

El blog y wiki como herramienta docente para el trabajo colaborativo, el aprendizaje autónomo, activo y reflexivo.

The blog and wiki as a tool for collaborative work and active learning, autonomous and reflective

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Resumen

Mantener a los estudiantes Universitarios en el salón de clase de forma estática, escuchando la voz sonora de la misma persona durante una hora, cada día de la semana durante un cuatrimestre, es una rutina que cansa además de ser poco motivante, es por ello que como docentes, debemos hacer uso de la tecnología e innovación como apoyo en la docencia, por lo que el uso del blog y wiki permiten y apoyan en el trabajo colaborativo intra y extra muro, para el desarrollo del aprendizaje activo, autónomo y reflexivo que las nuevas generaciones deben llevar a cabo y con ello cumplir con el protagonismo y parámetros establecidos para que los estudiantes desarrollen y adquieran las competencias necesarias que propicien el aprendizaje significativo.

Por lo descrito anteriormente, nuestro objetivo es implementar el uso de la tecnología específicamente el blog y wiki como apoyo en la docencia, así como demostrar los escenarios que permiten transformar el entorno tradicional del salón de clases, por el

aprendizaje colaborativo en el ámbito educativo, y las posibilidades en mejora de la calidad, la comunicación, el desempeño y la participación de los estudiantes.

El uso del blog y wiki presenta ventajas para los estudiantes ya que accede al intercambio de ideas, trabajo colaborativo como grupo o subgrupos con fácil manejo y participación que permite la comunicación, compartir conocimientos, creación de nuevos contenidos multimedia e interacción social de los participantes. La siguiente propuesta se basa en el trabajo desarrollado durante el período agosto-noviembre de 2012 con alumnos de tercer cuatrimestre de licenciatura en Estomatología de la Benemérita Universidad Autónoma de Puebla y que cuentan con las herramientas teóricas de las TIC's para su práctica escolar y vida cotidiana.

Palabras Clave: blog, wiki, herramienta docente, aprendizaje autónomo.

Abstract

Keeping College students in the classroom statically, listening to the sonorous voice of the same person for an hour each day of the week for a semester, is a routine that besides being tired little motivating, which is why as teachers, we must use technology and innovation to support the teaching, so that the use of blog and wiki enable and support collaborative work inside and outside the wall, for the development of active learning, autonomous and reflective that new generations must carry out and thus fulfill the role and parameters established for students to develop and acquire skills that foster meaningful learning. As described above, our goal is to implement the use of technology specifically to support blog and wiki in teaching and demonstrate scenarios for transforming the traditional environment of the classroom for collaborative learning in education, and the possibilities for quality improvement, communication, performance and participation of students. The use of blog and wiki has advantages for students as it accesses the exchange of ideas, collaborative work as a group or subgroups with easy operation and participation that enables communication, knowledge sharing, creation of new multimedia and social interaction of the participants. The following proposal is based on work carried out during the period August to November 2012 with students in the third semester of Bachelor of Stomatology of the Autonomous University of Puebla, which have the theoretical tools of ICT for school practice and everyday life.

Key words: blog, wiki, teaching tool, autonomous learning.

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Introduction

As the technology of information and communication technology (ICT) has been progressing, often incorporating the educational system is on par with teachers in order to create a current and relevant profile according to the requirements that society demands.

For some teachers these changes will generate stress, but to sit up, notice the specific differences between the traditional approach and the digital or the use of ICT, conceiving the need to incorporate for teacher development.

TRADITIONAL TEACHING	USE OF ICT
<p>The teacher standing beside or behind the desk what makes teacher-student distance. Students sit in rows.</p> <p>The space or room is usually maintained with the door closed.</p> <p>The team are classroom furniture; desks, blackboard that dominates the teaching, and all appears static,</p>	<p>The teacher is placed on one side of which students sit in circles or semicircles as the activity performed, comprised of equipment they make.</p> <p>Space may it be with the door open, control is maintained in and out if the student prefers.</p> <p>The team of virtual and physical space has social, allowing you to search, analyze and share knowledge beyond the classroom walls, it has internet, computer and projector</p>

Therefore, traditional education has inevitably been transformed by the inclusion of the technology world. In the current educational use of ICT came to transform the relationship with students, there is an interaction, generating opportunities for intervention, and collaborative work in the classroom. That personal and unilateral communication was

replaced by the bilateral process in which the teacher besides transmitting their knowledge, get ideas and learning of students.

In the use of ICT as blog, web blog or weblog is an example of deep learning experience serves as a support staff, are distinguished from other sites because the system publishes content in chronological order, but is editable, somehow the content is static. Reading is continuously. The author of a blog post or news items commonly called entries (post) that may contain text, images, video hyperlinks. You can individualize an article contains links, comments, announcements, reflections.

A blog is a website that is easily updated features allow authors, editors or managers (also called bloggers) publish content (text, images and other files) in a few steps¹.

Educational blogs are a virtual space for meeting with our students, where they can read, write, share productions by the students themselves with or without the teacher's help. Reaching these final products involves the prior preparation of teachers looking for an opportunity to see the topics in class activities to develop and completion of a task or project. The tasks that students perform are significant, have their own value as the student express his creativity driven by the motivation that ICTs lead them. It is an example of deep learning experience. Allows students to cast their thoughts or opinions in addition to receiving input and feedback on the teaching activities to do, assignments, assessments, etc.

Another tool that can be managed to complement the blog is the wiki which is a tool of reflection based on projects that allow collaboration between students and faculty.

The term 'wiki wiki' is Hawaiian and means "fast" (shortest way is called simply "wiki"). In technological terms, a wiki is a "software to create content for colaborativa²

The impact of a wiki is the linkage to learn together, plan activities and writing projects, tasks or jobs. Allows sharing of knowledge as well as planning activities performed. An educational wiki is a website whose pages can be edited by multiple volunteers through the web browser. Users can create, modify or delete a shared text. The texts have unique titles. If you write the title of a wiki page this word becomes a link or link.

Both the blog and the wiki have advantages and disadvantages in education that every user should know when it is for educational use facilitates teaching.

Blogs	Advantages	Wikis	
		Advantages	Inter / Intra connectivity
disclosure			interactivity
flexibility			flexibility
Interactive classroom			versatility
Diversity of resources in the classroom. Integrating the issues of the subjects, orientation of networking, accessibility and connection between class work and extramural.			Monitoring and evaluation of teaching learning
If left open for students to develop, through cooperative work skills: writing, graphic communications, and media literacy skills.			Cooperative learning, collaborative, skill development, writing, communication, spelling
If students are left open may accompany the	Promotes individual learning and research,		
		Students and teachers may accompany the information with multimedia resources such as audio, video, hypertext,	

information with multimedia resources such as audio, video, hypertext, links, animations, text, photographs and images		hyperlinks, animation, text, photographs and images
You can not keep learning	disadvantages	Banditry when its structure is open to any user
Dedication by teachers to design, coordinate and evaluate work.		On the structure and creation of user, your credibility is questionable
Access restrictions imposed by external circumstances: socioeconomic situations of students, endowments of schools and teacher training.		Decompensation levels
		Access restrictions imposed by external circumstances: socio economic conditions of the students, endowments of schools and teaching profile

Blogs and wikis have different characteristics that make them different and therefore their use depends on user needs.

Permission to make digital or hard copies of all or part of blog or wiki for personal or academic use. When the wiki is used by the teacher, allows you to check the access of students and the contribution to each task or job. When uploading the information each team leader, the teacher can select the one with the best content and make comments to each activity.

Content

ICTs are an ideal field generated by changes in education as it is significant in that set a new paradigm that requires changes in the conception of the educational process,

technology, learning strategies - education, the role played by each member involved, the conception of learning as a complex process mediated teaching and update.

In the context of innovations, university authorities need to incorporate technological advances to its methodology so that the benefits of ICT initiatives and lead to heart to improve university teaching. The purpose of this paper is to share experiences and leverage information to promote the training and retraining of teachers, under the feasibility and speed to get from your home or workplace, updated information from different fields, explore the possibilities methodology of ICT in higher education as an alternative that recognizes the pedagogic practice in the field of knowledge, by using a prototype that is based on the potential of the Internet (blogs and wikis), whose benefits can be exploited as for expanding the coverage of in-service teachers, both inside and outside the classroom and in turn support the students of the resources mentioned above.

After knowing the advantages, disadvantages and features of blogs and wikis, as experiences are shared and teaching support for students to participate.

A blog by the teacher allowing students to know and participate 100% in various activities designed. The frame was contemplated in the blog that helped when presenting students ask and participate on the thematic content, which consists of units with respect to the parameters for diagnostic, formative and summative evaluation also students proposed ideas and rubrics were attached, was another of the basic content and additional bibliography. A specific tab is opened for each subgroup express the views or opinions of the team before, during and at the end of each topic, the information will be uploaded exclusively by the team leader.

With this space, the teacher will know, analyze and observe each student's participation and thereby prevent some work and others not in the intra and extramural activities. Being aware of what happened in the classroom or outside of it, will have the opportunity to go if checking and correcting assignments, including program content and also the evaluation is just as necessary.

Methodology

The research is longitudinal, comparative and observational cut.

Universe: students from the Autonomous University of Puebla Faculty of Stomatology.

Sample: third semester students enrolled in the field of holistic dentistry I. August to December 2011 Period Features group, aged between 20 and 21 years. 6% work and 94% indicates that focuses on the study. 89% and studied the art development of skills in information technology and communication.

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Compared with students in the period August to December 2011, where he had not made use of the TIC`s (blog and wiki), the participation of students in class was only during their presentations without distinction to disadvantage students they are not trained to communicate who had truly collaborated with activity.

To engage the program, a diagnostic assessment of the knowledge about the use of ICT, blog and wiki was performed. The way of how it will work with the blog and wiki explains during framing.

Roles that each team must play are given

Dividing the group into teams (maximum 5 members) nominating the leader of each team who will be responsible for uploading the information already completed and call themselves.

It is recalled that all students have access to view the contents of the blog.

The teacher sends invitation to each team leader to enter and participate in the blog

Of the five subgroups formed, all participate in different activities.

For the teacher keep track of the work done and a portfolio of evidence and evaluate the behavior and participation of each student, so that each sub group opens a wiki that allows observe who, content, intake and number of times participated .

By this means the degree of development for the educational use of wikis and blogs is presented, through their application in the classroom to participate in the classroom as well as for the realization of collaborative group tasks.

After reviewing the contents of the blog, students complete the first activity under blog so open your wiki, call themselves and are given the task of participating to complete the assigned task. It is considered for the evaluation: content, topic development, examples applicable to clinical cases, questions, hyperlinks, conclusion and bibliography later to make the presentation and teamwork will be by lot.

For the development of each topic will be presented are given three to five days for processing and review. During those days the teacher addresses other issues and reinforces on already seen.

Results

After making a diagnosis prior to the experience later to make comparative analysis between traditional teaching and teaching support the use of ICTs (blog, wiki, power point, videos, common blogs etc.) the results are following:

The results obtained through the experience before diagnosis are discussed, the general assessment of the instructional process from the perspective of the participant and the assessment of the paradigm used (blog and wiki)

Diagnostic Results

The 100% use a computer program. Half the students participated in a learning experience in which user uses the computer.

Regarding the results on the use of blog, wiki, learning support was obtained as follows:

Students concluded that both the blog (85%) and wiki (92%) appeared as a novelty in the learning process benefit (95%).

They felt that the organization of their work was better (87%) with certain amenities for their development (85%). Some students (35%) had some difficulties to find reliable information, having difficult interaction (63%) among the peer group, sometimes not communicated in an appropriate manner. It suggests the need for all emails to a more viable and appropriate communication is made.

Regarding the results in summative assessment are:

Meaningful learning for students in 2012 corresponds to 98%, was given to 100% of the collaborative work, enabling the active and thoughtful participation by 93%, therefore the students developed their skills in a 95% that uniting the above items allowed generate significant learning.

Conclusion

It is necessary to focus on the significance of the digital concept in the classroom and support teaching. As teachers, we must possess the necessary knowledge about the educational use of the resources offered by ICTs

Consider that the mere holding of computers and connection is sufficient, the key is in the preparation of teachers. Institutional projects must include the use of new technologies to achieve better results in teaching and learning

All the students who registered for independent, active and reflective learning resources should be used as the computer, as it encourages independent study.

Although a good percentage of the participants, highlighted successful aspects in relation to the experience. Their willingness to participate in online is highly positive, indicating that expectations of students are satisfied with respect to instructional design and high degree of agreement on the ease of use of blog and wiki and its proper presentation, show the success of this experience.

Although the results of the experience developed highlight was broadly positive and should improve upon the recommendations made by the users, there is the conviction, as posed Dorado³ Ávila (Sep 2009) that ICTs are tools presenting content to an end.

The incorporation of technology to education are effective if they are designed and implemented with the express purpose of promoting autonomous, active and reflective learning and the development of collaborative work.

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