principales metodologías empleada con el Aprendizaje Basado en Proyectos/Problemas , la gamificación , Flipped Classroom , rutinas de pensamiento y Design Thinking.

La secuencia didáctica empleada se ha desarrollado en función de los siguientes bloques de contenido:

- Introducción y contextualización
- Etapas de la Prehistoria
- La vida en la prehistoria
- Avances tecnológicos
- Arte rupestre

Para la recogida de datos de investigación, se han tenido en cuenta dos elementos principales: Los resultados de evaluación del alumnado recogidos en las actividades de evaluación y en los diarios de aprendizaje que cada estudiante ha ido desarrollando a l largo de la experiencia.

El análisis cualitativo de estos resultados muestra que se han logrado los principales elementos de aprendizaje en relación a todos los ítems de la secuencia didáctica.

La elaboración y diseño de esta unidad didáctica ofrece dos concusiones principales:

- Hay posibilidades de aplicar elementos e instrumentos de robótica y programación en el desarrollo didáctico de contenidos del área de ciencias sociales, a pesar de que, a priori, no parece que esta materia sea la más vinculada a este tipo de herramientas.
- Es necesario profundizar en las posibilidades que pueden ofrecer estas herramientas de robótica y programación para sacar más partido de ellas en el área didáctica de las ciencias sociales.

PALABRAS CLAVE

COMPETENCIAS DIGITALES, DIDÁCTICA DE LAS CIENCIAS SOCIALES, INNOVACIÓN EDUCATIVA, METODOLOGÍAS ACTIVAS, MOTIVACIÓN

USE OF FLIPGRID TO IMPROVE THE SPEAKING SKILL IN THE EFL BACCALAUREATE CLASSROOM

Beatriz Chaves Yuste
Universidad Complutense de Madrid

During the current academic year, the health pandemic caused by COVID19 has led to the implementation of new teaching scenarios in which ICT tools have gained special importance. Certain educational practices such as linguistic and cultural exchanges among schools cannot take place and new ways of using the language in real communicative situations have been implemented. With this new teaching scenario, the use of *Flipgrid*, which follows the precepts of CSCL[1], has been a key mechanism to foster

students' orality. This learner-centered method with a constructivist and interactive perspective, focuses on the interaction among students, exchange of opinions and negotiation of meaning. Since *Flipgrid* is a relatively young tool, little research has been conducted on its use (Stoszkowski, 2018; Green and Green, 2017; Casañ-Núñez, 2020; Taylor, 2020; Serrano and Casanova, 2020) and it has been applied in higher eductation. Secondary education is a teaching scenario yet to be explored.

The aim of this paper is to demonstrate how the 1st year of upper secondary education students' (1º BTO, 16-18 years old) English oral linguistic competence improves thanks to the use of the collaborative *Flipgrid* tool. To this end, an empirical intervention was carried out with a group of twenty-two students, randomly assigned into a control and an experimental group during a school year in a private school in the center of Madrid. As instruments for data collection, the grades obtained in the six videos recorded and uploaded throughout the school year, the grades of the speaking tests of the three terms and the final speaking grades were analyzed. The present research starts from the hypothesis that the use of the collaborative tool *Flipgrid* could be suitable for improving EFL secondary students' speaking skill. The research question of the study aims to clarify which tools are more effective in the current educational scenarios, the use of *Flipgrid*, in which students interact with students from other foreign schools and receive formative feedback from their peers, or the use of *Microsoft Teams*, through which students upload their videos privately and the feedback is provided by the teacher.

The methodological framework is defined as an exploratory comparative experimentation that provides quantitative data (the grades obtained in the six videos, the speaking grades of the three terms and the final speaking grade) which were analyzed with the SPSS statistical software. The results confirm the hypothesis, since a significant difference is observed in contrast of the data in favor of the experimental group (p= .007), which obtains higher results in the different videos uploadedand in their final speaking grade (p= .013).

[1] Computer Supported Collaborative Learning

PALABRAS CLAVE

BACCALAUREATE, COMPUTER SUPPORTED COLLABORATIVE LEARNING, EFL LEARNING, FLIPGRID

HERRAMIENTAS DIGITALES PARA ACTIVAR LA ORIENTACIÓN EDUCATIVA

Mª José Pérez Albo
CEIPS Santo Domingo (Algete, Com. de Madrid)/Univ. Autónoma de Madrid

En un mundo cambiante, interconectado y lleno de incertidumbre, la orientación educativa se vuelve aún más necesaria y debe adoptar nuevas formas para llegar "más rápido, más alto, más fuerte".