICO DE INVESTIGACIÓN

ANÁLISIS DEL DISCURSO



Contenidos



Actividades
(Condicional)



Mi Biblioteca de Apoyo



Comunicación



CAMPUS VIRTUAL
miCampus Resumir curso Mapa del curso Salir Ayuda

SEMINARIOS DE TRABAJO (INVESTIGACION/DOCENCIA/OTROS): E-Ling: Análisis del Di...

▼ Menú del curso
Inicio
Contenidos
Actividades
Fase 1
Fase 2
Fase 3
Documentos Colaborativos
Mi Biblioteca de Apoyo
Comunicación
Foro
Correo
Chat

Inicio > Actividades

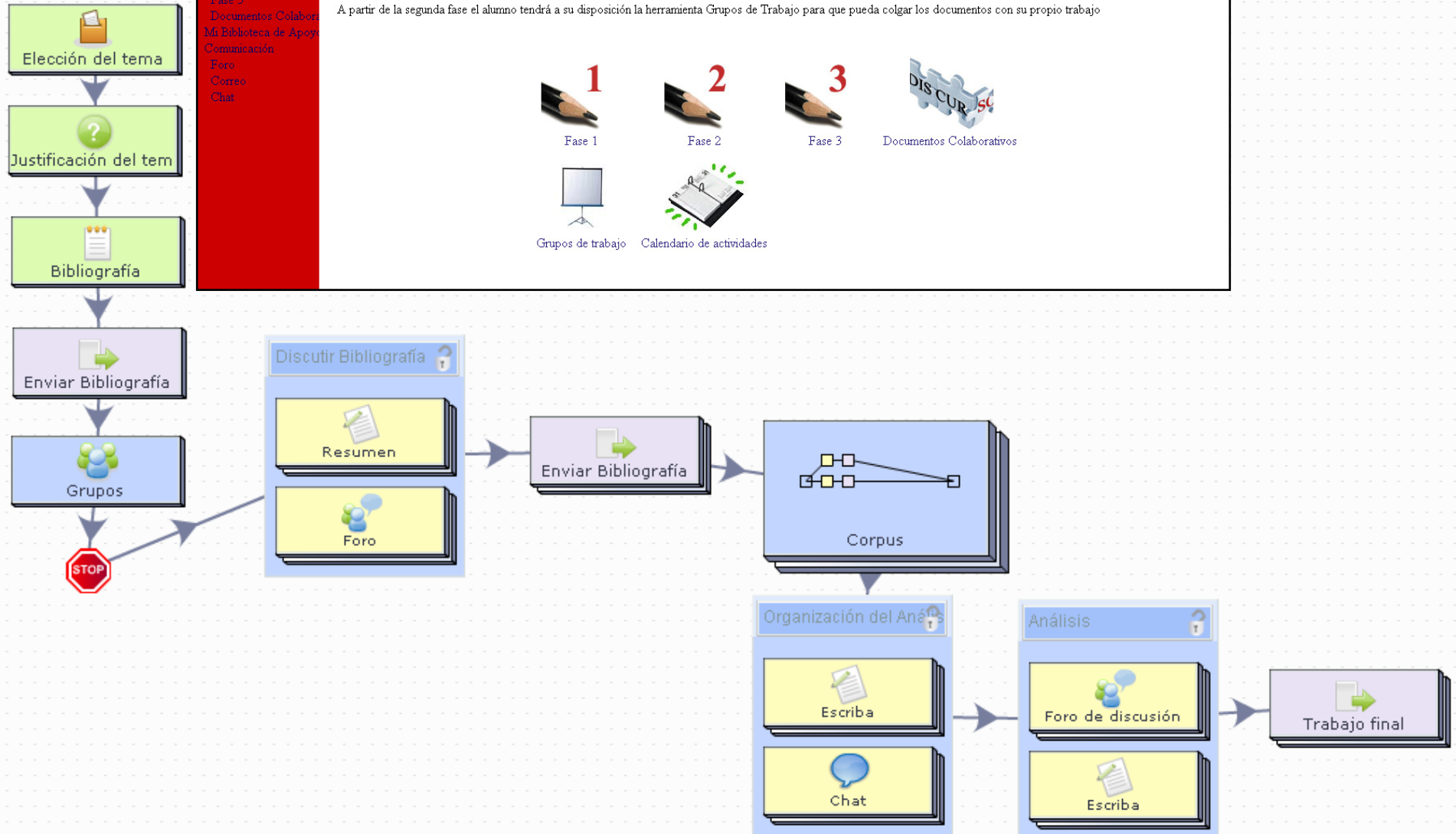
Módulo de Actividades

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 fase 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

1
Fase 1
Grupos de trabajo

2
Fase 2
Calendario de actividades

3
Fase 3
Documentos Colaborativos



E-PEDAGOGIES



Socioconstructivist



Problem-based



Collaborative



Peer learning



Content-led



Resource-based

Instructivist, Complex learning, Community of practice, etc.

Weller, Martin (2007) *Virtual Learning Environments: Using, choosing and developing your VLE*, Routledge.

ACTIVITY PLANNERS

LAMS

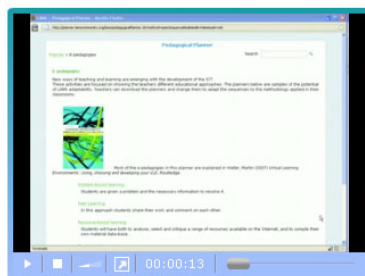
Pedagogical Planner

[Planner](#) > E-pedagogies

Search

E-pedagogies

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 Weller, 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.

[Open editor](#)

[Close](#)

Pedagogical Planner

[Planner](#) >

Search

Choose a planner from one of the following activity categories:

[Teaching Strategies](#)

Explore a variety of effective teaching styles.

[Teaching for a specific purpose](#)

Help your learners achieve a particular task

[Introducing New Ideas](#)

Activities to accompany the introduction of new ideas - such as in a lecture or talk.

[Topic-based activities](#)

Activities for particular disciplines or topics (eg, science, history, psychology, etc).

[E-pedagogies](#)

Different teaching approaches used in online environments

[Open editor](#)

[Close](#)

Pedagogical Planner

Planner > E-pedagogies > Problem-Based learning

Search

Problem-Based learning

[Preview](#) [Editor](#)



Problem-based learning is an approach fundamentally centred on the students. The main objective for the students is to solve a proposed problem or scenario. Most of the times this approach is collaborative that means that students have to find the solutions discussing among them and reflecting about their own experiences. It is necessary in this approach to use communication tools, like forum or chat, and informative ones, like share resources or noticeboards.

If you want to download or preview and example, click [here](#)

[Open editor](#)

[Close](#)

<http://planner.lamscommunity.org/lams/index.do>

Pedagogical Planner

Title:

Content:

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,

 Editing advice

NoticeboardX



Introduction



Content:

[Expose here the problem to be solved, remember to explain carefully all the different aspects of the problem]

NoticeboardX




The problem



 Editing advice

LAMS :: Pedagogical Planner - Mozilla Firefox

http://planner.lamscommunity.org/lams/pedagogicalPlanner.do?method=openSequenceNode&edit=false&uid=166

☆

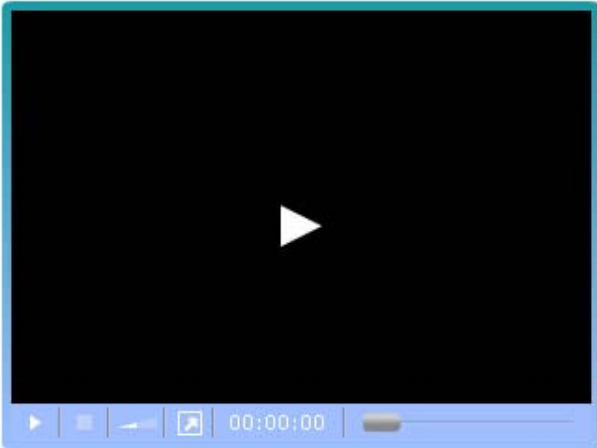
Pedagogical Planner

Planner > E-pedagogies


Search

E-pedagogies

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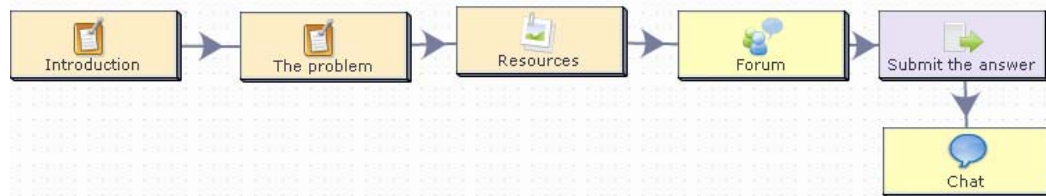


Problem-Based learning

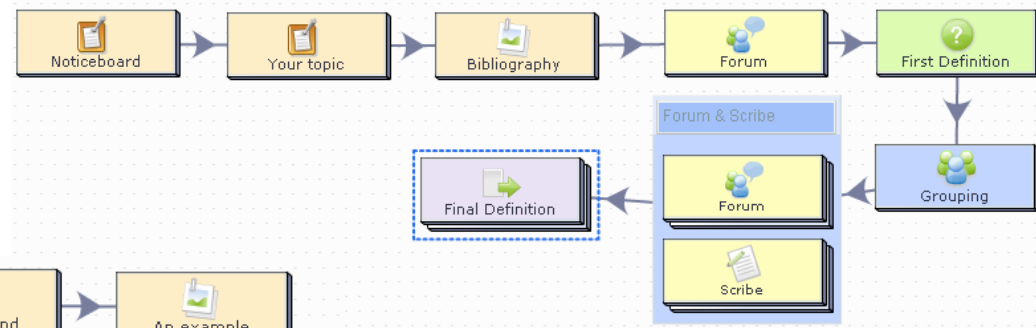
Terminado

SOME EXAMPLES

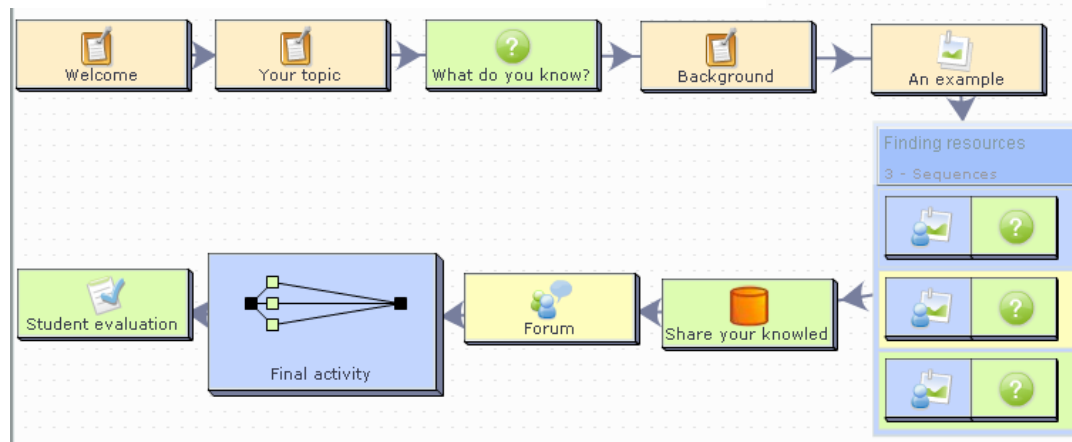
Problem- based



Peer learning



Resource-based





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



Resume

Exit

Export

Preview

What is Discourse?

Bibliography

Forum

Discourse defini...

Grouping

Forum & Scribe

What is discourse

Notebook

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.

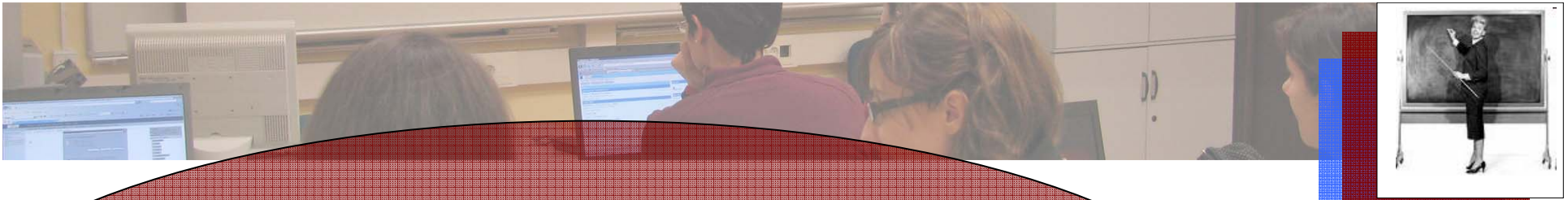
We will be working using a peer-learning methodology. That means that even if we are going to be working individually, every student will have access to the rest of the class work and will have the opportunity. It is more a kind of obligation 😊 to comment it.

OUR TEACHERS OPINION



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 mas 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.



Me parece muy interesante la planificación pedagógica básica para

1. Actividades con interés pedagógico y científico
2. Profesores sin habito con estas herramientas, a menudo demasiado costoso comparado con el beneficio.
3. Te permite controlar el tiempo, tienes una idea clara del trabajo

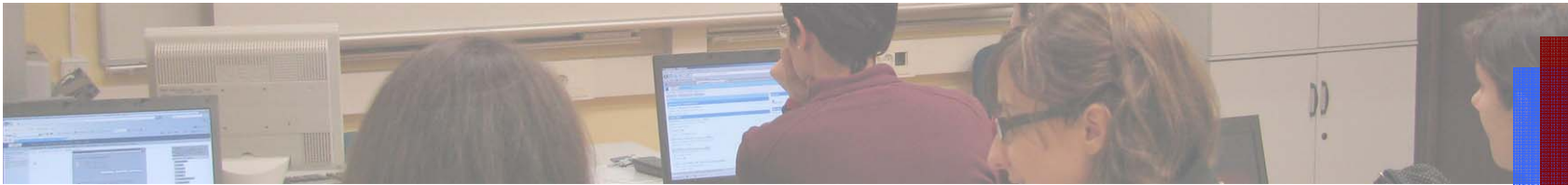
I find the pedagogical planners necessary for:

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 utilice LAMS para algunos ejercicios en clase, aunque sabia 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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