# The e-learning model of a Language Centre in pandemic times

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- Due to COVID-19, the Language Centre move from a plan completely dependent on the face-to-face model to a completely online model.

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- Online training for trainers to develop an online training model suitable for teaching was needed.

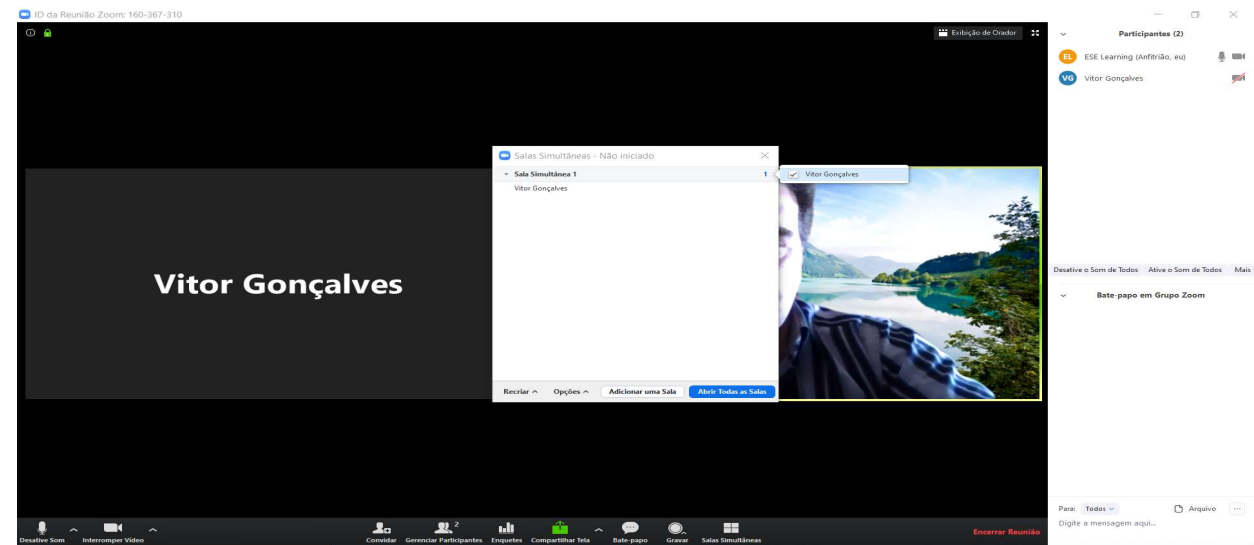- Trainers and trainees had to reinvent themselves.
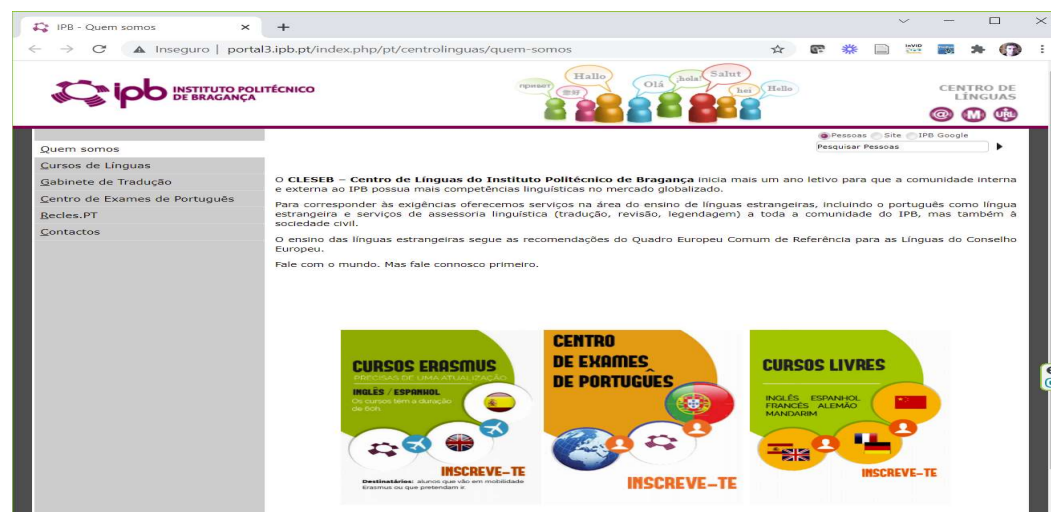
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- Colibri Zoom Videoconference: first steps.

- Methodologies for online training sessions and associated technologies.

- Tools to create online activities and quizzes.

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## The Learning Pyramid*

**Average Retention Rates**

| | | |
|---|---|---|
| **Passive Teaching Methods** | 5% | Lecture |
| | 10% | Reading |
| | 20% | Audio-Visual |
| | 30% | Demonstration |
| **Participatory Teaching Methods** | 50% | Group Discussion |
| | 75% | Practice |
| | 90% | Teaching Others |

*Adapted from National Training Laboratories. Bethel, Maine

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To this end, three main training sessions were provided:

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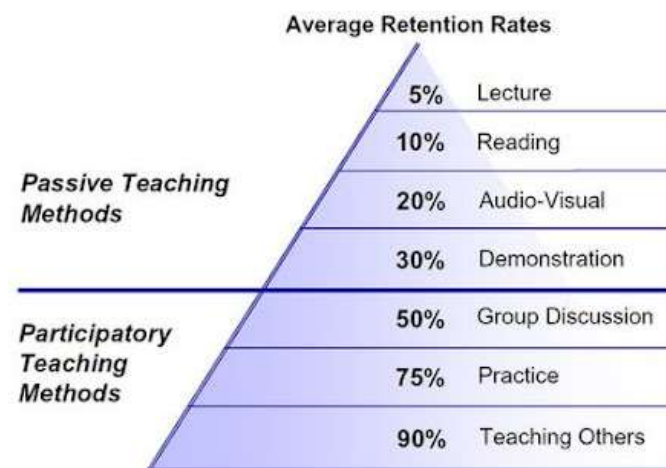
- Tools to create online activities and quizzes.

Corresponds to a case study
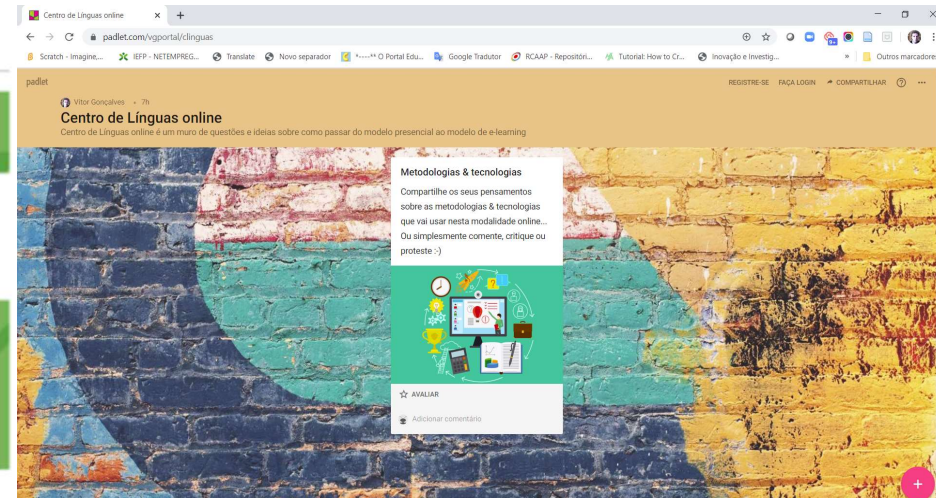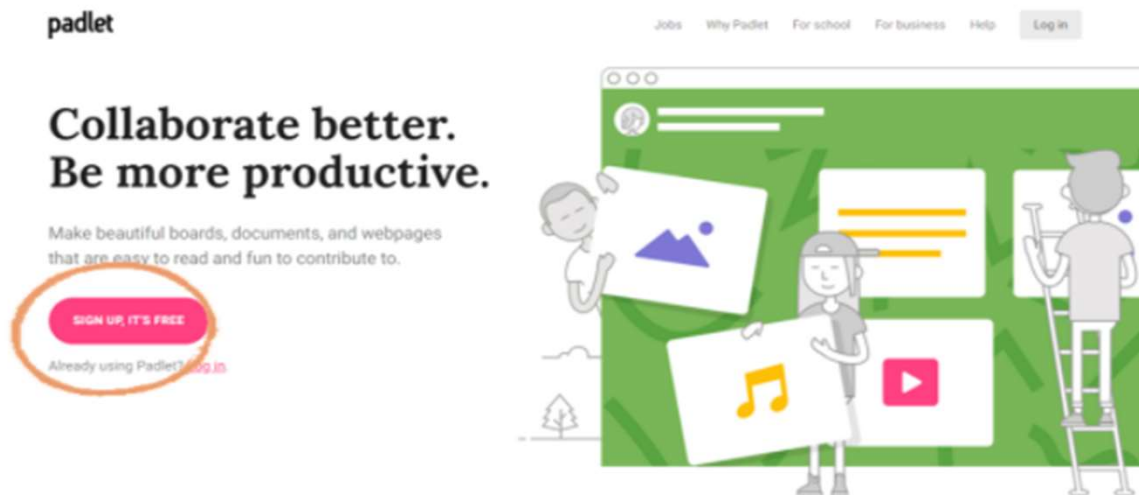
⬇

an exploratory study

⬇

instruments used:
- questionnaire,
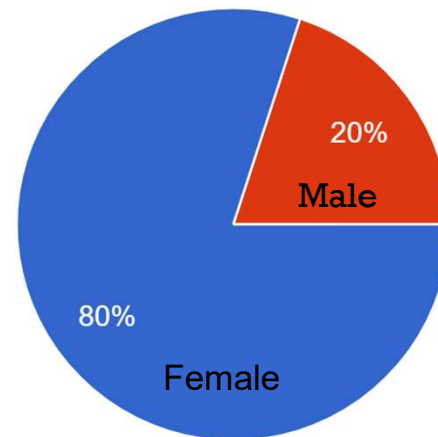- individual interviews and focus group,
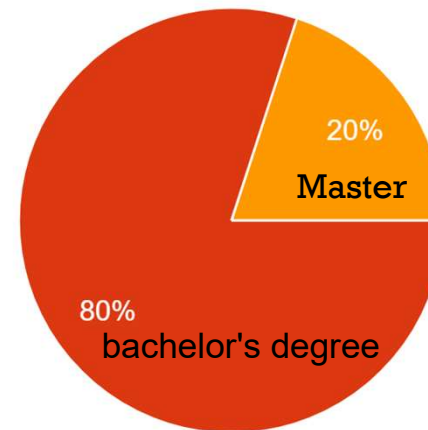- other records (ICT).

**5 trainers
July 2021**

# Characterization of the respondents (trainers)

https://docs.google.com/forms/d/18uEJRD67TVYAphPA0jEo60MnvAvpft5unZOnN-rQkWE/prefill

**Before the pandemic:**

➢ **Level of use of ICT** was <u>sufficient for 3 trainers</u>.

➢ **Applications to create murals** (padlet and similar web applications or apps) only for <u>one was good</u>.

➢ The level of use of videoconferencing systems **(Zoom, Skype or others)**, the level of use of e-learning systems **(Moodle, Sakai, Google Classroom or Ms Teams, etc)** and the level of use of platforms or e-learning systems **(Moodle, Sakai, Google Classroom or Ms Teams, etc.)** was used <u>mainly outside the training context for 2 trainers</u>.

➢ The level of use of game-based evaluation platforms **(kahoot! socrative or Quizizz, etc)**, the level of use of screen recording platforms **(screencast-o-matic, LOOM and similar)** and the level of use of **other applications specific educational** or **other generic educational applications** was sufficient for two of them and for the rest it was even at lower levels.

## During the pandemic:

➤ All applications rose a point or even two in the response options of all questions or issues when compared to the same issues before the pandemic.

**Before the pandemic:**

➢ **What level of use of pedagogical methodologies in the training actions the trainer taught?**
Most admit that her classes were <u>essentially expository: often (1 trainer) and much often (2 trainers).</u> But it appears that these values increased even more during the pandemic.

➢ **Interviews: lack of confidence in the use of active methodologies through the online model** and **the lack of time flexibility in the training process to implement other digital strategies and technologies** <u>could be at the heart of the excess of expository classes.</u>

# During the pandemic:

➤ The **flipped classroom** was used <u>more often by three trainers</u>.

➤ Individual interviews were helpful to identifying moments of use of active methodologies superior to those identified in the questionnaire.

**Before the pandemic:**

➢ **The Colibri / Zoom was** <u>never used by 4 of the 5 trainers</u>.

➢ **Skype, Messenger, Google Meet and YouTube, Google Tools (Google Docs, Forms), Padlet and similar and Microsoft Office 365 Tools (Word online, Excel online, Teams)** <u>were used a few times by three.</u>

➢ **Social networks (Facebook, Instagram, WhatsApp, etc)** <u>were used quite often by three.</u>

➢ **Platforms such as IPB-virtual (Sakai), Moodle or others** <u>were rarely used (2 trainers) or sometimes used (2 trainers)</u>.

**During the pandemic:**

➤ **Colibri / Zoom videoconference** <u>is now always used by all trainers.</u>

➤ **The use of digital tools contributed to:**
- ✓ To improve learning,
- ✓ To improve teaching,
- ✓ To improve communication between it and trainees,
- ✓ To improve communication between the trainees,
- ✓ To better manage time,
- ✓ To better manage activities.

➤ **The level of use of the assessment alternatives** that stood out was online tests with supervision and oral exams by videoconference…

**Finally, it is important to mention two of the most representative comments:**

Comment 1:

*During the pandemic, the new methodologies helped me a lot! I myself did not use technological means very often, but during the last semesters these resources improve not only my teaching method, but also the interest and performance of the students.*

Comment 2:

*The experience was quite satisfactory and, in my view, the new technologies only came to complement and favor on-site teaching in the classroom. More formations of this kind are welcome! Thank you very much, profesor...*

- The **COVID-19 pandemic forced us to change** our way of being, communicating and learning.

- In this case study, we try to understand how this whole process occurred within the Language Centre of IPB.

- Some of the main problems identified are:
  - how to operate with platforms (colibri Zoom)
  - how to adapt teaching and processes for a distance model
  - how and which tools can support distance teaching and learning processes, etc

- An evolution is highlighted by privileging the use of new active methodologies and associated technologies, such as: inverted class, gamification, project-based learning and problem-based learning or in question-based learning.

Thank you!

QUESTIONS?