

La enseñanza de la literatura en la licenciatura en Educación con Moodle

Teaching literature with Moodle in the Bachelor of Education

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RESUMEN

Palabras clave

Aprendizaje en línea, aprendizaje virtual, Moodle, enseñanza de la literatura, apreciación de la literatura

En este artículo exponemos nuestra experiencia con el uso de la plataforma Moodle (modular object-oriented dynamic learning environment) como apoyo en el proceso de enseñanza-aprendizaje de la asignatura Seminario de apreciación literaria I del quinto semestre de la licenciatura en Educación Secundaria con especialidad en Español en la Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí. El propósito fue reflexionar en torno a los hallazgos identificados a partir del análisis cualitativo y cuantitativo de la información recabada, en el cual empleamos como instrumento un cuestionario semiestructurado. Los resultados del estudio reflejan que los estudiantes ingresan por lo menos una vez a la semana a la plataforma, principalmente para subir las tareas solicitadas y, en general, se sienten motivados en el desarrollo de estas actividades. Como área de oportunidad, destacamos la importancia de fortalecer el trabajo colaborativo y diversificar el tipo de actividades. Una de las conclusiones principales es la propuesta de renovar la docencia con base en el empleo de las TIC, desde una perspectiva didáctica, constructivista y ecológica que permita a los estudiantes incrementar el desarrollo de aprendizajes significativos a partir del empleo de entornos virtuales y transferirlos a otros contextos.

ABSTRACT

Keywords

e-learning, virtual learning, LMS Moodle, literature education, literature appreciation

This paper relates the experience acquired with the usage of Moodle assisting the teaching –learning process in the Literature Appreciation Seminar 1 given to fifth semester students in the Spanish Major from the Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí. The purpose of this work is to reflect about the findings obtained based on a qualitative and quantitative analysis from the information gathered with the application of a semi-structured questionnaire. The results obtained reflect student's weekly work, mostly to comply with assignment submissions. In a general view, it is noticed that pupils find themselves motivated working with this learning tool. It is also seen as an opportunity area, the reinforcement of this kind of learning focusing more on collaborative work and managing more options from the Moodle platform. Some of the conclusions from this paper are the importance of incorporating Learning Management Systems in pre-service training teaching from a didactic, constructive and ecological perspective, as well as, allowing students to work with ICT by creating significant learnings using virtual environments in order to be able to transfer them to other contexts.

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INTRODUCTION

The curriculum of the Bachelor's degree in High School Education with specialization in Spanish in effect is the Plan 1999 under Agreement 269 which was updated in the Plan of Studies of March 12th, 2004, and countersigned under the name of the field of studies on October 13th, 2007 in the Official Journal of the Federation. The class subjects of Literary Appreciation I and II are indicated in the fifth and sixth semesters respectively. The design and development of the content of the subjects carried out in 2006 after a process in which the professors of the whole Mexican Republic participated with the object of sharing their approaches, positions and experiences in regard to the relevance of the teaching-learning process of literature at this level of education. The result of this collaborative paper was the development of two anthologies with the concrete objectives and activities which were used as basis to develop the teachers' teaching-learning process.

However, from 2006 to this date, said anthologies have remained as methodological instruments only, since we have observed a clear academic gap between the contents set forth at that time and the transition of a functional communicative approach to a didactic approach for the teaching of Spanish as basis for the language social practices, as stipulated in the Plan of Studies for the 2011 Basic Education. This process highlights the increase in the use of information and communication technologies (ICTs) in the educational setting and has fostered many changes in regard to the didactic elements and tools used in the classroom and the interaction between students and teachers.

The teaching-learning process of literature in subjects of Literary Appreciation I and II bears in its name the singularity of appreciation, i.e., it means to be fond of, to feel affection for literature. Affection cannot be achieved without the students knowing the subject or feeling the presence of the artistic language in their mind and having a taste for it. Then, how can appreciation be reached? In interpersonal relationships, affection between individuals appears over time through frequent interaction, the sharing of time and space, the trust placed in one another, the kindness shown, the openness to dialogue, mutual understanding. As time elapses, affection appears; there is no exact time for it. With this in mind, we ask ourselves, What do we do to appreciate literature? How do we make students feel affection for literature? In what way does the use of ICTs can become a tool to strengthen the appreciation for literature?

Let us make an effort to remember successful teachers, those whose didactics of literature made them stand out from the others, those professionals of education that contributed to our education in a

significant way by achieving getting us to read and enjoy doing so at the same time. When we think of those teachers that transmitted us their passion for this subject, we can recall with certainty their enthusiasm. They were people who read with passion and for pleasure chosen readings of transcendental writers. This inner fire they exuded when telling us stories, when talking about a poem, aroused our curiosity, an interest in us to look for the literary work of the excerpt they had just read or the story in which appeared this singular character they had talked about that sounded so captivating.

We need teachers that read; that can write, because without a doubt they will be better within and outside the classroom. Let us not forget that a reader is not whole unless he reads literature.

Being a teacher should be synonym of being a reader. It is urgent that teachers colleges set forth this objective. Not only give classes on the theory of reading but host workshops and reading circles that transform teachers in readers of literature, and build awareness that rejects the idea that a teacher may not be a reader. The construction of a reading culture must start at school to embrace the whole of society (Garrido, 2014, p. 59).

Of course the passion of a teacher for literature is decisive in achieving that the student appreciates the subject. A teacher must motivate his students to read; he has to make the effort and be assertive in his proposal, as Aebli (2001) points out: "Motivation for learning is not only an essential prerequisite for students to learn; it also concerns the teacher" (p. 113).

Rueda (1994) highlights the importance of re-creating reading so youngsters can get involve positively in the process of carrying out activities such as staging a story they have read. Mata (2009) presents ten key ideas to encourage youngsters as well as adults to carry out a pleasant, transcendental and desirable reading; among these, he points out performing activities, before, during and after reading, that allow the reader increase the sense and meaning of what he is reading without leaving aside the comprehension of the text which is inseparable of the interest and expectations of the person who is reading. Finally, Cerrillo and Yubero (2007) analyze the topic of the training of mediators that increase motivation for reading, such as the literary language and creativity, thinking of libraries as a space that opens their mind to reading.

Addressing the process of teaching-learning of literature in the context of the 21st century represents a challenge for teachers, since, according to Prensky's (2010) classification, undergraduate students consider themselves as digital natives. They enjoy working online collaboratively, they use technology on a daily basis and for them, it is natural to be multitasking. On the other hand, the majority of teachers perceive themselves as digital immigrants; i.e., they were not born in the era of technology, they had to adapt to it.

Based on this classification and the increasing use of ICTs in all areas of the life of a human being, and, obviously, of education, a teacher, working exclusively from theoretical references set forth in the program and using traditional methodologies, is no longer a guarantee that the students will acquire the competencies required of them; i.e., a teacher's practice in regard to literature appreciation requires considering new settings such as those offered virtually and using technological tools that contribute to the construction of knowledge.

In line with these arguments, it is necessary to use a constructivist approach based on the ecology of learning to generate knowledge, relationships and representation drawn from connectivity and the use of ICTs in this new way of learning. Coll (2013) highlights four essential aspects of lifelong learning: the multiplicity of scenarios and educational agents; the development of generic and transversal competencies and the aspiration to a growing learning personality.

The development of the teaching-learning process from a new ecology of learning oriented to the development of students' competencies constitutes an alternative that responds to the challenges and stakes of our current society; hence, teachers need to be committed to their profession. Along these lines, the processes of continuous learning and updating of skills are unavoidable tasks for teachers to improve their professional practice, to understand and ponder on their knowledge. To do so, teachers must perform tasks that include literary writing and literary critique, as well as do research on the topic with the students.

As teachers, our choice of didactic material says a lot about the intentions of the course and also about ourselves; in one teaching space, we can provide an extensive range of options to see, hear, read and look through. For example, one can listen to an audio of Rulfo reading one of his stories; see Carlos Fuentes explain *La región más transparente del aire* [Where the Air is Clear] or *El espejo enterrado* [The Buried Mirror] on video; use links to have access to Sor Juana Inés de la Cruz' *Primero Sueño* [First Dream], and subsequently, discuss it on forums after having read Octavio Paz' comments on both authors respectively.

All of this can be achieved without leaving our homes; it is just a click away, in the comfort of our home and even in pajamas. How many high school teachers of the '90s had dreamt of bringing us closer to literature? Perhaps they had the illusion that we read at home. The mere idea of thinking in so many options and deploying them in their own interactive class would have seemed farfetched and probably unlikely. Today, it is possible. Technology allows it. This fiction of the teaching past is a didactic reality at the reach of any person connected to the Internet.

The interest of this research is drawn from the abovementioned approaches, which main purpose was to use the MOODLE platform to enhance the teaching-learning process of the students of the Bachelor's

degree in High School Education with specialization in Spanish during the fifth semester of the 2015-2016 school period, in the Seminar of Literature Appreciation I. The secondary purposes of the study were to generate a space for reflection on the use of ICTs that would foster the development of literature from a communicative and functional perspective of the language; expand the horizons of literary reading by using ICTs; and assess the strengths and areas of opportunity that these virtual settings offer to strengthen teaching in the 21st century through individual and collaborative work.

This research was conducted at the Benemérita y Centenaria Escuela Normal de San Luis Potosí [Meritorious and Centennial Teachers College of San Luis Potosí], a division of the State Regular Educational System with 891 students, of which 684 are women and 207, men. This study was carried out during the 2015-2016 fifth semester, with a 103 student population enrolled in the Bachelor's degree in High School Education with specialization in Spanish, distributed in four grades: 72 men and 31 women. The sample consisted of 23 students, that is, 22.33% of the total students of the abovementioned specialization; 15 of these students are women (65%) and 8 are men (35%).

This research uses a mixed approach to collect quantitative and qualitative data to assess spaces of reflection generated as of the use of ICTs, as well as to identify new horizons of the literary language in using ICTs and value the strengths and the areas of opportunity offered by virtual settings. These objectives were achieved by applying a questionnaire consisting of ten questions. The first seven were multiple choice questions, with four response options. The three last ones were oriented towards the qualitative aspect since they assessed activities that had greater impact on the students' learning besides showing the advantages and disadvantages that students observed when using the Moodle platform.

The Moodle platform (*modular object-oriented dynamic learning environment*) is one of the platforms more in use in institutions of higher education in Mexico, for distance programs and well as in-class or combined courses. According to Silva (2011), this platform is based on a socio-constructivist approach which benefits students' individual or collaborative learning by using technological tools that contribute to a synchronous or asynchronous interaction.

Ardilla and Bedolla (2006) claim that the Moodle platform is used for online learning as well as to enhance in-class and combined learning. It consists of an intuitive interface easily navigable that promotes autonomous as well as collaborative work through the development of activities. Ontoria (2014) classifies its components in two groups: the first is static and it is called resources, such as the edition of a text page, a web page or a file; the second is dynamic and interactive and it consists of different activities: questionnaires, surveys, tasks, forums, chat, lexicons and collaborative works.

During the semester, several activities were enhanced with the use of Moodle; for example, the students reviewed the life of Sor Juana Inés de la Cruz. Three files that explore the life of the author in depth, several transcendental poems to be analyzed and other files with literary critique were loaded on the platform.

A conservative way of thinking refers the abovementioned means handing youngsters everything on a silver platter, which is to make life easier for them. However, our posture may be summarized in three words: And why not? Since we are in an information society where students have the facility of searching material on the web, the important thinks is to change to the knowledge society and let the students learn to learn.

We also resorted to virtual forums which were used to generate discussions among the participants who gave out their comments asynchronously, i.e., they interacted at different times. This helped them to recognize common and different opinions over a topic as well as conduct an in depth analysis.

Virtual forums are not new spaces. The Tecnológico de Monterrey was using them at the end of the 90's and at the beginning of the current century through Lotus Notes. At that time, their use posed a controversy for not getting the feedback in real time. However, with time, that polemic was transformed since the essential is not time in itself but rather the space of dissertation, the opportunity that one's opinion is available to others and to know the opinion of the peer group on the same topic.

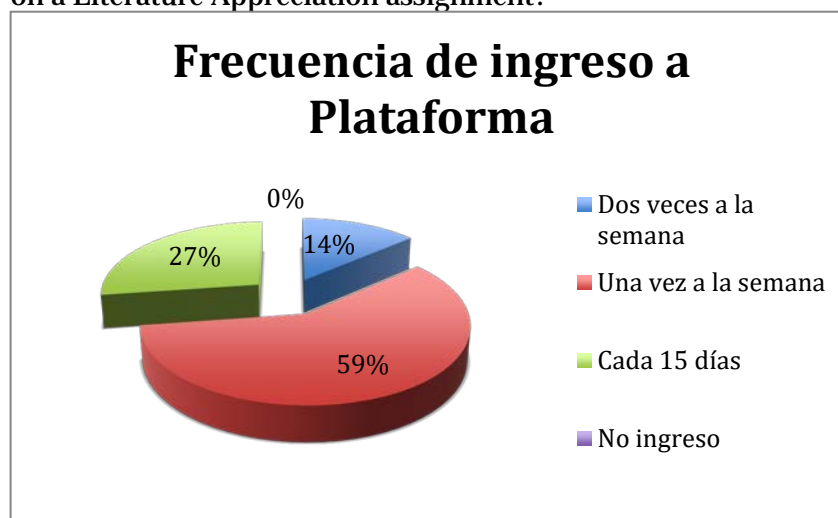
The examinations were another tool we collected. They came in different formats and options, with a mixture of questions that generated several combinations of tests with the same structured response format not only to avoid cheating but also to manage the response time for each one of the items. It is also worth mentioning that this tool showed the students their right and wrong answers at the end of the examination, which helped the teachers conduct an analysis of the students' responses that obtained more rights than wrongs, assess the students' learning and, based on the results, make adjustments to improve the students' achievement.

The novo-Hispanic context and the life of Sor Juana Inés de la Cruz were among the examination questions used during the semester. Given the extent of the historical and social information, the response system used was multiple choices. Giving the students response options eliminated, in some way, the possibility of resorting to their memory as a form of retention and opt for the comprehension of the reading since the objective was that the students identify the reading, relate and reflect upon the topic. Tasks, forums and examinations are the three types of tools that represent the most significant activities used in designing the class subject and each one of these tools could in turn present variants and different formats to adequate and to render the contents more flexible. This was possible thanks to the characteristics of the Moodle platform.

RESULTS

In this section, we present the results of our research we obtained after applying the instrument consisting in quantitative and qualitative aspects that allowed us to identify the importance of the Moodle platform to create spaces to reflect on literature, expand the horizon of literary reading and, lastly, assess the strengths and areas of opportunity virtual settings offer.

1 How many times do you access the MOODLE platform to work on a Literature Appreciation assignment?

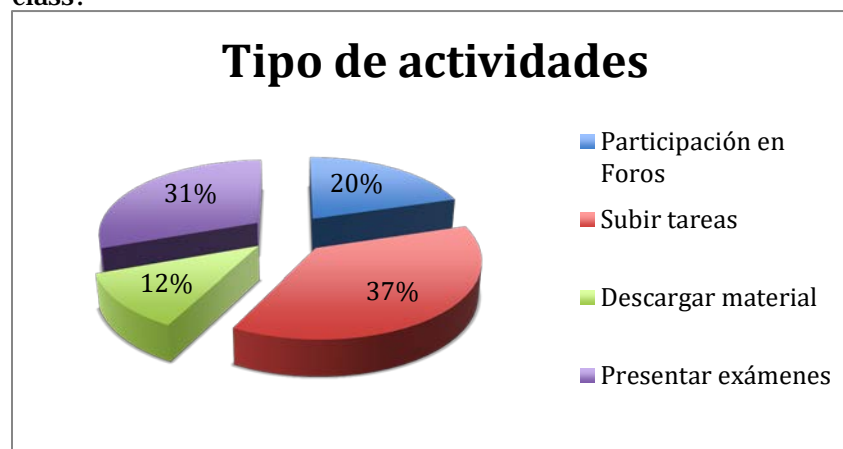


Graph 1. Frequency of access to the platform.

As observed, 59% accessed the platform once a week; 27%, every fifteen days and 14%, twice a week. This means that a little more than half of the population showed a weekly frequency of the platform. In-class sessions on the subject were twice a week and each session lasted one hour forty minutes. Based on the results, we observed that if the students accessed the platform once a week, the communication among them strengthened and the content review was more in depth.

These data are significant if we compare them with the results obtained by the Mexican Internet Association (AMIPCI, 2015, Spanish acronym) that shows that the time of connection has increased considerably since 2014. Currently, the average connection time per day is six hours eleven minutes. Home is the first place of connection, followed by the workplace and last, the school.

2 What type of activities do students perform more frequently when accessing the Moodle platform in the Literary Appreciation class?



Graph 2. Types of activities.

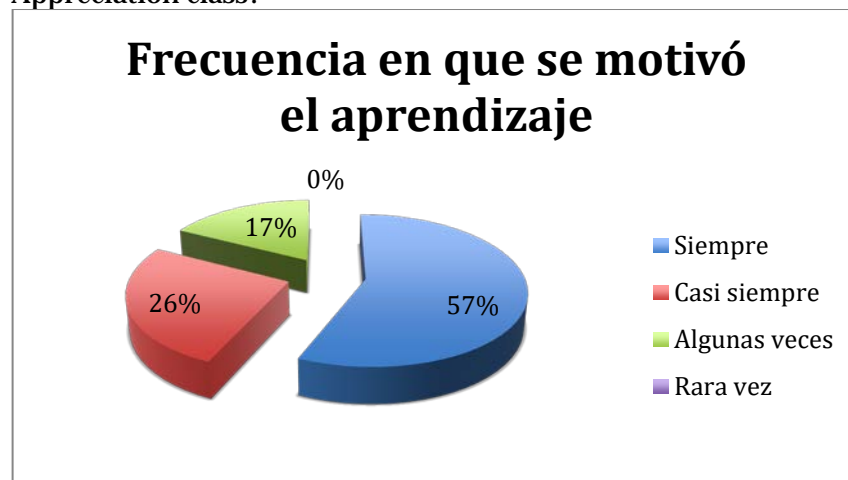
Students perform four types of activities mainly. The most important is doing homework and, therefore, they load files with the product being requested. The second is to take exams. These two activities sum up 68% of the frequency of access. The design of the course proposed by the teacher determines the frequency of access to the Internet and this gives us an idea that through these two activities, students present their tasks and take their examinations which, in a conventional course, would require in-class time while now, there is space to develop the subject in the classroom, whether to revise some content in depth or to analyze some literary work.

The use of the task tool in Moodle allowed the students to have the activities to carry out in writing, they know the timeframe to present their assignments, as well as have a space to revise in depth the contents during the session. For teachers, this tool helped them organize the presentation of the files, give feedback, present quantitatively and qualitatively every one of the tasks and make comments on the document sent by the student which will be of great help for the student to improve on his achievement.

Participating in forums and unloading material are the other activities. According to Revuelta and Pérez (2010), a virtual forum "...is an asynchronous communication tool where the users of the site can exchange opinions and comments on a topic of interest" (p. 68). This represents an opportunity to establish discussions and contribution in an asynchronous manner, planned at the beginning of or during the course, according to the characteristics and needs of the students. This contributes to focus on points of interest and deepen the discussion of the topic in question from a posture that encourages the argumentation, identification and confrontation of the participants' standpoints.

The unloading of material and graphs percentages is a lesser used activity which means that the space online is not only considered a storage resource but rather the opposite, students have the opportunity of obtaining work material in a simple manner and within their reach. This space also provides quality resources such as books, electronic journal articles, video fragments, infographics, and offers a variety of options to present information on a topic being studied in class.

3 Do you consider that the activities performed on the Moodle platform have motivated your learning in the Literature Appreciation class?



Graph 3. Frequency at which learning was motivated.

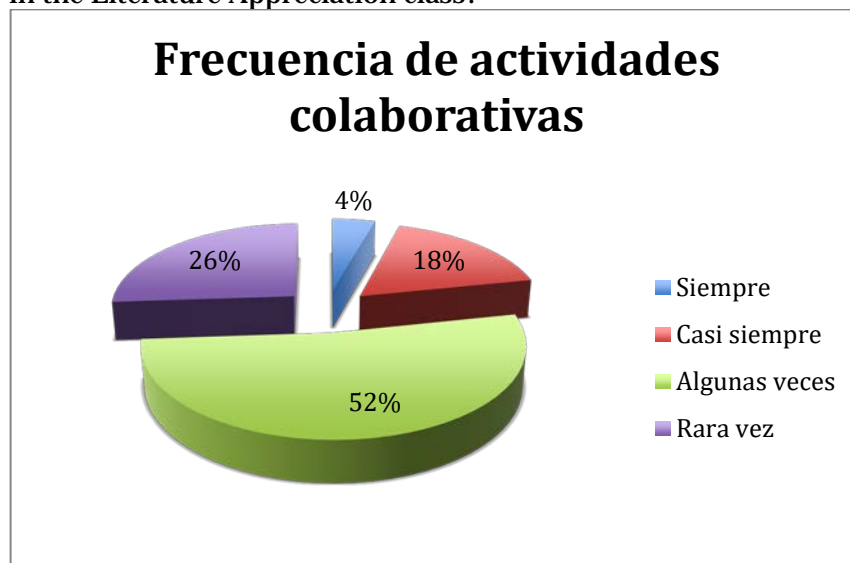
The additional information provided in Graph 3, on the level of motivation of the students in the use of the platform in relation to their learning, leads us to also consider that 83% of the students (sum of the “always” and “almost always” responses) assessed the online resources not as an addition to the course but rather as a motivation since students use ICTs everyday in different contexts where they evolve. Therefore, using ICTs in performing their tasks constitutes a significant motivation. The way in which the activities are designed, the distribution of the contents and the choice of materials play a relevant role which is also reflected in these statistics.

We should point out that ICTs alone do not generate significant learning in the students; it is essential to also assess the design of the activities from a constructivist standpoint. Along these lines, Alonso and Blázquez (2010) state that the design does not consist solely in imposing a rigid template but rather, it must be flexible and respond to the needs, characteristics and interest of the group. From this standpoint, teachers as well as students are active subjects in constructing learning.

According to the results of this research, the message behind the figures is clear; the students are motivated in learning thanks to the use of the

Moodle platform. This tool fosters the pleasure to learn, hence the importance of considering continuing using the resource as an essential mean in the teaching-learning process.

4 Do you perform collaborative activities on the Moodle platform in the Literature Appreciation class?



Graphic 4. Frequency of collaborative activities.

For Silva (2011), collaborative work has become an important strategy as of the incorporation of ICTs in the teaching-learning process. The use of technological tools such as Wiki, forums, chat, establishes a synchronous as well as asynchronous communication between students and teachers without being physically in the same space or at the same time. However, it is important to point out that the sole exchange of opinions and standpoints is not synonymous of collaborative work; it requires developing processes to construct a common activity.

Tizón (2008) claims that among the advantages of strengthening collaborative work in students, there is the stimulation of social skills and with it, the reduction of people isolation, the shared responsibility of achievements and work in areas of opportunity, as well as the integral growth of people. This increases the students' satisfaction and motivation besides allowing a greater deepening and debate of contents and a more solid construction of knowledge. Resisting change, daring to use new methods and techniques with the students and the diversity of the students' learning styles are among the obstacles to work from this modality.

However, in the findings of this research, this way of working does not stand out since the majority of the participants indicated that they performed their tasks through this modality only "sometimes". This leads us to think in reinforcing and suggesting activities to strengthen the

collaboration among the members of the group, even more if said platform has tools such as forums and wikis, to mention only a few.

It is important to break paradigms and to switch from individual to collaborative learning by using networks. It is necessary to suggest teaching-learning activities that consider collaborative work. The reason to do this is to add to the proposals of the course to reinforce contents and to improve the work dynamics in the future.

5 Which of the activities performed on the Moodle platform do you prefer?



Graph 5. Favorite Activities

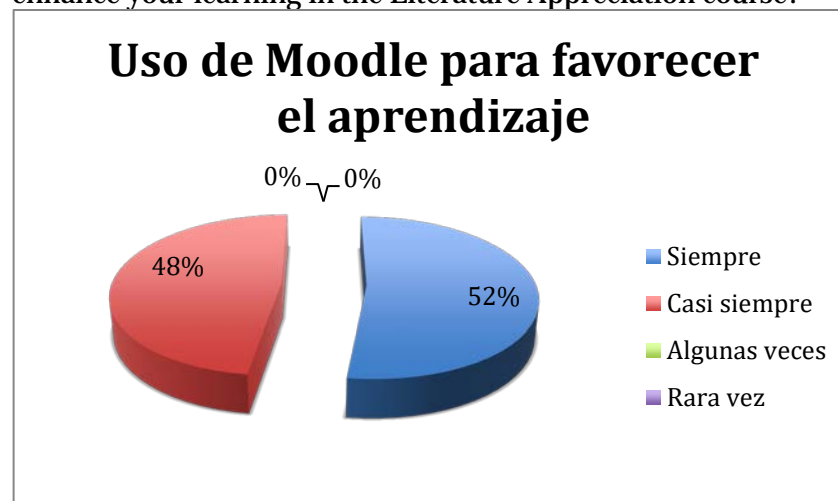
The two favorite students' activities on the platform are: participating in forums with three response options; the forum on Sor Juana Inés de la Cruz had 8% acceptance; the one dedicated to Juan Rulfo's No Dogs Bark, had 23%; and the last forum referring to the resource in general, had 15% acceptance. This communication resource opens up the possibility to expound ideas through comments and opinions on a topic; the students identify themselves with the fact of reading what their peers think on the same topic; they like to compare their views with those of others and uphold or discuss their ideas.

The second most popular activity was the analysis of the Jaime Sabines' book of poems "Tarumba". The activity consisted in reading the book and making a structural analysis of the lyrics. The fact that 23% of the students have chosen this type of activity as their favorite task exposes two important findings: a) this type of task does not imply expressing opinions or interacting with others; it is rather an individual task, every youngster follows an analysis guideline that started by reading the poem alone until understanding in depth the whole poem and its parts; b) on the platform,

students had access to the book through links, the assessment framework, the specifications of the task of the analysis and then, the students load their work on a file. Both situations and the topic itself could be the factors that contributed in encouraging the students.

The key to the success of the activity indicated in the foregoing paragraph to gain the students' empathy could reside in two didactic edges. The first is deep-rooted: the level of complexity was challenging since the literary analysis of poems is not easy and for future teachers of the Spanish language, it could be a source of motivation. The second has to do with form: it helped that the activity was programmed on the platform and was broken down step by step starting with the instructions; the reading material, the space to load the file and the recommendations were also on the platform.

6 Do you consider the use of the Moodle platform important to enhance your learning in the Literature Appreciation course?

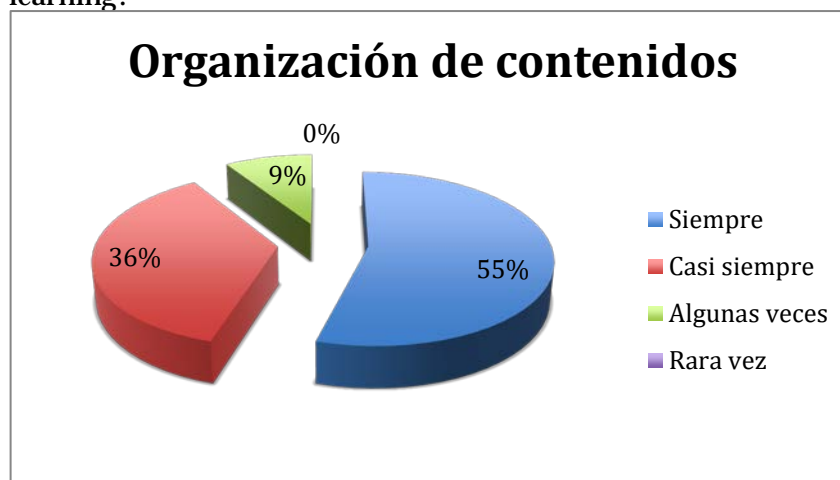


Graph 6. Use of Moodle to enhance learning.

The percentages in Graph 6 firmly indicate that the platform helps students' learning. The majority of students, 52%, chose "always" while the remainder 48% indicated "almost always". According to the students' responses, there is no doubt that the Moodle platform is considered a tool that fosters the teaching-learning process. This information consolidated and strengthens the findings in the questions statistics.

Cacheiro (2014) argues that the use of ICTs and the management of platforms such as Moodle increase the students' independent learning and self-learning besides enriching collaborative learning given the diversity of technological tools, provided that the work is done with active methodologies based on constructivist approaches.

7 Did the organization of the content of the Literature Appreciation I course on the Moodle platform facilitate your learning?

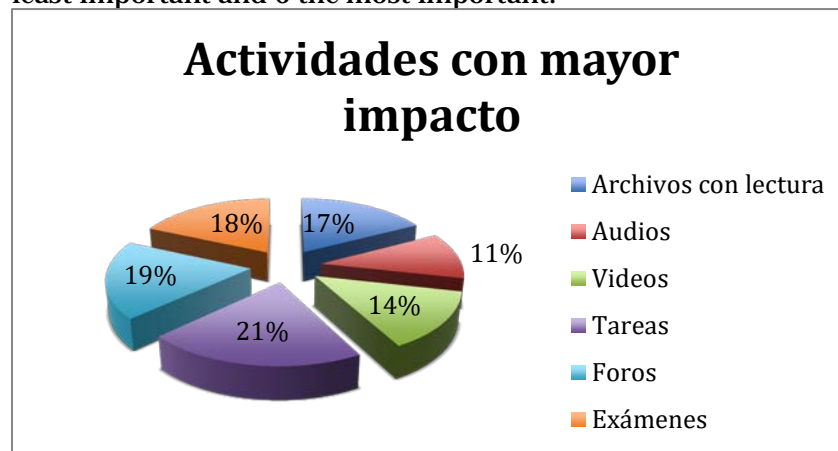


Graph 7. Content organization.

91 % of the students thought that the organization of the contents facilitated their learning; 55% said “always” and 36%, “almost always”. The platform resource contains the four pillars of management: planning, organization, direction and control. Even though the four pillars are necessary, the second stands out given the order and the progression in the content of the course.

There is no better way of organizing the topics. However, the organization and the type of activities suggested to the students for the introduction, development or deepening of the contents on the Moodle platform determine the educational model being referred to. In this sense, the Open Education Europe (2005) has classified three models. The first is a teaching model based on the transmission of knowledge in which the students’ learning depends on the knowledge of the teacher. The second is characterized by the acquisition, collection and accumulation of knowledge; it emphasizes the active performance of the student. The third is oriented towards the development, invention and creation of knowledge from an individual as well as collaborative work; here, the teacher is a guide or a mediator that facilitates the students’ learning process.

8 From the following list of activities, weigh the ones that had a major impact of your learning on a scale of 1 to 6, one being the least important and 6 the most important.



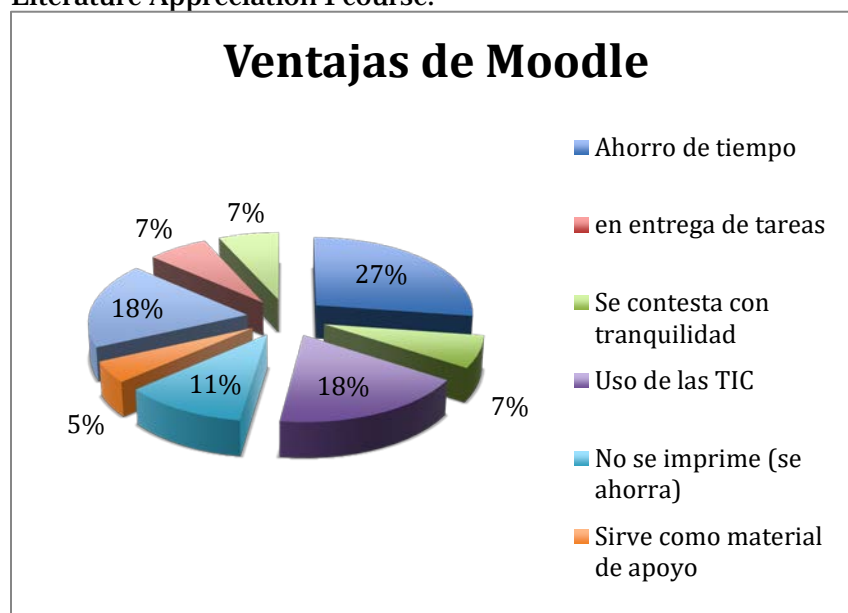
Graph 8. Activities with major impact.

The results of this research show that the teachers in training chose the tasks, forums and exams with 21, 19 and 18%, in that sequence, as activities that had greater impact on their learning. The tasks, for example, are transcendental activities to reaffirm contents, strengthen topics and develop competencies that otherwise would be difficult to address in class time. It is pleasant to know that students surveyed recognize this aspect of the tasks, i.e., those designed on a constructivist basis with the intention of dosing and accomplishing a series of sequential steps to obtain a specific product are most significant.

The forum is another technological resource with greater impact among the students. It encourages asynchronous communication and the exchange of opinions, standpoints and arguments on a specific topic between teachers and students. The members of a forum have the opportunity to see the chain of messages being posted, they have more elements to deepen the reflection and the analysis of a topic as well as have more time to organize their own ideas and establish links between theory and practice.

The perception of those surveyed in regards to examinations is another relevant finding in this approach. The results show that this tool, if worked from the constructivist approach, fosters in students a formative assessment process by recuperating the knowledge before, during and after the development of a topic. A student follow-up can be carried out from the processes of self-assessment, co-assessment and hetero-assessment, and indentify the students' strengths, areas of opportunity and above all, strategies to improve the individual and group performance of the students.

9 Write three advantages of the use of the Moodle platform in the Literature Appreciation I course.



Graph 9. Advantages of Moodle.

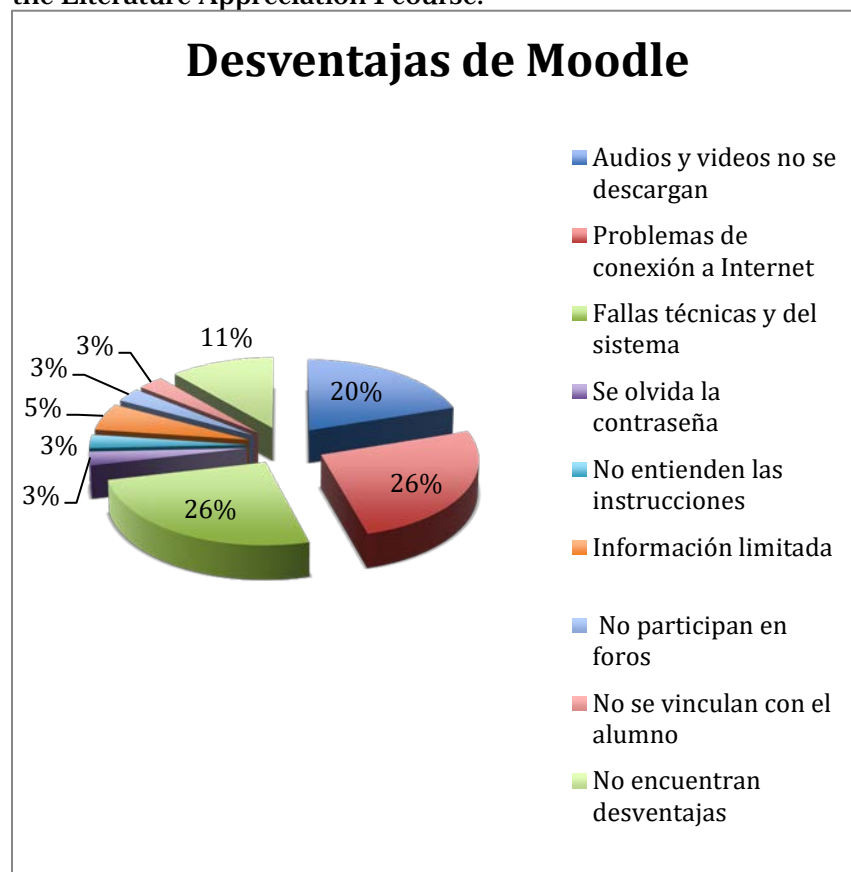
Among the percentages of the advantages of Moodle, saving time has the highest percentage, 26%, followed by major information on tasks with 17% and lastly, printing saving with 11%. The main advantage indicated by the students surveyed was the task and its three dimensions already mentioned. These constitute a total of 54% which positions them among the most outstanding advantages of question 9. The students indicated the use of ICTs as one of the main advantages with 17%. This is linked to the statement mentioned in the foregoing paragraph and, of course, we abandon the idea of generalizing the Moodle platform and its characteristics as total benefit.

Varela (2007) claims that among the main advantages of using the Moodle platform as a tool to strengthen the teaching-learning process are the following: the Moodle platform design is based on a socio-constructivist pedagogy that generates the learning process oriented towards the collaboration based on the use of tools such as forums and wikis; it is friendly and intuitive platform that allows the users to navigate easily and use the tools being offered; it is managed easily; the users can create their profile, post their picture, add a space to describe their tastes which benefits working from learning communities that value the characteristics of each one of the members of the group.

Diez (2012) points out that Moodle is a platform that strengthens the teaching-learning processes and assures that the use of its different tools increases the motivation and the interest of the students in performing their tasks, provides individual and collaborative work spaces that

facilitate synchronous communication with the members of the group through chats, and asynchronous communication with the use of forums. This is being reflected in the students' achievements.

10 Write three advantages of the use of the Moodle platform for the Literature Appreciation I course.



Graph 10. Disadvantages in using Moodle.

The three disadvantages of using the platform reside in a factor external to the course, these are: the system and technical failures (26%), the problems of connection to the Internet (26%) and videos and audios that do not unload (20%). If we add these figures, we get 62%. This classifies them as the most transcendental problem as a response. The choice of the students reveals that there are practically no shortcomings in the course linked to the platform. The problems are with the technical part of the system control that supports Moodle.

CONCLUSIONS

It is worth quoting the Spanish saying “Renew or die” drawn from the approach of philosopher Miguel de Unamuno: “Progress consists in renewing oneself”. If teaching does not move towards progress and renew

itself, it will stagnate, it will lose the energy to improve and it will be surpassed by the overwhelming world of information. It is useless to fight against “the voracity” of the Internet. It is a lost war. The new generations use information resources as part of their learning processes, entertainment, communication and definition of themselves. Hence they open themselves as being part of a whole. It is better to assume the challenge of living the new ecology of learning; as teachers, we open ourselves to options, to the diversification of our resources and ways of interacting with the students within and outside the classroom, in class and outside of it, and to occupy a cybernetic space through ICTs.

The development of this research gave rise to a process of reflection for teachers as well as for students in regard to the use of ICTs. Similarly, it was possible to identify that the frequency of their use has increased considerably, that the times of activities are many and that their types and designs are oriented towards a constructivist learning based on the ecology of learning. We also found as a significant finding that the students are motivated by using ICTs which enhances the individual and collaborative work.

In this sense, the Moodle platform allows the students to interact with literature with the help of ICTs and its design reveals our teacher’s soul and highlights our passion for the subject we teach. It also gives the opportunity to edit spaces, it unleashes the creativity to construct and design teaching-learning activities by using graphic and audio resources that we include in function of the objectives of the course.

Another relevant aspect of this research is that the students expanded their horizons of reading literature through ICTs, specifically with the participation in forums with the topics on Sor Juana Inés de la Cruz and on Juan Rulfo’s *Dogs Do not Bark*; the analysis of *Tarumba* from Jaime Sabines, a poet from Chiapas, was also brought to the virtual setting; the application of examinations, tasks request through the platform and the sharing of some texts have allowed to deepen the contents worked upon during the in-class sessions.

Including new ways of interact with the teaching-learning process is a need and a priority; considering the renewal of the teaching practice as an incentive and an area of opportunity and advocating for the culture of the ongoing improvement are the duties of the educator. We truly believe and we have given proof in this document of the value of the use of ICTs and the Moodle platform in the Literature Appreciation I course, which are additional benefits to being teachers and ideal complements for current generations.

Some of the strengths of the use of ICTs highlighted in this research are the saving of time and paper, since students did not need to print their tasks, the efficiency of the feedback processes since students did not have to wait for the next in-class session to obtain their results; the students got

their evaluation of their work through the platform before attending the in class sessions. In regard to the tasks, the indications were clearer and the presentation of tasks was on time; there is also the possibility to read the instructions as many times as convenient which allows complying with the parameters requested. Another interesting finding that the subjects of the study identified was that the use of the platform benefited socialization between the students and the teachers.

Among the areas of opportunity to work, the students mentioned that it was difficult to unload some of the resources presented on the platform since they frequently did not have the adequate program to view them. They also mentioned that they sometimes had problems connecting to the Internet or, the connection was very slow; they also forgot the password to access the platform and the participation in the forums was low. Even though there was collaborative work, it is important to increase it through the use of other technological tools offered by the platform, such as the management of wikis.

Designing educational contents in Moodle implies planning, organization, direction and control as well as, a constant search of attractive didactic materials adapted to the needs of the students, the compliance of the objectives of the course. Teaching is a marvelous profession and we are remunerated not only for teaching but also for learning.

The students are the main beneficiaries of the technological resources described. They complement, develop and strengthen their communicative, collaborative, digital and writing skills. On the other hand, the teachers have also expanded their experience in their academic discipline, but in face of the demands of the current society, teachers must enhance their paradigms in regard to the teaching-learning process and use ICTs as a mean to strengthen learning from a constructivist perspective and an ecological approach.

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