BoostClass2.0

Boosting Classes 2.0 for high-quality teaching in adult education

Ref. cod. 2020-1-IT02-KA204-079329

NATIONAL PILOTING REPORT

Country SPAIN

CEPA Casa de la Cultura

Contents

BoostClass2.0

Co-funded by the
Erasmus+ Programme
of the European Union

1. Target group description

The Spanish target group was comprised of 15 people of which 50% came from the School system, 42,9% from Educational services and 7,1% from "vocational training services".
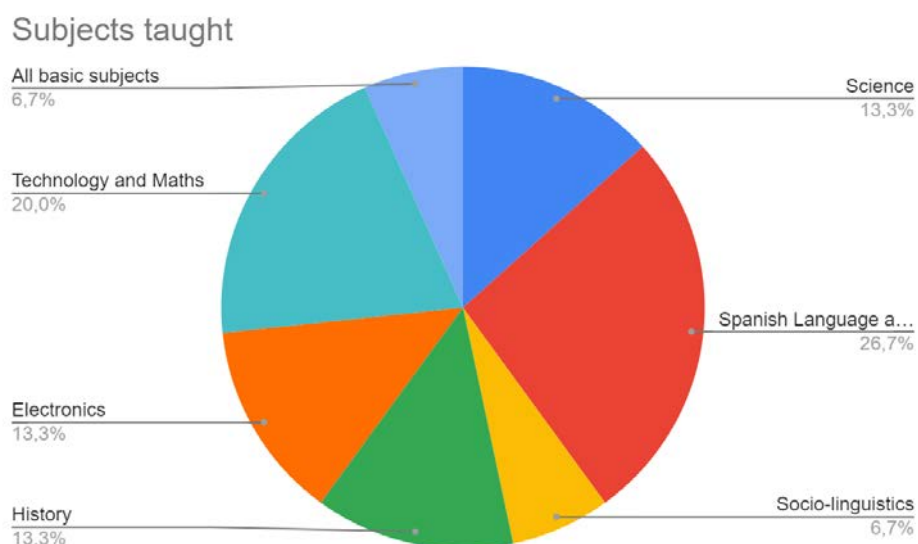
Where do you work? Please, specify the main sector (one only option)

Vocational training ser...
7,1%

Educational services
50,0%

School system
42,9%
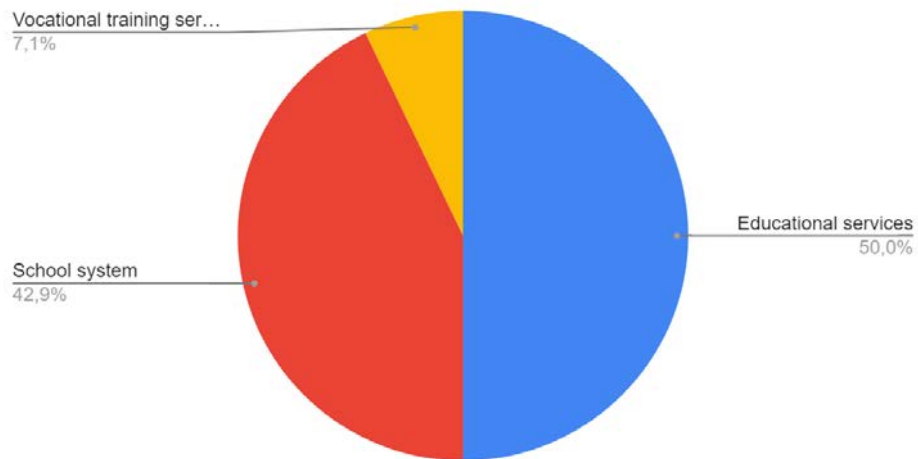
Figure 1. The main sector of work.

Most participants teach Spanish Language and Literature (26,7%); 20% teach Technology and Mathematics or Science, Electronics or History 13,3% each, as shown in the following Figure.

Figure 2. Subject taught.

2. The selection process

In our case, half of the teaching staff had already participated in the creation of outputs 1 and 2, so the new teachers who joined in September were proposed to participate in output 3.

In total, 15 newly incorporated teachers have participated, regardless of whether or not they have advanced knowledge of the English language, since the online training course is available in the three languages of the participating countries, apart from English.

3. Analysis of the teachers' pre-piloting questionnaire

For the questionnaire prior to the pilot test, completed by a group of 15 Spanish **teachers**, all of them teachers (within educational services or the school system), belonging to both **Initial Education**, **Secondary Education** or **Basic Professional Training**, as well as in their respective fields of **Society**, **Communication** or **Scientific-Technological**, and where those

involved teach subjects as disparate as **Spanish** Language, **Mathematics**, **Economics**, **Biology-Geology-Physics-Chemistry**, **Technology**, **Electronics**, **Prevention** of **Occupational Risks** or **Training in Work Centers** among others , the following general information is obtained:

–   The majority of the study group has been in this profession between **0 and 5 years (75%).** Being the least, those who exceed that number of years as teachers.

How many years have you been working as a teacher/educator in the adult sector?
15 responses
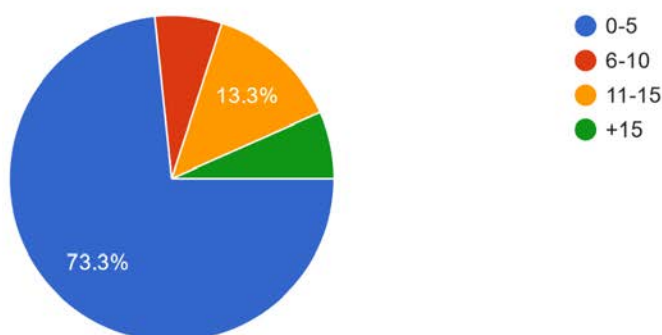
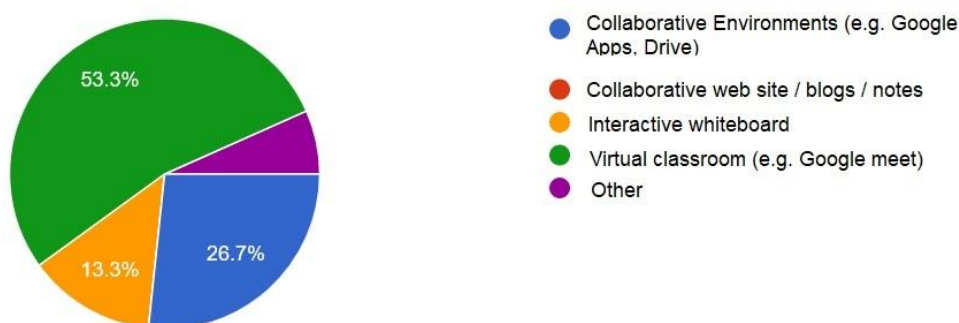*Figure 3. Years of experience working in the adult sector.*

–   **All of them (100%)** already make use of information and communication technologies **(ICT)** in class. Emphasizing the use of the **Virtual Classroom (53%)** and **Collaborative Environments (27%)** mainly.

If yes, what technology/technologies do you use?
15 responses

Figure 4. The type of technology usually used in the classroom.

- Almost all of them (72%) **assess** and **evaluate** the activities of their students **through questionnaires**, with only two people (14%) using the **rubric**, and a single case (7%) indicating that their students do not learn to distance for not managing the technologies.

How do you assess and evaluate your students' performance at distance learning?

14 responses
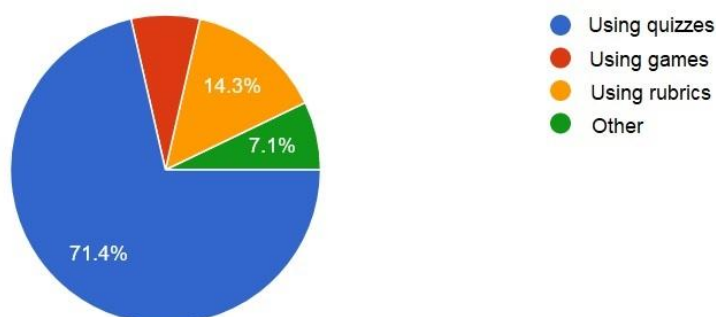
Figure 5 . Assessment and evaluation tools.

- **Only three (20%)** indicate that they **do not feel comfortable** with the use of **ICT as a tool to increase the motivation** of their students. Alleging this, either the age or interest of their students, as well as lack of knowledge in handling different tools or time to prepare these activities.

Are you comfortable using technologies in the classroom to increase students' motivation?

15 responses
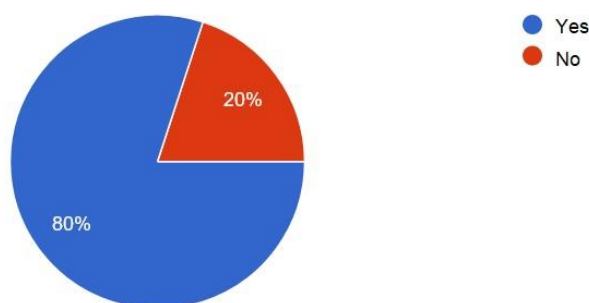
Figure 6 . Comfortable using ICTs for students' motivation.

- More than 60% **have started to use these tools**, without following a comprehensive or consistent approach, and some of them even have very little contact with the tools. Therefore, the rest of participants who handle these tools do it safely, creatively and critically.

How do you evaluate your current digital competencies?

15 responses
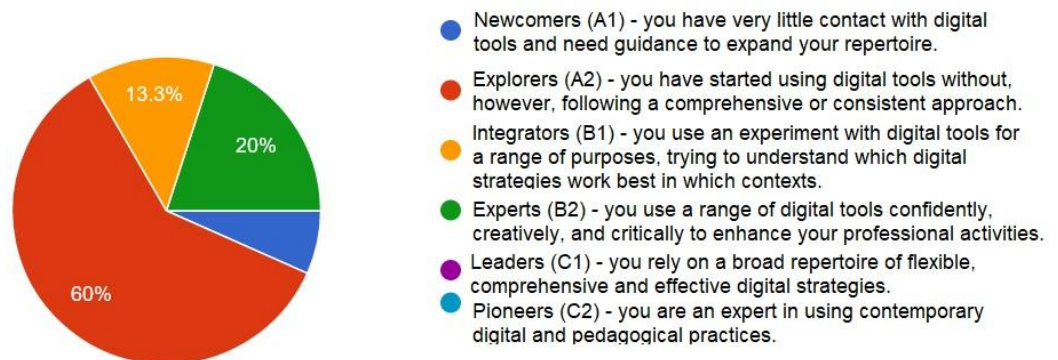
Figure 7 . Self-evaluation of current digital competencies.

Only three (20%) have used project-based learning (PBL) on at least one occasion. The main reasons for not using it are lack of knowledge, and to a lesser extent others such as lack of time or evaluation difficulties. While those who have put it into practice, state that it is an active, autonomous and critical learning method by the students.

Have you ever used the project-based learning approach in your classes?

15 responses
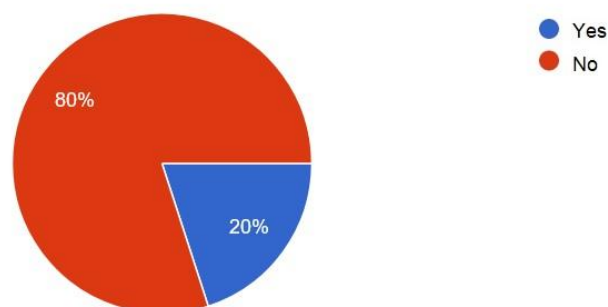
Figure 8. The use of the project-based learning approach in the classroom.

- It drops to **two (14%)** who have **used the approach of situated learning episodes (ESL)** on at least **one occasion**. Where everyone who has not used it has been due to ignorance of what this is. And those who have used it, state that it is a temporalizing practice, emphasizing that the important thing to teach is to ask questions.

Have you ever used the episodes of the situated learning approach in your classroom?

14 responses
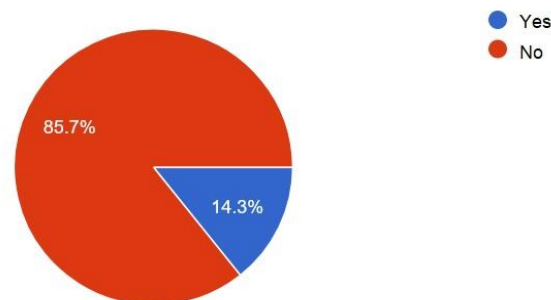
Figure 9. The use of the episodes of situated learning approach in the classroom.

- Among the three fields of knowledge and skills that they expect to acquire with this course, **learning about new ICT tools** (improving digital skills), as well as **increasing motivation** and **collaboration** on the part of the students, stand out.

4. Analysis of the teachers' post-piloting questionnaire

After participating in the BoostClass 2.0 training course:

- The percentage of participants who indicate that they **have started to use these tools, without following a comprehensive or coherent approach**, has been reduced from 60% to **20% (3 participants),** with the rest considered to be at least people who use and experiment with digital tools, trying to understand which strategies work best.

After participating in the BoostClass 2.0 training course, how do you evaluate your current digital competencies?

15 responses

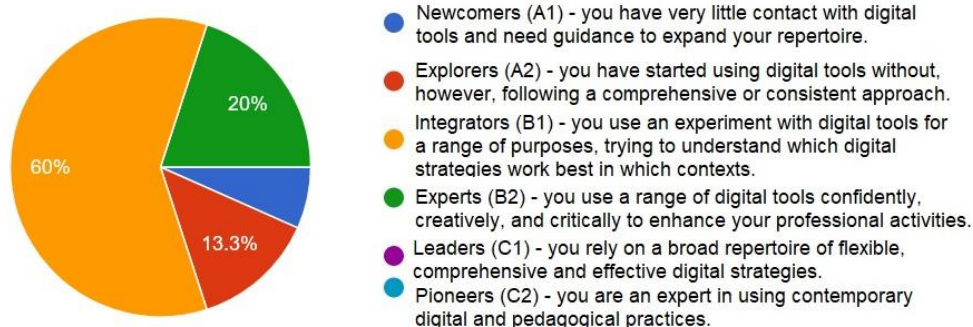- Newcomers (A1) - you have very little contact with digital tools and need guidance to expand your repertoire.
- Explorers (A2) - you have started using digital tools without, however, following a comprehensive or consistent approach.
- Integrators (B1) - you use an experiment with digital tools for a range of purposes, trying to understand which digital strategies work best in which contexts.
- Experts (B2) - you use a range of digital tools confidently, creatively, and critically to enhance your professional activities.
- Leaders (C1) - you rely on a broad repertoire of flexible, comprehensive and effective digital strategies.
- Pioneers (C2) - you are an expert in using contemporary digital and pedagogical practices.

Figure 10. Self-evaluation of current digital competencies after the BoostClass 2.0 training

- Within **the most useful fields of knowledge and skills** for teaching activity, it remains as the most important or valued fields, and in the following order:
  - o Increase student motivation.
  - o Develop an effective assessment and evaluation system.
  - o Effectively implement combined PBL and ESL approaches.
  - o Rethinking the limits of classes exploiting ICT.

Which of the following knowledge fields and skills do you think is most useful for your teaching activity?
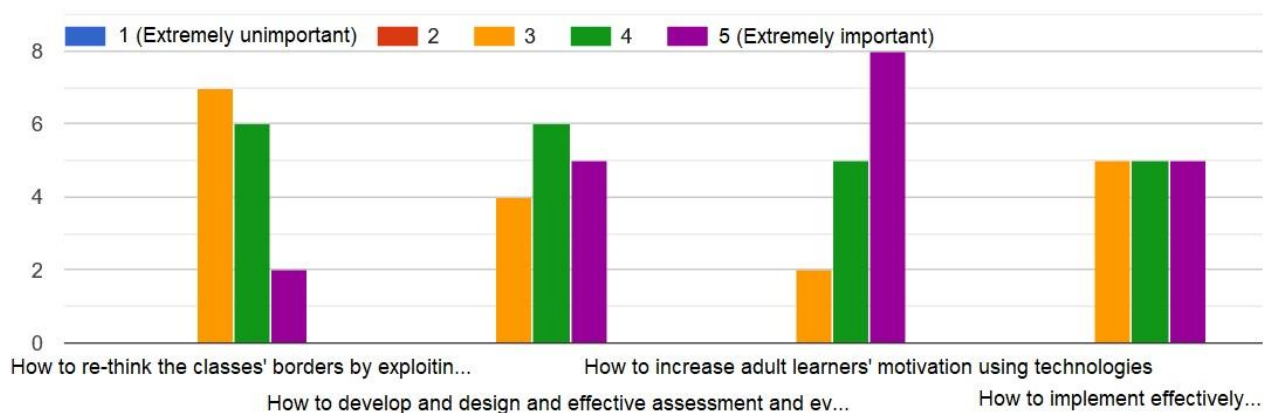
Figure 11. The knowledge fields and skills found helpful for teaching activities by the BoostClass 2.0 participants.

- Regarding the **functionality of the materials** worked on throughout the course, around **60%** consider them to be **quite useful,** while the remaining **40%** indicate them as **useful**.
   o The reasons for their answers vary, the most notable being that they have acquired new knowledge of tools they were unaware of, which are useful due to their rapid applicability to the classroom, improving student motivation. But on the contrary, there are also those who indicate that in many cases the students do not have the computer means to be able to implement them correctly, or they do not have sufficient computer knowledge to carry it out.

How functional are the BoostClass 2.0's learning materials and teaching tips for your everyday practice?

15 responses
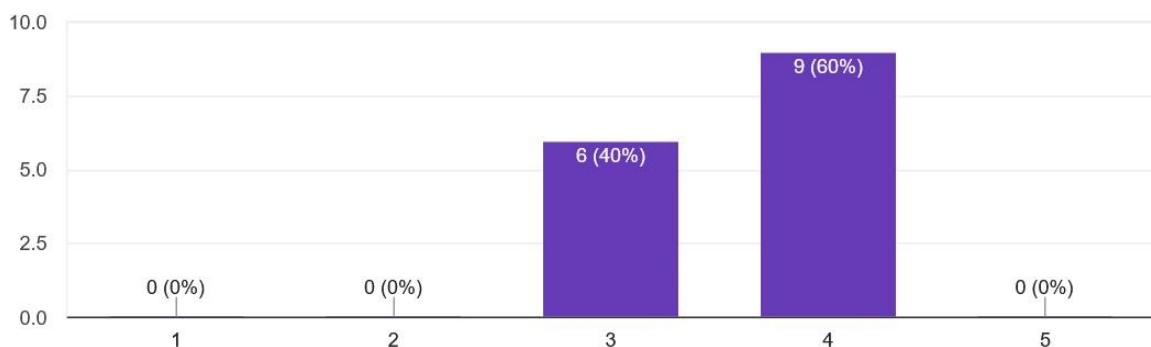
Figure 12. The knowledge fields and skills found helpful for teaching activities by the BoostClass 2.0 participants.

- The **work environment** of the **BoostClass 2.0** course is considered **easy to extremely easy to use by around 94%** of the participants, since they consider it intuitive. While 6% (a single participant), indicate it as quite complicated to use, mainly due to their lack of knowledge of the technologies used. On the other hand, one person also highlights that at first it is unattractive, due to the amount of text that is implemented.

Was the 2.0 learning environment of Boostclass easy to use?

15 responses
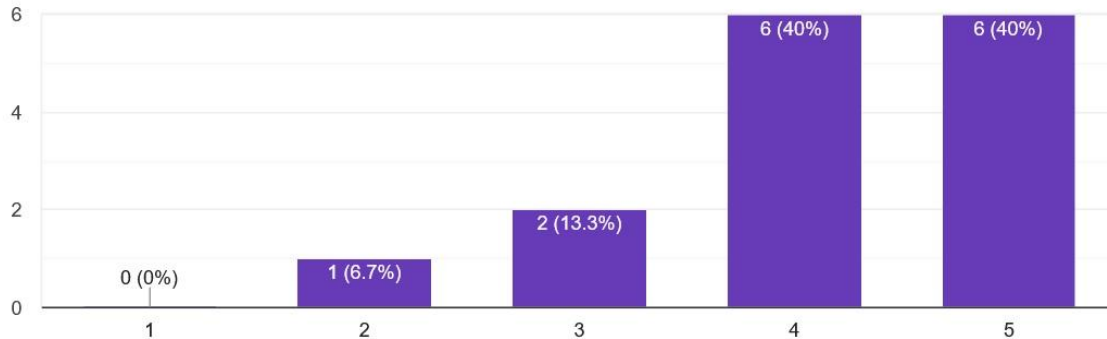
Figure 13. Learning environment ease to use.

- Regarding the use of **digital tools**, as a monitoring and evaluation system **to assess student progress**:

  o Around 60% believe they can use the online questionnaire.
  o Some 28% say they often or consistently use a variety of digital tools in their follow-up.
  o Around 13% do not use digital tools in this part.

Do you think you can use digital assessment tools to monitor and evaluate students' progress?

15 responses

- I don't monitor students' learning progress with digital tools.
- I believe I can use the online quiz to check students' progress.
- I often use a variety of digital tools to track students' progress.
- I systematically use a variety of digital toos to track students' progress.
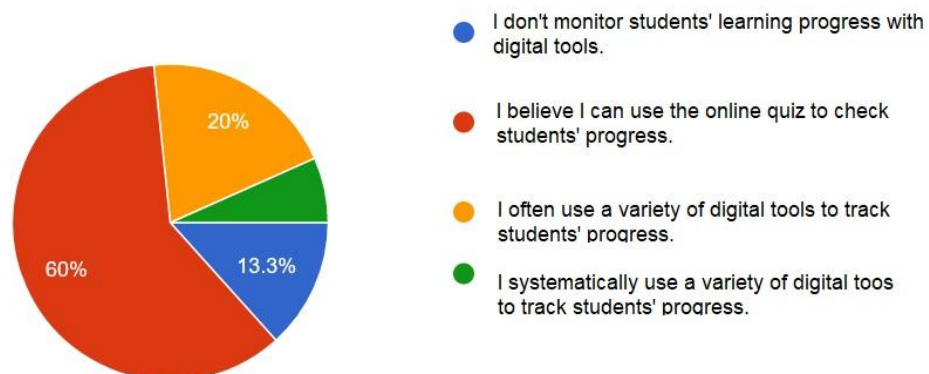
Figure 14. The use of digital assessment tools to monitor and evaluate students' progress.

- In relation to the tools used, as a system for monitoring and evaluating their students in distance learning, around 47% use questionnaires, 20% games, 13% rubrics, and the rest say they use others (such as online exams with predetermined time).
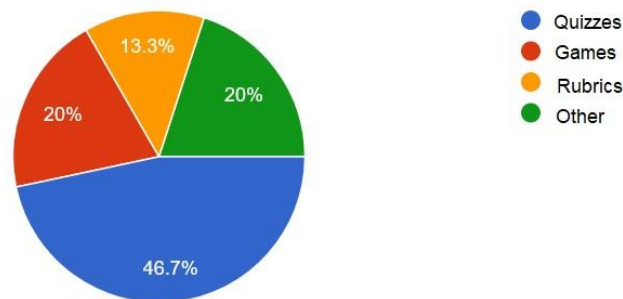
Figure 15. Tools used to monitor and evaluate students' progress.

- Regarding the involvement of students in the use of ICT:
    o Around 53% will use digital tools in the classroom, while the remaining 47% will try to stimulate them through videos and animations.

Figure 16. The future use of digital tools allowing students to participate actively in the classroom.

o Approximately 40% will assess their students' learning through digital content sometimes (such as a game activity), 33% do not think it is easy to do with their students, while the remaining 27%, the creation of digital content by students, will be an integral part of their studies.

Do you think you will assess your students' learning through digital content production, e.g. videos, audio recordings, photos, digital presentations, blogs, wikis?

15 responses
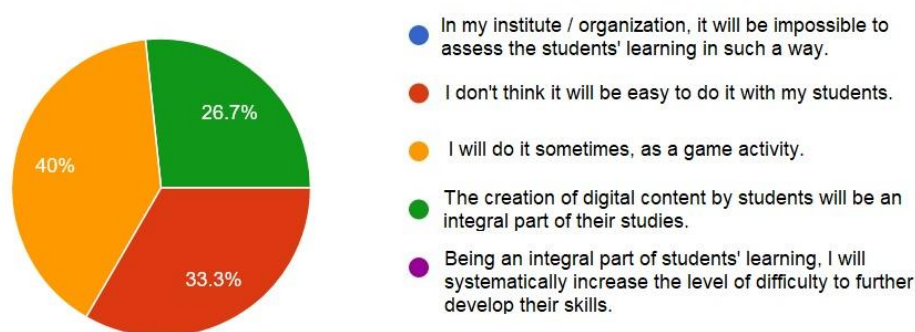
Figure 17. The future use of digital tools to assess the students' learning.

- **The reflection on the implementation of PBL and ESL methodologies**, it is clear, that they consider that both in the understanding and general knowledge of PBL and ESL, as well as having acquired the competence to implement them, it is normal, neither high nor low.

After the training, what is the general knowledge, skills and competence regarding the two methodologies proposed in adult education?
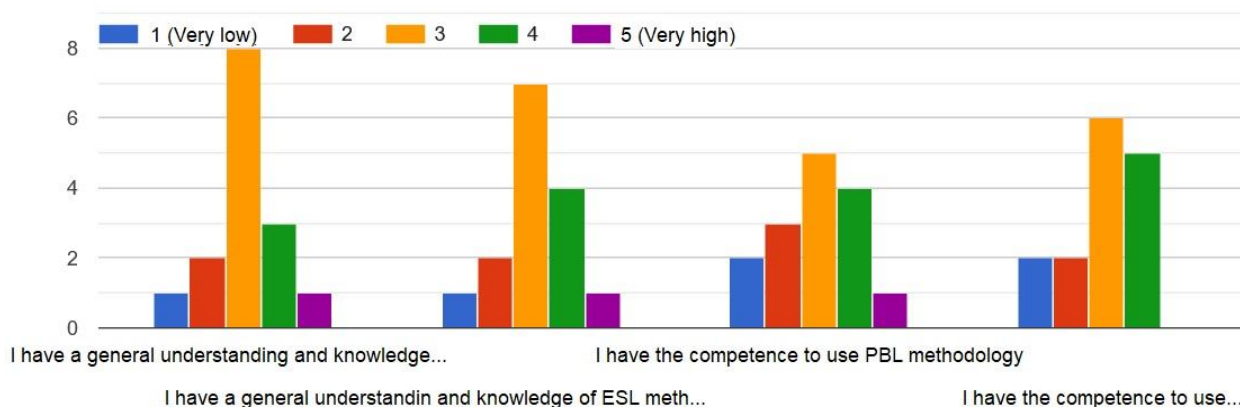
Figure 18. The level of the general knowledge, skills and competencies regarding the learning methodologies proposed.

o 53% consider that PBL sessions in their classes may be feasible, 20% that it will be feasible, and 27% that it will not be feasible (due to absenteeism, age and computer skills of the students or frustration with what is unknown).

Do you think PBL sessions will be feasible in your classes?

15 responses
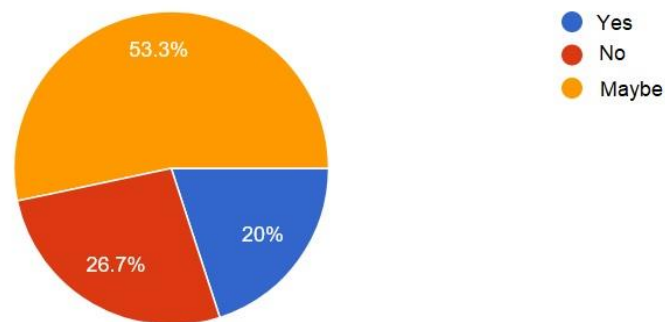
Figure 19. The future use of PBL sessions in class.

o 73% consider that ESL sessions in their classes may be feasible, 13% that it will be feasible, and another 13% that it will not be feasible (due to the age, knowledge and computer skills of the students).

Do you think ESL sessions will be feasible in your classes?

15 responses
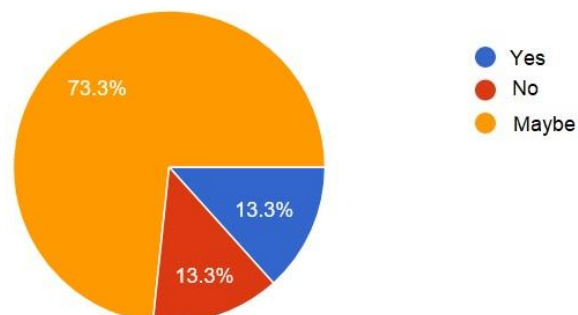
Figure 20. The future use of ESL sessions in class.

5. Analysis of the students evaluation questionnaire.

In the questionnaire carried out by the students once the implementation of the course was applied to them, the following results were obtained:

- It was answered by a total of 129 students, **all of them currently living in Spain**.

Country (where you currently live):

129 responses

- Italy
- Bulgaria
- Romania
- Spain

100%
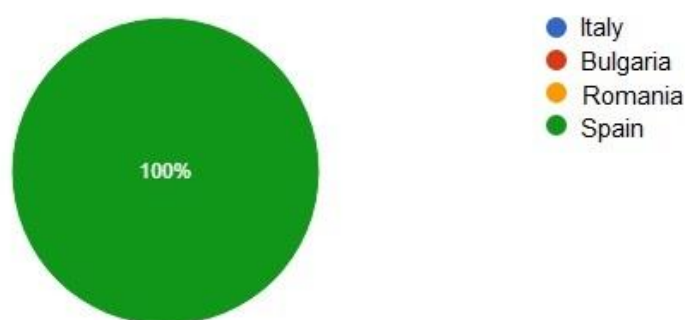
Figure 21. The country profile of the students involved in the project work performed in Spain.

- Regarding the age range, most of them, around **50%**, are between **17 and 25 years old**. With 2% of students who prefer not to indicate their age, and the rest, under 50 years of age.

How old are you?

129 responses

- Under 25
- 25-29
- 30-39
- 40-49
- Over 50
- I prefer not to answer

11.6%
12.4%
7.8%
17.1%
49.6%

Figure 22. The age profile of the students involved in the project work performed in Spain.

- Regarding gender, there was a slight **female** majority in the implementation of the course, with a percentage of **53.5%**.

Gender

129 responses
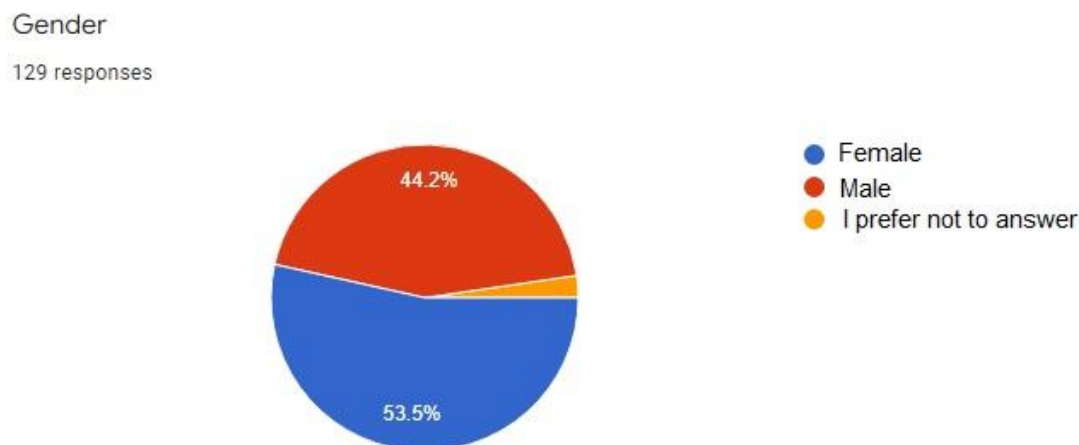
Figure 23. The gender profile of the students involved in the project work performed in Spain.

- Regarding the **name** of the organization, it was implemented in the **CEPA Casa de la Cultura** in Getafe, in its two headquarters, one of them called **Gerardo Diego**.
- In relation to the **learning environment**, the students indicate that:
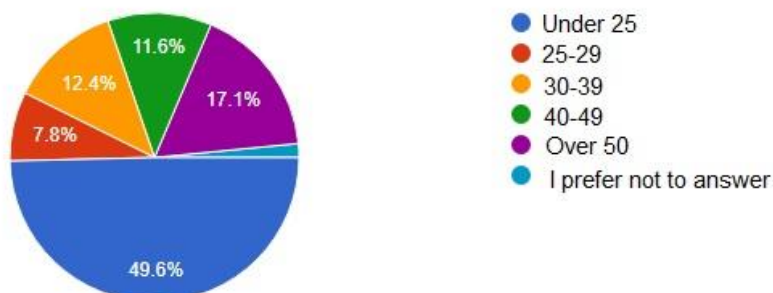 o There is an **interactive whiteboard (IDB) in each classroom.**
  o They reflect that the **internet connection is not as stable and fast as could be desired**.
  o In addition, although with some limitations, **the subject studied**, in general, **promotes and supports the use of digital technologies in the classroom**.

Describe the learning environment where you are attending the training/course/lessons by expressing your opinion for each of the following statements:
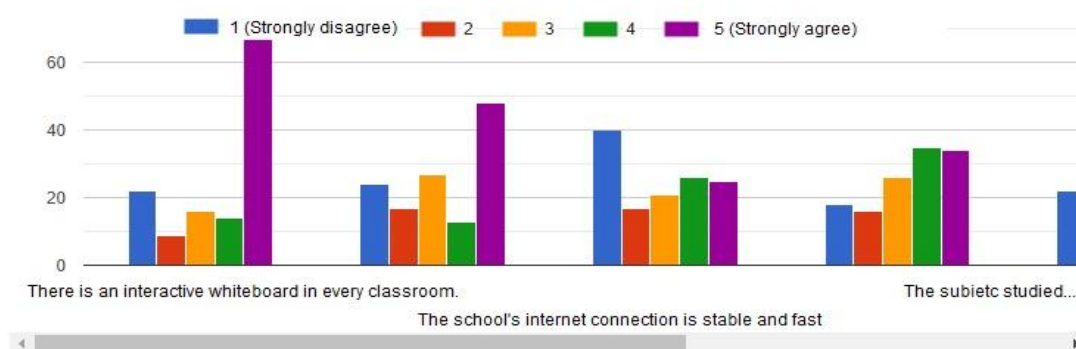
Figure 24. The features of the learning environment where the students attend the training/course/lessons.

– **Reflection on the implementation of the project**:

    o **55% completed it as a group**, while the remaining 45% did it individually.

Figure 25. The format of the project work realization: individually or in group.

    o The **outputs** delivered to the teacher were:

- **Essay 24%**

- **PowerPoint Presentation 15%**

- **Blog/website 6.2%**

- **Video 6.2%**

- The remaining percentage remains in the **Other** section, where activities such as **Kahoot**, **use of the PDI**, etc...were implemented.
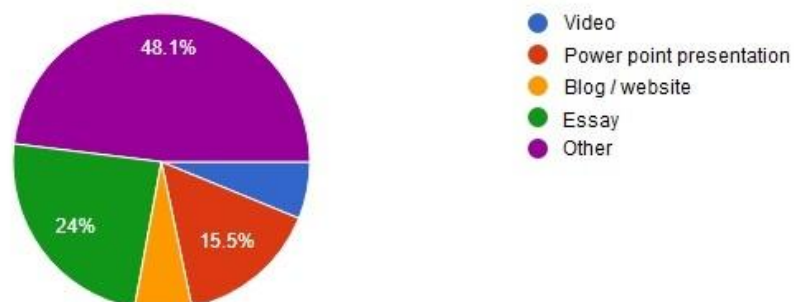
Figure 26. The kind of outcome from the project work realization.

o In general, the **strengths** highlighted when it was implemented **individually** were mainly:

- Organization, creativity and data research.
- Search for information that aroused their attention.
- It was easy for them.
- Learn to work personally.
- Very useful work being about themselves.
- Learn new computer programs.

o In general, the **weaknesses** highlighted when it was implemented **individually** were mainly:

- Difficulty with the computer due to lack of experience.
- At some stages, they would have liked to have companions.
- They like group activities more.
- Not having computers.
- Lack of programs and computers in the computer room.
- At home, several do not have computer equipment.

o In general, the **strengths** highlighted when it was implemented as a **group** were mainly:

- The contributions of colleagues.
- The active involvement of all students in their learning.
- Using the pencil on the interactive whiteboard (PDI).
- Learn to respect the opinions of others.
- Collaboration. Organization. Brainstorming.

o In general, the **weaknesses** highlighted when it was implemented as a **group** were mainly:

- Discrepancy in solutions.
- Difficulty of not knowing Spanish correctly.
- Not all students were involved, creating tension, and either not giving or giving wrong answers on occasion.
- Decision making.
- Computer equipment.

BoostClass2.0

Co-funded by the
Erasmus+ Programme
of the European Union

o **72% participated** in the development of the **evaluation criteria together with the teacher**:

Did you participate with your teacher in the construction of the evaluation criteria of the outcome?

125 responses
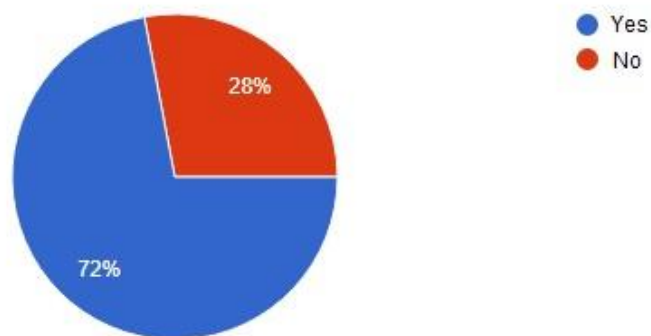
Figure 27. The participation of students in the evaluation criteria for the project work outcome.

- During the **implementation** of the work project:

  o Their **opinion on participating in this new experience was widely favorable** in terms of motivation, with the majority of responses ranging from **agree to excellent. Even most, in excellent**:

Please provide your opinion related to participation in this new experience.
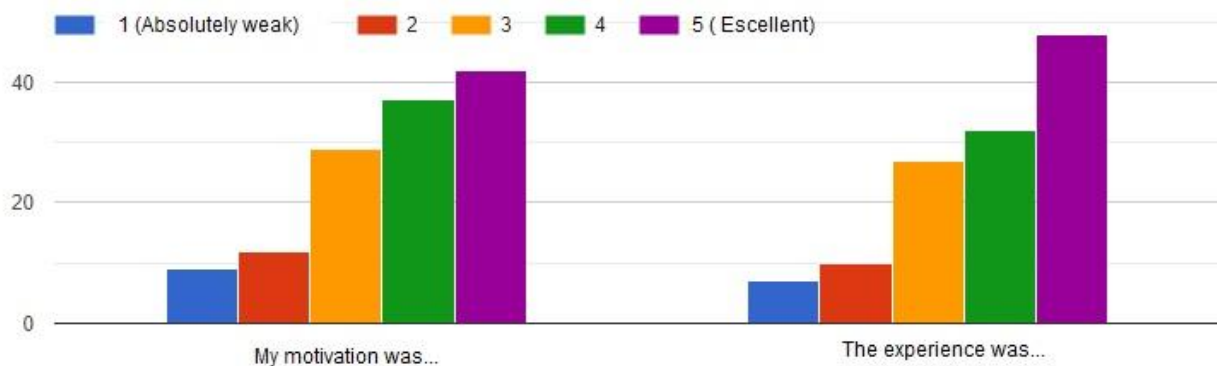
Figure 28. The evaluation of the students' motivation

o Their **opinion regarding the learning experience during the implementation**, show similar results to the previous point regarding:
- The contents delivered by the teachers.
- The contents seem to be more concrete and practical.
- The way of approaching the contents makes the topic more accessible and fun.
- The method used helps your creativity.
- The method used could be an incentive to study and learn new concepts.
- The use of technologies has increased their interest.

o Although, on the contrary, there is a group of students, who indicate that they do not feel comfortable using this method.

Figure 29. The evaluation of the learning experience during the project work realization.

- Their general opinion about the activities carried out:
  o The phase of activities that they liked the most:
    - They stand out, among others, those that are somewhat more "playful or dynamic": how to use kahoot, search for information, make a route or excursion, research, collaboration, use of technologies, etc...
  o The phase of activities that they liked the least:
    - Make an exhibit, watch explanatory videos, internet problems, select information, computer equipment, etc...

BoostClass2.0

Co-funded by the
Erasmus+ Programme
of the European Union

6. Description of the project work realization. (Please, insert at least two best practices realized in your country following the Project Work Teacher Report)

6.1. First best practice: Write without chalk

GENERAL INFORMATION	
Title of your project work	WRITE WITHOUT CHALK
Author	Noelia Cano and María José Rosado
Learning objectives *What are the main objectives of your project? Try to be specific, particularly in terms of competencies and skills you hope your students will gain through this project.*	- Initiate students in the use of the digital whiteboard as means to increase motivation and participation in the classroom. - Develop skills that allow them to make the most of technological resources in the classroom. - Promote collaborative work. - Collect information about Ukraine by the use of ICTs.
Key competences *List here the key competencies to be taught and assessed.*	- Competence in Linguistic Communication. - Digital Competence. - Learning to Learn. - Cultural Awareness and Expression.
Context/Problem/Scenario *(Please, explain the context/problem/scenario of the project work to be realized)*	We are in a group of students aged between 50-90, with little or no knowledge about the use of technology.
Project idea: *Please, describe your project and explain how it connects with real-life (max 10 sentences)*	Students will be introduced into the use of the digital whiteboard through activities that allow them to learn facts about Ukraine.
Driving Question:	Do you know Ukarine?
Subject *Which subjects are relevant to this project?*	- Use of digital whiteboard - Web browsing

Number of students	
How many pupils altogether are going to participate in the project?	20 students

Time frame/duration	
What is the time frame of this project?	Four sessions of 45 minutes timed in one week.

Activity	
Provide an overview of the activities that you planned and achieved for this project. *State how you intended to work with students*	They will work as a single group and in small groups, with the purpose of searching, selecting and organizing information related to Ukraine by surfing the Internet. Students will use the Google search engine to collect information, and they will use that information to create questions related to the main topic, that is, Ukraine. Those questions will be answered by their classmates through a Kahoot.

Resources and tools	
What tools and resources will be required? Choose and list the tool(s) and explain how you will use it in the extended description of the activities below.	- Digital whiteboard - Projector - Classroom computer

Expected results	
Indicate here if you are planning a final product or action.	- Kahoot

PROCEDURE
Activities ●*Provide an overview of the activities that you are planning for this project.* ●*State how you intend to work with students. If you want to create teams of students or collaborate with other schools or classrooms, please provide relevant information.* ●*Describe the procedure of work, the tools you will use, and explain the role of the students and your role.*

BoostClass2.0

Co-funded by the
Erasmus+ Programme
of the European Union

- Activity 1: <u>Getting to know digital Whiteboard</u>. In this activity, we will explain to the students the basic operation of a digital whiteboard and the elements that compose it. We will begin conducting a demonstration, teaching students how to grab the pencil from the digital whiteboard, how to enter the browser and how to perform a search.

- Activity 2: <u>Searching for information by browsing the Internet</u>. We will work jointly with the students to perform searches on the Internet. The students will suggest the words they would write to find out information about Ukraine and they will take into account the buttons they have to press to perform this search.

- Activity 3: <u>Elaborating the questions for the Kahoot</u>. After collecting the required information in the previous session, the students will work in groups of 4 to elaborate the questions that their mates will have to answer.

- Activity 4: <u>Solving the Kahoot</u>.

Monitoring

Describing the activities carried out to monitor the students during the project execution (e.g. observing the students' work in class including social dimension, using logbook or similar document where you can also register your follow up activities based on your observation and spontaneous feedback from your students, etc.)

The monitoring of the students was carried out mainly through direct observation of their work, guiding and solving all the doubts that arose during the process.

Assessment

How the students' outcome has been evaluated? Which tools have been used to evaluate the students' outcome at the end of the PW? How would you know if the learning objectives have been achieved?

To verify that the learning objectives have been achieved, it has been taken into account that the students have been able to adequately solve the Kahoot appropriately.

CONCLUSIONS FOR THE METHODOLOGY IMPLEMENTATION IN THE CLASSROOM

Weak points:

➔ The limited knowledge in the use of technologies that most of the students have.

➔ Group of elderly students without literacy or with minimal previous schooling.

➔ Some students do not have a positive attitude towards the use of the technologies.

Strong points:

➔ The great motivation for learning, coming from the personal nature, that the students have and that constitutes a fundamental ally to carry out the proposed activities.

6.1.1. Some images from the students' works:

Co-funded by the
Erasmus+ Programme
of the European Union

5 de 20

¿Cuál es el plato típico nacional de Ucrania?

¿Cuál es el plato típico nacional de Ucrania?

Omitir
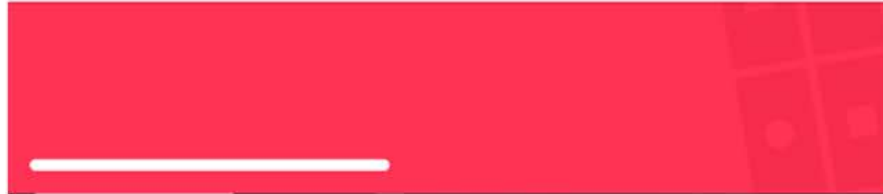
16

0
Respuestas

▲ El pelmeni

◆ El cuscús

● La pasta

■ El borsch

5/20

🔒 kahoot.it PIN de juego: **9983013**

BORSCH (SOPA DE REMOLACHA)

Siguiente

Es una sopa agría de la cocina ucraniana, hecha con remolacha.

6/20

🔒 kahoot.it PIN de juego: **9983013**

7 de 20

¿Cuál es la flor nacional de Ucrania?

¿Cuál es la flor nacional de Ucrania?

16

0
Respuestas

▲ Rosa

◆ Clavel

● Girasol

■ Margarita

7/20

kahoot.it PIN de juego: 9983013

GIRASOLES EN UCRANIA

Siguiente

El zar Pedro I encontró girasoles durante un viaje por Países Bajos en el siglo XVI y los llevó a Rusia para plantarlos en las planicies de tierra negra en Ucrania.

8/20

kahoot.it PIN de juego: 9983013

9 de 20

¿En qué año se produjo el accidente de la central nuclear de Chernóbil?

¿En qué año se produjo el accidente de la central nuclear de Chernóbil?

18

0
Respuestas

▲ 1986

◆ 1985

● 1987

■ 1989

9/20

kahoot.it PIN de juego: 9983013

CHERNÓBYL

Fue un accidente nuclear sucedido el 26 de abril de 1986 en el norte de Ucrania. Es considerado el peor accidente nuclear de la historia junto con Fukushima, en Japón.

10/20   kahoot.it PIN de juego: 9983013

11 de 20

¿Cuál es el sitio turístico de Ucrania declarado Patrimonio de la Humanidad?

¿Cuál es el sitio turístico de Ucrania declarado Patrimonio de la Humanidad?

Omitir

16

0 Respuestas

▲ Reserva de Karadag   ◆ El Monasterio de las cuevas de Kiev

● Leópolis   ■ Monte Hoverla

11/20   kahoot.it PIN de juego: 9983013

MONASTERIO DE LAS CUEVAS DE KIEV

Es un monasterio cristiano ortodoxo que data de 1051, durante el reinado de Yaroslav el Sabio. Es el monasterio más antiguo de Ucrania.

12/20   kahoot.it PIN de juego: 9983013

¿Cuál es la capital de Ucrania?

¿Cuál es la capital de Ucrania?

16

0
Respuestas

▲ Kiev
◆ Odesa
● Mariúpol
■ Járkov

13/20
🔒 kahoot.it PIN de juego: **9983013**

KIEV

Siguiente

Es un importante centro industrial, científico, educativo, cultural e histórico, además de sede de industrias de alta tecnología. El metro de Kiev es el sistema de metro más profundo del mundo, con 105 metros de profundidad.

14/20
🔒 kahoot.it PIN de juego: **9983013**

¿Cuántas provincias tiene Ucrania?

Co-funded by the
Erasmus+ Programme
of the European Union

¿Cuántas provincias tiene Ucrania?

17

0
Respuestas

▲ 22

◆ 23

● 24

■ 25

15/20

kahoot.it PIN de juego: 9983013

PROVINCIAS DE UCRANIA

Siguiente

La organización territorial refleja la situación del país como un estado unitario, con los regímenes jurídicos y administrativos unificados para cada subdivisión.

16/20

kahoot.it PIN de juego: 9983013

17 de 20

¿Cómo se llama su presidente?

¿Cómo se llama su presidente?

17

0
Respuestas

▲ Viktor Fiódorovich Yanukóvich

◆ Volodymyr Zelensky

Co-funded by the
Erasmus+ Programme
of the European Union

VOLODÍMIR ZELENSKI

Es el 6° presidente del país desde su independencia en 1991. Antes de político fue actor, guionista, productor y director de cine y televisión.

18/20

kahoot.it PIN de juego: **9983013**

19 de 20

¿Cuál es la moneda en Ucrania?

¿Cuál es la moneda en Ucrania?

Omitir

16

0
Respuestas

▲ Euro

◆ Libra

● Grivna

■ Rublo

19/20

kahoot.it PIN de juego: **9983013**

GRIVNA

El origen de la palabra proviene de "griva", que significa "crines, cabellos", por lo que se piensa que hace referencia a algo de valor. Un euro equivale a 31,97 grivna.

20/20

kahoot.it PIN de juego: **9983013**

6.2. Second best practice: MUSEUMS OF MADRID: THE NATIONAL ARCHAEOLOGICAL MUSEUM.

GENERAL INFORMATION	
Title of your project work	Museums of Madrid: The National Archaeological Museum.
Author	Lara María Rico Vega
Learning objectives *What are the main objectives of your project? Try to be specific, particularly in terms of competencies and skills you hope your students will gain through this project.*	Web browsing. File download. Creation of email accounts. Basic email management. Basic use of word processors.
Key competences *List here the key competencies to be taught and assessed.*	Cultural Awareness and Expression Digital Competence Competence in Linguistic Communication Learning to Learn Sense of Initiative and Entrepreneurship
Context/Problem/Scenario *(Please, explain the context/problem/scenario of the project work to be realized)*	Second-year students of the FPB sociolinguistic field of the Casa de la Cultura Adult Education School, in Getafe (Madrid) are the recipients of the project with the aim of putting into practice the knowledge acquired in the previous course.
Project idea: *Please, describe your project and explain how it connects with real-life (max 10 sentences)*	The idea of the project is based on the acquisition by students of the necessary skills to know the history and operation of the National Archaeological Museum, its location in the city, the key works the museum has, in which rooms they are located and the knowledge of the resources offered by its website.
Driving Question:	Do you know the National Archaeological Museum?
Subject *Which subjects are relevant to this project?*	Knowledge about Museums in Madrid.
Number of students *How many pupils altogether are going to participate in the project?*	8 students

Time frame/duration *What is the time frame of this project?*	Second term. Two sessions of two hours each for the students to make the presentation and one hour for its presentation.
Activity *Provide an overview of the activities that you planned and achieved for this project.* *State how you intended to work with students*	Elaboration of a PowerPoint presentation or similar, that must contain the structure that the teacher has marked in a script uploaded in the Virtual Classroom of the subject. The presentation consists of 4 parts: 1. Prepare the route to be able to go to the museum from Getafe by public transport. 2. Choose three elements of the museum and prepare a presentation. 3. Research the history of the Archaeological Museum. 4. What other museums are there in the city of Madrid? Have you visited any? What is your favorite? Why? Include a photo/video. Through applications such as Google Maps and the Museum's own website, students must be able to complete all the sections of the script.
Resources and tools *What tools and resources will be required? Choose and list the tool(s) and explain how you will use it in the extended description of the activities below.*	1. Computer room. 2. Internet connection. 3. Programs to make presentations (Power Point, Google Slides, Canva...) https://drive.google.com https://www.canva.com/es_es/ 4. Main web pages: http://www.man.es/man/home.html https://www.google.es/maps/?hl=es
Expected results *Indicate here if you are planning a final product or action.*	Once the presentation has been prepared, the student must give a short oral presentation in class.

PROCEDURE
Activities ● *Provide an overview of the activities that you are planning for this project.* ● *State how you intend to work with students. If you want to create teams of students or collaborate with other schools or classrooms, please provide relevant information.* ● *Describe the procedure of work, the tools you will use, and explain the role of the students and your role.*

It is an individual work that must be carried out during two sessions of two hours each in a classroom equipped with computers. After completing the work, the students will present their presentation briefly in another one-hour session.

The work consists of preparing a presentation in PowerPoint or similar following the following instructions:

1. Prepare the route to be able to go to the museum from Getafe by public transport:

> a. Departure time and estimated travel time.
> b. Route possibilities (train, train and metro, train and bus) and transport schedule.
> c. Map of the chosen route.

2. Choose three elements of the museum and prepare an exhibition:

> a. What is it.
>
> b. What's it called.
>
> c. Epoch.
>
> d. Room where we can find it.
>
> e. Description.
>
> f. Explanation.
>
> g. Photos.
>
> h. Personal opinion.

3. Research the history of the Archaeological Museum:

> a. When is it founded?
>
> b. Who founded it?
>
> c. Why is it founded?
>
> d. What are your main collections and pieces?
>
> e. Photos.

4. What other museums are there in the city of Madrid? Have you visited any? What is your favorite? Why? Include a photo/video.

5. The tools are the following:

> a. Computer room.
> b. Internet connection.
> c. Programs to make presentations (Power Point, Google Slides, Canva...)

https://drive.google.com

https://www.canva.com/es_es/

Main web pages:

http://www.man.es/man/home.html

https://www.google.es/maps/?hl=es

During the first hour, it will be supervised if the students know how to handle a program to make presentations and the main sections of the Museum's website will be analyzed.

Once the students understand these two questions, they will have 3 hours to carry out the work, one of which will be devoted to researching the Museum's own website and the remaining two, to choosing the pieces and making the presentation.

Monitoring

Describing the activities carried out to monitor the students during the project execution (e.g. observing the students' work in class including social dimension, using logbook or similar document where you can also register your follow up activities based on your observation and spontaneous feedback from your students, etc.)

Parts of monitoring by the teacher:

- During the first hour, the students will work with the basic tools, such as the web to make presentations (there should be no problem, because they learned it the previous year) and Google Maps, and in the following hour they will browse the Archaeological Museum's website so that Learn about its history and the resources it offers. Then, in the remaining two hours they will choose the pieces of the work and give the oral presentation.

- At all times, the teacher will supervise the work of the students and will answer any questions they may have.

- The most recurrent doubts will be recorded in a document to solve them collectively.

- Students who have more competency skills and who are helping their classmates spontaneously will be targeted.

Assessment

How the students' outcome has been evaluated? Which tools have been used to evaluate the students' outcome at the end of the PW? How would you know if the learning objectives have been achieved?

The evaluation consists of two parts:

- PowerPoint presentation(or similar).
- Oral presentation.

For both evaluations, rubrics have been used. In this way, it is known in a more objective way if the learning objectives previously indicated have been achieved.

CONCLUSIONS FOR THE METHODOLOGY IMPLEMENTATION IN THE CLASSROOM

Weak points:

> - Not all students start from the same knowledge base.
>
> - The students are not used to presenting orally and they are reluctant.

Strengths points:

> - Using Google Maps is a key element to organize any route, whether it is to visit a museum, to plan a trip or to locate any entity in space... It is an everyday resource that makes it easier to understand the environment and the distances between different geographical points.
> - Knowing the website of the National Archaeological Museum and understanding its operation is basic, since all the pages of the museums follow practically the same structure.
> - Making presentations encourages rational thinking, the structuring of ideas and creativity.
> - Exposing orally provides students with essential skills for the work environment.
> - Cooperation between students. It is observed that the most advanced students spontaneously help their classmates, so social competence is worked on.
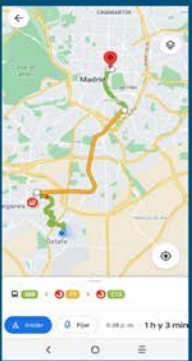
6.2.2. Some images from the students' works:

Museo Arqueológico Nacional

Trayecto en transporte público

El trayecto desde Getafe hasta el MAN dura aproximadamente una hora.

Salida aproximada 10:00hs

Hora de llegada 11:05hs

Tipos de tarjeta de transporte que podemos utilizar para viajar.

Abono de transporte mensual

Abono de transporte recargable

Historia del Museo

a) ¿Cuándo se funda?
- El Museo Arqueológico Nacional fue fundado en 1867.

b) ¿Quién lo funda?
-Isabel II

c)   ¿Por qué se funda?
-Siguiendo la tendencia europea de crear grandes Museos Nacionales destinados a mostrar los testimonios del pasado propios de cada país.

d) ¿Cuáles son sus principales piezas?

a) ORANTE DE GUDEA
b) ESTELAS DEL SUROESTE
c) MONUMENTO DE POZO MORO

A)Australopitecus

¿Qué es?
 -Son un género extinto de primates homínidos.

¿Cómo se llama?
-Australopitecus.
-Habitaron África hace algo más de 4 millones de años.

¿ En qué sala la encontramos?
En las primeras salas del Museo Arqueológico.

 Opinión personal
-Me parece un primate que nos sirve para conocer más sobre nuestro origen.

Descripción: son homínidos muy primitivos que presentan una dentadura más compleja.

B) Objetos de uso diario en la Prehistoria Ibérica

¿Qué es?
-Son   herramientas   de piedra.

¿Como se llaman?
-Martillos, astas y útiles de piedra.

Época.
-Durante la prehistoria
-La sala está situada en el primer piso.

Descripción
-Observamos herramientas y útiles como astas martillo y objetos para desgarrar la carne de los animales.

Opinión personal:
Considero que estas herramientas son descubrimientos importantes para conocer nuestros orígenes, es importante que sigamos investigando.

C) Cesto

¿Qué es?
-Utensilio doméstico.

¿Cómo se llama?
-Cesto.

¿Época?
-Neolítico.

Primera sala.

Descripción:
Cestería atada fabricadas sobre fibras trenzadas.

Explicación:
De las primeras evidencias sobre objetos fabricados sobre fibras trenzadas.

Museos que tenemos en Madrid

Museo del Prado

Museo Reina Sofía

¿Has visitado alguno?

-Aún no he visitado pero me encantaría.
¿Cuál es tu favorito?
-Mi favorito es el Museo Real Armería de Madrid

¿Por qué?
-Me gustaría conocer y admirar las armaduras de los antiguos soldados.

A) Australopitecus

¿Qué es?
-Son un género extinto de primates homínidos.

¿Cómo se llama?
-Australopitecus.
-Habitaron África hace algo más de 4 millones de años.

¿En qué sala la encontramos?
En las primeras salas del Museo Arqueológico.

Opinión personal
-Me parece un primate que nos sirve para conocer más sobre nuestro origen.

Descripción: son homínidos muy primitivos que presentan una dentadura más compleja.

B) Objetos de uso diario en la Prehistoria Ibérica

¿Qué es?
-Son herramientas de piedra.

¿Como se llaman?
-Martillos, astas y útiles de piedra.

Época.
-Durante la prehistoria
-La sala está situada en el primer piso.

Descripción
-Observamos herramientas y útiles como astas martillo y objetos para desgarrar la carne de los animales.

Opinión personal:
Considero que estas herramientas son descubrimientos importantes para conocer nuestros orígenes, es importante que sigamos investigando.
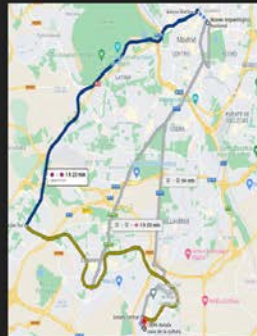
ALUMNO 2

Museo Arqueológico Nacional

1) Ruta para poder llegar al Museo:

2) Elegir los 3 Objetos del Museo:
-La Jabalina:

Es una Jabalina perteneciente al Neolítico, su datación es 2200 a.C - 1800 a.C, está hecha de cobre. Fue encontrada en el Dolmen de la Pastora. Servía para cazar a los animales con más facilidad. Este objeto lo podremos encontrar en la sala dedicada a la Prehistoria, específicamente en la parte del Neolítico y Calcolítico.

-Ánfora:

Vasija de cerámica perteneciente al Neolítico, su datación es 490 a.C. Es una pieza de la Cultura Clásica, más específicamente de la Cultura Griega. Fue encontrada en Grecia. Este objeto lo podremos encontrar en la sala dedicada a la Prehistoria, específicamente en la parte del Neolítico y Calcolítico.

-Cuchillo:

Cuchillo perteneciente al Neolítico, está hecho de bronce, su datación es de 500 a.C - 201 a.C. Fue encontrado en Necrópolis de Puig des Molins, pero su lugar de procedencia es en Ibiza. Este objeto lo podremos encontrar en la sala dedicada a la Prehistoria, específicamente en la parte del Neolítico y Calcolítico.

3) Historia del Museo Arqueológico:

a) ¿Cuándo se funda? 1867
b) ¿Quién lo funda? Isabel II
c) ¿Por qué se funda? Se funda gracias a la demanda de reunir en una única gran institución las Colecciones de Antigüedades con el fin de representar la historia de España, desde los orígenes a los tiempos más recientes, y ofrecer un panorama de las antiguas civilizaciones del resto del mundo.
d) ¿Cuales son sus principales colecciones y piezas? Prehistoria, Protohistoria, Hispania Romana, Edad Media, Edad Moderna, Egipto, Grecia y Numismática.

4) Otros Museos de Madrid:

Ejemplo:
-El prado

-El Reina Sofía

-El de Ciencias Naturales

ALUMNO 3

Museo Arqueológico Nacional

Destino:

* Tiempo de viaje: 45 minutos.
* Hora de salida: 14:00.
* Posibles rutas: Tren/ C-4a bajar en Atocha, son cuatro paradas.
* En Atocha subir al metro línea C-1, dirección recoletos, es una parada.
* Salir del metro y llegar a la calle serrano en donde estaría el museo.

Livia

* Es una escultura de la tercera esposa de el emperador romano Augusto.
* Es del año 14 d.C
* Se encuentra en la sala 20.
* Livia, que aparece vestida con doble túnica y manto, cubre su cabeza con el manto, o con un velo, indicando que está representada como sacerdotisa del colegio de sacerdotes que ella misma asignó para el culto al divino Augusto una vez fallecido. Mediante esta temprana apropiación de un motivo de carácter divino, Livia habría buscado plasmar su nueva condición de Augusta, título recibido al morir su esposo, probablemente para preparar el terreno a su propia divinización.

Mosaico de los Gladiadores

- En la escena inferior se representa el primer momento del combate entre el secutor Astyanax y el retiarius Kalendio. El lanista o maestro de los gladiadores les anima a combatir. En la escena superior se muestra al vencedor Astyanax en actitud de asestar el golpe mortal con la espada a Kalendio que está en el suelo
- Es del siglo III. d.C.
- Realizada con la técnica opus tessellatum.

Retrato de Antonino Pío

- Como modelo de gobernante por excelencia, el emperador se nos muestra en este retrato con un rostro grave y maduro. El peinado y la barba están acordes a la moda de la época que impuso su antecesor en el cargo, Adriano.
- Sobre el fragmento de coraza conservado aparece esculpida la cabeza de Medusa, elemento característico que tiene como función ahuyentar el mal.

- ¿Cuándo se funda?.

El proyecto de un Museo Arqueológico Nacional se fraguó a partir de 1862. En ese año se decidió levantar al final del Paseo de Recoletos un edificio, el Palacio de Biblioteca y Museos Nacionales, que serviría de sede a la Biblioteca Nacional, el Museo Nacional de Pintura y Escultura (más conocido como Museo de la Trinidad) y el Museo Arqueológico Nacional.

Museo Arqueológico

- ¿Quién lo funda? ¿Cuándo se funda?.

Su creación se enmarca dentro de una corriente, iniciada en el siglo XVIII, que fomentaba la creación de museos o gabinetes para fines de investigación o docencia, especialmente por parte del Estado, con bienes de la Corona o por iniciativa real. A ello se unió el fenómeno de las desamortizaciones eclesiásticas, con graves consecuencias para el patrimonio histórico y artístico.

Principales obras del museo

- La Dama de Elche.
- Dama de Baza.
- Monumento de Pozo Moro.
- Estatua de Harsomtus-em-hat.
- La Corona de Recesvinto del tesoro de Guarrazar.
- Orante de Gudea
- Bote de Zamora.

Museos en Madrid

- Museo del prado.
- Museo arqueológico.
- Museo de arte contemporáneo de Madrid.
- Museo de Historia de Madrid.
- Museo de cera de Madrid.
- Museo de Sorolla.

Co-funded by the
Erasmus+ Programme
of the European Union

7. Feedback and suggestions from the target groups

Teachers point out as weak points in the implementation of the methodology:

The limited knowledge that several of the students have in the use of technologies.

In our classrooms, there are a number of **elderly students** without literacy or with **minimal previous schooling**.

The fact that some students have **not very positive attitude towards the use of technology**.

Not all students start with the same knowledge base. In other words, they start with a very **heterogeneous digital competence**.

Many students do **not have the necessary resources for personal work at home**, such as a computer or internet access, which implies a lack of the minimum necessary digital skills.

Teachers point out as strong points in the implementation of the methodology:

The **ease of use of digital tools** compared to work in the notebook, in addition to the novelty of these, has led to an improvement in interest.

The **great motivation for learnin**g, of a personal nature, that the students have and that constitutes a fundamental ally for carrying out the proposed activities.

It is a way for students to get involved and **have fu**n reviewing the units of work.

Its implementation encourages **rational thinking**, the structuring of ideas and creativity.

Making oral exhibits provides students with **essential skills** for the work environment.

Cooperation between students. It is observed that the most advanced students spontaneously help their classmates, so social competence is worked on.

It fosters the ability of students to **communicate** with each other and with the teacher.

It creates a **supportive environment** among students. Greater entertainment and involvement, by preparing an activity of a playful nature.

The most skilled students love being able to help those who have more difficulties in the digital field.

Students learn to **collaborate** and participate more actively in the classroom.

They show a greater degree of **autonomy**.

Regarding the students, the strengths they indicate:

In general, they found it **easy** to complete, and did not perceive a high level of difficulty.

Ease to select the information, or **investigate** it.

Greater **creativity** and **collaboration** when being in a group.

They saw the work as more **useful**, while they learned how to handle new computer media.

Learn to respect the opinions of others.

Greater **involvement**, shown through the fact that several seemed to have more desire to get the work done.

Regarding the students, the weaknesses they indicate:

It was d**ifficult for them to organize** themselves at the beginning.

Difficulties with computer media, not having knowledge or experience with it.

Lack of computer equipment both personally and in the center for some of the groups.

Discrepancies in some solutions.

Ignorance of the Spanish language.

For some, the most complicated thing was **making decisions**.

As general conclusions, it can be said that:

On the part of the teaching staff, as the weakest point, they emphasize the digital heterogeneity that the students present, as well as the lack of computer equipment.

But at the same time, as a strong point, the greater motivation, the more playful aspect presented by this new approach, led the students towards greater creativity, a more rational approach, equipping them with new skills, while observing greater cooperation and help among equals in the face of each one's difficulties.

As for the students, when asked why they liked it more, they mainly emphasize working in groups, as well as doing it through different ways to those they are used to, making their learning more playful.

For the students, when asked why they liked it less, the vast majority indicate that nothing, but several answers cannot be ignored, in which they mainly indicated the search and selection of information, in addition to indicating that they did not have enough computer equipment.

Cuestionario en línea previo a la prueba piloto

Querido participante,

Le pedimos que complete el siguiente cuestionario, preparado para la recopilación de datos antes de comenzar su formación BoostClass 2.0 para una enseñanza de alta calidad en educación de adultos dentro del entorno de aprendizaje BoostClass 2.0. Gracias de antemano por su colaboración en esta tarea que sólo requiere unos minutos, y esperamos que ayude al Equipo del Proyecto BoostClass 2.0 a mejorar los resultados del proyecto y su impacto.

Equipo de proyecto BoostClass 2.0

1. País (donde vive actualmente)

    Marca solo un óvalo.

    ◯ Italia

    ◯ Bulgaria

    ◯ Rumanía

    ◯ España

    ◯ Otro

2. ¿Dónde trabajas?

    Por favor, especifique el sector principal (una única opción)

    Marca solo un óvalo.

    ◯ Servicios educativos

    ◯ Servicios socioeducativos

    ◯ Sistema escolar

    ◯ Servicios de formación profesional

    ◯ Servicios de empleo

    ◯ Organización ciudadana vinculada a iniciativas educativas

    ◯ Asociaciones voluntarias y culturales

    ◯ Otro

3. Asignaturas enseñadas

_____

4. ¿Cuántos años llevas trabajando como docente / educador en el sector de adultos?

    Marca solo un óvalo.

    ◯ 0-5
    ◯ 6-10
    ◯ 11-15
    ◯ +15

5. ¿Usas tecnologías en el aula?

    Marca solo un óvalo.

    ◯ Sí
    ◯ No

6. En caso afirmativo, ¿qué tecnología/tecnologías utiliza?

    Marca solo un óvalo.

    ◯ Entornos colaborativos (por ejemplo, Google Apps, Drive)
    ◯ Sitio web colaborativo / blogs / notas
    ◯ Pizarra interactiva
    ◯ Aula virtual (p. Ej., Reunión de Google)
    ◯ Otro

7. Si es "Otro", por favor especifique:

_____

_____

_____

_____

_____

8. ¿Cómo valora y evalúa el desempeño de sus alumnos en el aprendizaje a distancia?

    Marca solo un óvalo.

    ⬭ Usando de cuestionarios

    ⬭ Usando juegos

    ⬭ Usando una rúbrica

    ⬭ Otro

9. Si es "Otro", por favor especifique:

_____

_____

_____

_____

_____

10. ¿Se siente cómodo usando tecnologías en el aula para aumentar la motivación de los alumnos?

    Marca solo un óvalo.

    ⬭ Sí

    ⬭ No

11. Si la respuesta es "No", describa los motivos:

_____

_____

_____

_____

_____

12. ¿Cómo evalúa sus competencias digitales actuales?

Seleccione un nivel de competencia entre A1 y C2, donde A1 es el más bajo y C2 el más alto.

Marca solo un óvalo.

⬭ Recién llegados (A1) - tiene muy poco contacto con las herramientas digitales y necesita orientación para ampliar su repertorio.

⬭ Exploradores (A2) - ha comenzado a utilizar herramientas digitales sin, sin embargo, seguir un enfoque integral o coherente.

⬭ Integradores (B1) - utiliza y experimenta con herramientas digitales para una variedad de propósitos, tratando de comprender qué estrategias digitales funcionan mejor en qué contextos.

⬭ Expertos (B2) - utiliza una variedad de herramientas digitales de manera segura, creativa y crítica para mejorar sus actividades profesionales.

⬭ Líderes (C1) - usted confía en un amplio repertorio de estrategias digitales flexibles, integrales y efectivas.

⬭ Pioneros (C2) - es un experto en el uso de prácticas pedagógicas y digitales contemporáneas.

13. ¿Alguna vez ha utilizado el enfoque de aprendizaje basado en proyectos en sus clases?

Marca solo un óvalo.

⬭ Sí

⬭ No

14. Si la respuesta es "No", describa los motivos:

_____

_____

_____

_____

_____

15. En caso afirmativo, escriba las tres (3) cosas más importantes en su mente con respecto al uso y la importancia del aprendizaje basado en proyectos en su trabajo profesional:

_____

_____

_____

_____

_____

16. ¿Ha utilizado alguna vez los episodios del enfoque de aprendizaje situado en su aula?

Marca solo un óvalo.

⬭ Sí

⬭ No

17. Si la respuesta es "No", describa los motivos:

_____

_____

_____

_____

_____

18. En caso afirmativo, escriba las tres (3) cosas más importantes en su mente con respecto al uso y la importancia de los episodios de aprendizaje situado en su trabajo profesional:

19. Escriba los tres (3) campos de conocimiento y habilidades más importantes que espera adquirir con la capacitación:

¡Gracias por su colaboración!

Las respuestas se registran automáticamente. Por lo tanto, no se enviará ningún correo electrónico de confirmación.

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

ANNEX 2- CUESTIONARIO POSTERIOR A LA PRUEBA PILOTO PARA PROFESORES

Evaluación del cuestionario posterior a la prueba piloto para profesores

Este cuestionario de autoevaluación proporciona comentarios y sugerencias útiles para identificar las principales etapas en el camino del desarrollo personal para la enseñanza innovadora.

El curso electrónico "Impulso de la clase 2.0 para una enseñanza de alta calidad en la educación de adultos" fue diseñado para promover e implementar la integración de nuevas tecnologías en la educación de adultos. La formación se estructuró en cuatro módulos, de la siguiente manera:

1. Cómo repensar las fronteras de las clases explotando las potencialidades de las TIC.
2. Cómo desarrollar y diseñar un sistema de valoración y evaluación eficaz para la educación a distancia.
3. Cómo aumentar la motivación de los estudiantes adultos mediante el uso de tecnologías.
4. Cómo implementar eficazmente enfoques pedagógicos combinados, como el aprendizaje basado en proyectos y los episodios de aprendizaje situado.

*Obligatorio

1. Después de participar en el curso de formación BoostClass 2.0, ¿cómo evalúa sus competencias digitales actuales? *

   Seleccione un nivel de competencia entre A1 y C2, donde A1 es el más bajo y C2 el más alto.

   Marca solo un óvalo.

   ⬭ Recién llegados (A1) - tiene muy poco contacto con las herramientas digitales y necesita orientación para ampliar su repertorio.

   ⬭ Exploradores (A2) - ha comenzado a utilizar herramientas digitales sin, sin embargo, seguir un enfoque integral o coherente.

   ⬭ Integradores (B1) - utiliza y experimenta con herramientas digitales para una variedad de propósitos, tratando de comprender qué estrategias digitales funcionan mejor en qué contextos.

   ⬭ Expertos (B2) - utiliza una variedad de herramientas digitales de manera segura, creativa y crítica para mejorar sus actividades profesionales.

   ⬭ Líderes (C1) - usted confía en un amplio repertorio de estrategias digitales flexibles, integrales y efectivas.

   ⬭ Pioneros (C2) - es un experto en el uso de prácticas pedagógicas y digitales contemporáneas.

2. ¿Cuál de los siguientes campos de conocimiento y habilidades crees que es más útil para tu actividad docente? *

Marca solo un óvalo por fila.

	1 (muy poco importante)	2	3	4	5 (extremadamente importante)
Cómo repensar las fronteras de las clases explotando las potencialidades de las TIC	◯	◯	◯	◯	◯
Cómo desarrollar y diseñar un sistema de valoración y evaluación eficaz para la educación a distancia.	◯	◯	◯	◯	◯
Cómo aumentar la motivación de los alumnos adultos mediante el uso de tecnologías	◯	◯	◯	◯	◯
Cómo implementar enfoques pedagógicos combinados de manera efectiva, como el aprendizaje basado en proyectos y los episodios de aprendizaje situado.	◯	◯	◯	◯	◯

3. ¿Cómo de funcionales son los materiales de aprendizaje y las sugerencias de enseñanza de BoostClass 2.0 para su práctica diaria? *

Marca solo un óvalo.

	1	2	3	4	5	
Absolutamente no útil	◯	◯	◯	◯	◯	Extremadamente útil

4. Por favor, explique el motivo de su elección:

_____

_____

_____

_____

_____

5. ¿El entorno de aprendizaje de Boostclass 2.0 fue fácil de usar? *

Marca solo un óvalo.

	1	2	3	4	5	
Absolutamente difícil	◯	◯	◯	◯	◯	Extremadamente fácil

6. Por favor, explique el motivo de su elección:

_____

_____

_____

_____

_____

Reflexión sobre el sistema de seguimiento y evaluación y las tecnologías digitales

7. ¿Crees que puedes usar herramientas de evaluación digital para monitorear y   *
evaluar el progreso de los alumnos?

Marca solo un óvalo.

◯ No superviso el progreso de aprendizaje de los alumnos con herramientas
digitales.

◯ Creo que puedo usar el cuestionario en línea para verificar el progreso de los
alumnos.

◯ A menudo utilizo una variedad de herramientas digitales para realizar un
seguimiento del progreso de los alumnos.

◯ Utilizo sistemáticamente una variedad de herramientas digitales para realizar un
seguimiento del progreso de los alumnos.

8. ¿Qué herramientas utiliza para monitorear y evaluar el desempeño de sus   *
alumnos en el aprendizaje a distancia?

Marca solo un óvalo.

◯ Cuestionarios

◯ Juegos

◯ Rubricas

◯ Otro

9. Si es "Otro", por favor especifique:

_____

_____

_____

_____

_____

Reflexión sobre la implicación de los alumnos en el uso de tecnologías

10. ¿Crees que utilizarás tecnologías digitales para que los alumnos participen *
activamente en el aula?

Marca solo un óvalo.

◯ En mi instituto/organización, no será posible involucrar activamente a los alumnos.

◯ Puedo involucrar activamente a los alumnos, pero no usaré tecnologías digitales.

◯ En mi práctica docente, utilizaré materiales estimulantes como vídeos y animaciones.

◯ Mis alumnos utilizarán herramientas digitales en el aula, p. Ej. hojas de cálculo, juegos, cuestionarios

◯ Los alumnos utilizarán sistemáticamente tecnologías digitales para investigar, discutir y crear conocimiento.

11. ¿Cree que evaluará el aprendizaje de sus alumnos a través de la producción de *
contenido digital, p. Ej. vídeos, grabaciones de audio, fotos, presentaciones
digitales, blogs, wikis?

Marca solo un óvalo.

◯ En mi instituto/organización, será imposible evaluar el aprendizaje de los alumnos de esa manera.

◯ No creo que sea fácil hacerlo con mis alumnos.

◯ Lo haré a veces, como una actividad de juego.

◯ La creación de contenido digital por parte de los alumnos será parte integral de sus estudios.

◯ Al ser una parte integral del aprendizaje de los alumnos, aumentaré sistemáticamente el nivel de dificultad para desarrollar aún más sus habilidades.

Reflexión sobre la implementación de metodologías PBL y ESL

12. Después de la formación, ¿cuáles son los conocimientos, habilidades y *
competencias generales sobre las dos metodologías propuestas en la
educación de adultos?

Marca solo un óvalo por fila.

	1 (Muy bajo)	2	3	4	5 (Muy alto)
Tengo una comprensión y un conocimiento generales de la implementación de la metodología PBL.	◯	◯	◯	◯	◯
Tengo una comprensión general y un conocimiento de la implementación de la metodología de ESL.	◯	◯	◯	◯	◯
Tengo la competencia para utilizar la metodología PBL.	◯	◯	◯	◯	◯
Tengo la competencia para utilizar la metodología de ESL	◯	◯	◯	◯	◯

13. ¿Cree que las sesiones de ABP serán factibles en sus clases? *

Marca solo un óvalo.

◯ Sí

◯ No

◯ Quizás

53

14. Sí la respuesta es "No", explique el/los motivo/s:

_____

_____

_____

_____

_____

15. ¿Crees que las sesiones de ESL serán factibles en sus clases? *

    Marca solo un óvalo.

    ◯ Sí

    ◯ No

    ◯ Quizás

16. Sí la respuesta es "No", explique el/los motivo/s:

_____

_____

_____

_____

_____

Gracias por su colaboración.

Las respuestas se registran automáticamente. Por lo tanto, no se enviará ningún correo electrónico de confirmación.

ANNEX 3- CUESTIONARIO DEL ALUMNO DESPUÉS DE LA IMPLEMENTACIÓN DEL PROYECTO

Cuestionario del alumno después de la implementación del trabajo del proyecto.

Querido alumno/a,

Le pedimos que complete el siguiente cuestionario preparado para la recopilación de datos después de completar su capacitación BoostClass 2.0 para una enseñanza de alta calidad en educación de adultos dentro del entorno de aprendizaje BoostClass 2.0. Gracias de antemano por su colaboración en esta tarea que solo requiere unos minutos, y esperamos que ayude al Equipo del Proyecto BoostClass 2.0 a mejorar los resultados del proyecto y su impacto.

Equipo de proyecto BoostClass 2.0

*Obligatorio

INFORMACIÓN GENERAL

1. País (donde vive actualmente): *

   Marca solo un óvalo.

   ◯ Italia

   ◯ Bulgaria

   ◯ Rumanía

   ◯ España

2. ¿Cuantos años tienes? *

   Marca solo un óvalo.

   ◯ Menos de 25

   ◯ 25-29

   ◯ 30-39

   ◯ 40-49

   ◯ Más de 50

   ◯ Prefiero no contestar

3. Género *

Marca solo un óvalo.

⬭ Fememino

⬭ Masculino

⬭ Prefiero no contestar

4. Escriba el nombre del centro u organización al que asiste a la formación/curso/lecciones:

_____

56

5. Describa el entorno de aprendizaje en el que asiste a la formación/curso/lecciones expresando su opinión sobre cada una de las siguientes afirmaciones: *

Marca solo un óvalo por fila.

	1 (Absolutamente en desacuerdo)	2	3	4	5 (Absolutamente de acuerdo)
Hay una pizarra digital interactiva en cada aula.	◯	◯	◯	◯	◯
En el aula, los alumnos pueden utilizar diferentes dispositivos digitales (ordenadores portátiles, tabletas y teléfonos inteligentes)	◯	◯	◯	◯	◯
La conexión a Internet del centro es estable y rápida.	◯	◯	◯	◯	◯
Los alumnos tienen acceso a dispositivos digitales en red en casa.	◯	◯	◯	◯	◯
La gestión escolar apoya la integración de tecnologías digitales en el aula	◯	◯	◯	◯	◯
La asignatura	◯	◯	◯	◯	◯

estudiada promueve y apoya el uso de tecnologías digitales en el aula.

Muchos de mis compañeros de estudios utilizan tecnologías digitales en el aula.

Reflexión sobre la implementación del proyecto de trabajo

6. ¿Gestionaste el trabajo del proyecto individualmente o en grupo? *

    Marca solo un óvalo.

    ⚬ Individualmente

    ⚬ En grupo

7. ¿Qué tipo de resultado le entregaste a tu profesor? *

    Marca solo un óvalo.

    ⚬ Vídeo

    ⚬ Presentación Power point

    ⚬ Blog/website

    ⚬ Redacción

    ⚬ Otro

8. Si es "Otro", describa:

_____
_____
_____
_____
_____

9. Si realizó el resultado individualmente, describa las fortalezas o dificultades que ocurrieron durante el proceso de aprendizaje:

_____
_____
_____
_____
_____

10. Si creó un resultado grupal, describa las fortalezas o dificultades que ocurrieron durante el proceso de aprendizaje:

_____
_____
_____
_____
_____

11. ¿Participó con su profesor en la construcción de los criterios de evaluación del resultado?

Marca solo un óvalo.

( ) Sí

( ) No

Durante la implementación del proyecto de trabajo:

12. Proporcione su opinión relacionada con la participación en esta nueva experiencia.

Marca solo un óvalo por fila.

	1 (Absolutamente Débil)	2	3	4	5 (Excelente)
Mi motivación fue...	◯	◯	◯	◯	◯
La experiencia fue...	◯	◯	◯	◯	◯

13. Describa su experiencia de aprendizaje durante el proyecto de trabajo:

Marca solo un óvalo por fila.

	1 (Strongly disagree)	2	3	4	5 (Strongly agree)
Los contenidos de aprendizaje entregados por los profesores me han resultado más evidentes.	◯	◯	◯	◯	◯
Los contenidos de aprendizaje parecen ser más concretos y prácticos que antes	◯	◯	◯	◯	◯
La forma de abordar los temas a estudiar hace que el tema sea más accesible	◯	◯	◯	◯	◯
La forma en que abordamos los temas a estudiar hace que el tema sea más divertido.	◯	◯	◯	◯	◯
El método utilizado me ayudó a usar mi creatividad y ser original.	◯	◯	◯	◯	◯
El método utilizado podría ser un buen incentivo para estudiar y aprender nuevos conceptos.	◯	◯	◯	◯	◯
No me siento cómodo usando este método.	◯	◯	◯	◯	◯
El uso de la	◯	◯	◯	◯	◯

tecnología en los
estudios ha
aumentado mi
interés.

Por favor, exprese su juicio general sobre las actividades realizadas.

14. ¿Qué fase de las actividades te gustó más?

15. ¿Qué fase de las actividades te gustó menos?

Gracias por
su
colaboración.

Las respuestas se registran automáticamente. Por lo tanto, no se enviará ningún correo electrónico de confirmación.

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios