

La integración de las tecnologías de información y comunicación (tic) en las instituciones de educación comparación entre dos plataformas de gestión del aprendizaje WebCT vs Moodle

*The integration of information and communication technologies
(ICT) in education institutions comparison between two platforms
WebCT learning management vs Moodle*

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Resumen

El propósito de este módulo es proporcionar información al lector sobre las características y herramientas con las que cuentan las Plataformas de Gestión del Conocimiento Moodle y Web CT y presentar lo que implica la integración de las Tecnologías de Información y Comunicación en las instituciones de educación pública en el proceso de aprendizaje, enriqueciendo el proceso mismo.

Palabras Clave: Tecnologías de Información y comunicación, instituciones, educación, Moodle.

Abstract

The purpose of this module is to provide information to the reader about the characteristics and tools that have the Knowledge Management Platform Moodle and WebCT and present institutions of public education in the learning process, which involves the integration of information and communication technologies, enriching the process itself.

Key Words: Information and communication technologies, institutions, education, Moodle.

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Introduction

Both Web CT and Moodle offer a set of educational tools that facilitate the process of learning, communication, interaction, access and cooperation between instructors and students through the use of electronic media. This knowledge management platform offers communication tools such as e-mail, discussion groups and instant messaging, pages of content, interactive activities, calendar, glossary, multimedia material, aid, personal, links between the most important pages. In addition, Web CT provides interfaces whose objective is to facilitate the design and construction of the online space with instructional Material.

Below, we make a brief presentation of the most important resources and structure of a space in WebCT

WebCT Resources:

The image shows a screenshot of the myWebCT web interface. The interface is divided into several sections: a top navigation bar, a main content area, and a footer. The main content area is titled 'Cursos' and lists three courses. Each course entry includes the course name, professor, user type, and a list of links such as 'Hay exámenes disponibles', 'Hay trabajos disponibles', and 'Dispone de nuevos exámenes'. The footer contains 'Marcadores' (Institutional and Personal) and 'Administrar marcadores'. Annotations with arrows point to various elements: 'Web side de WebCT para ayuda' points to the top right; 'CURSOS MATRICULADO' points to the course list; 'Anuncios' points to the 'Anuncios' section; 'Anuncios especiales' points to the 'Anuncios especiales' section; and 'ACTIVIDADES PENDIENTES' points to the 'Hay trabajos disponibles' link in the third course entry.

myWebCT: Cambios de WebCT Configuración de la contraseña Preferencias Páginas de Inicio SMI Ayuda

Cursos

Cursa 11. APE - Psicología del Lenguaje (grupos sergio)

Profesor: Sergio Cicero
Tipo de usuario: Alumno

- [Hay exámenes disponibles](#)
- [Hay trabajos disponibles](#)
- [Dispone de nuevos exámenes](#)

112. 3019

Profesor: Juan Vicente Gimenez Sanchez
Tipo de usuario: Alumno

- [Hay exámenes disponibles](#)
- [Hay trabajos disponibles](#)

112101

Profesor: Victoria Drego Flores
Tipo de usuario: Alumna

- [Hay exámenes disponibles](#)
- [Hay trabajos disponibles](#)

Web side de WebCT para ayuda

CT.com Recursos y grados de usuarios para la práctica y aprendizaje en línea.

Anuncios

No hay ningún anuncio.

Anuncios especiales







ACTIVIDADES PENDIENTES






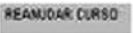
Marcadores Administrar marcadores



Marcadores institucionales
Portal de acceso del servidor TICAPE
Lista de acceso TICAPE

Marcadores personales
Purchase Student Access Codes
Find WebCT Student Resources

WebCT Tools

<p>1 My WebCT: Primera página que aparece tras acceder WebCT. Contiene los cursos en que estás matriculado el estudiante, marcadores, menú general, enlace a WebCT.com y anuncios del administrador relacionados al funcionamiento de WebCT.</p>	
<p>2 Menú My WebCT: Entradas para facilitar el manejo de la herramienta WebCT. Se puede acceder al calendario global, cambio de lenguaje en las instrucciones (si está disponible), acceso a la página inicial y la ayuda.</p>	
<p>3 Calendario global: Permite ver en un solo calendario todas las entradas y/o anuncios de todos los calendarios de los cursos en que estás matriculado; ver el calendario de un curso en específico; hacer entradas en los calendarios de los cursos en los que estás matriculado; acceder al calendario privado, recopilar las entradas de todos los calendarios a la vez.</p>	
<p>4 Cambio de lenguaje: Permite seleccionar el lenguaje en que vas a ver My WebCT.</p>	
<p>5 Página de entrada: Para volver a acceder la página inicial de WebCT.</p>	
<p>6 Ayuda: Enlace a la página de ayuda sobre el manejo de MyWebCT, exclusivamente.</p>	

7	<p>Marcadores: En MyWebCT puede encontrar dos tipos de marcadores: institucionales (añadidos por el administrador de WebCT) y personales. Los institucionales sólo se pueden mover, mostrar o esconder. Los personales se pueden añadir, borrar, organizar, mostrar o esconder.</p>	
8	<p>Página principal: Página organizativa. Contiene los accesos a páginas y herramientas relacionadas con el curso.</p>	
9	<p>Menú de navegación: Barra con comandos para acceder a los diferentes componentes del curso. Tiene la opción de hacerse visible o no para facilitar la lectura del contenido del curso.</p>	
10	<p>Menú superior de la página de inicio: Incluye enlaces a My WebCT, a iniciar realizar el curso donde el estudiante lo dejó por última vez, al mapa del curso y a las páginas de ayuda con relación al funcionamiento de WebCT.</p>	
11	<p>My WebCT: Para regresar a My WebCT</p>	
12	<p>Reanudar curso: Permite acceder a la última página del contenido del curso que visitantes la última vez.</p>	



<p>13 Mapa del curso: Índice con los enlaces a todos los componentes del curso en línea.</p>	<p>Mapa del curso Haga clic en un enlace para ir a la parte del curso que desee.</p> 
<p>14 Ayuda (contextual): Enlace a una página de información y ayuda, sobre el manejo de la herramienta que está utilizando el estudiante en ese momento.</p>	

<p>15 Programa: Herramienta para incorporar y presentar el programa del curso.</p>	<p>Programa</p> <p>Datos del profesor:</p> <p>Nombre Sergio Cubero Torres Correo electrónico sergio@uv.es Dirección del centro Blasco Ibañez Horario de oficina 11:30-12:30 Teléfono 963 45 31 Biografía Licenciado en Psicología Ayudantes del profesor José Romero</p>
<p>16 Módulo de contenidos del curso: Herramienta que contiene las lecciones, pruebas y el material relacionado con el curso.</p>	<p>Tabla de contenidos</p> <p>1. Principales cuestiones en la percepción del habla ▼ 2. TEMA 1: Introducción a la Psicología del Lenguaje 2.1. Introducción 2.2. La topografía del comportamiento verbal 2.3. La Explicación del Comportamiento verbal 2.4. La explicación del comportamiento verbal ▼ 3. TEMA 2: Estructura y Funciones del Lenguaje. 3.1. Introducción 3.2. Raíces históricas en la investigación sobre la percepción del habla 3.3. El conductismo de Skinner y el análisis del lenguaje. 3.4. La topografía del comportamiento verbal. 4. TEMA 3: Percepción del Habla 5. TEMA 4: Reconocimiento de las Oraciones. 6. TEMA 5: Adquisición del Lenguaje</p>
<p>17 Glosario: Permite ver las definiciones e imágenes de términos utilizados en el curso.</p>	<p>glosario</p> <p>Inicio Inicio A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Otros</p> <p>g</p> <p>Página 1 de 1</p> <p>Página 1 de 1 de los 10 artículos relacionados de la psicología computacional. Desde el inicio de la lista de artículos de la psicología computacional.</p>
<p>18 Recopilar el contenido: Permite la creación de una colección personalizada de los temas que aparecen en el módulo de contenido. Después de compilados, pueden verse en pantalla, imprimirse desde el navegador, grabarse en un archivo en la computadora o en un disco.</p>	<p>Recopilador de contenidos</p> <p>Recopilar Seleccionar todo No seleccionar</p> <p>Seleccione los contenidos que desea recopilar y haga clic en Recopilar navegador.</p> <p>1. Principales cuestiones en la percepción del habla 2. TEMA 1: Introducción a la Psicología del Lenguaje 2.1. <input checked="" type="checkbox"/> Introducción 2.2. <input checked="" type="checkbox"/> La topografía del comportamiento verbal 2.3. La Explicación del Comportamiento verbal</p>
<p>19 CD-ROM: La herramienta del CD-ROM se utiliza conjuntamente con un CD proporcionado por el instructor para complementar el contenido del curso.</p>	<p>Seleccionar CD-ROM</p> <p>CD-ROM actual en su ordenador (ruta/unidad del CD-ROM (ej. Z:\))</p> <p>Apoyo 1</p> <p>Actualizar Finicizar Cancelar</p>




<p>20 Índice: Permite acceder a lecciones específicas del contenido del curso por medio de palabras claves enlazadas a las mismas.</p>	<p>Índice del curso</p> <ul style="list-style-type: none"> • Introducción Introducción • Tema 1 Animación • Tema 3 Animación
<p>21 Motor de búsqueda: Permite la búsqueda de términos contenidos en los textos del módulo de contenido y herramientas incluidas en el curso.</p>	<p>Buscar en el curso</p> <p>Buscar <input type="text"/> Buscar <input type="button" value="Buscar"/></p>
<p>22 Banco de imágenes: Herramienta que permite la creación de un catálogo de imágenes o gráficos para complementar el contenido del curso.</p>	<p>Banco de datos: profesor</p> <p>Administración</p> <p>Procesar Categorías Organizado Fecha</p> <p>[Ver todos los mensajes] [Procesar datos] [Contenido] [Botón]</p> <p>Palabras clave: Píquet Autor: Anón Módulo de estudio: Encargado piquet jet Título: Foto de Piquet Descripción: Piquet padre de la Fisiología del Lengaje</p>

Communication Tools

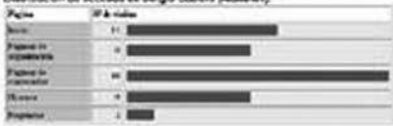

<p>23 Correo: Herramienta de comunicación asincrónica (no hay que estar conectados al mismo tiempo), donde tanto el profesor como los estudiantes intercambian mensajes y pueden enviarse documentos internamente.</p>	<p>Inicio > Correo</p> <p>Seleccione una carpeta para ver el correo (U. Sus acciones como en la Unidad de correo)</p> <p>Mensajes recibidos Enviar Configuración del mensaje Administrar mensajes Administrar carpetas</p> <table border="1"> <thead> <tr> <th>Carpeta</th> <th>No. de mensajes</th> <th>Fecha</th> </tr> </thead> <tbody> <tr> <td>Inicio</td> <td>0</td> <td>0</td> </tr> <tr> <td>Enviar al profesor</td> <td>0</td> <td>0</td> </tr> <tr> <td>Enviar al estudiante</td> <td>0</td> <td>0</td> </tr> <tr> <td>Eliminar</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Carpeta	No. de mensajes	Fecha	Inicio	0	0	Enviar al profesor	0	0	Enviar al estudiante	0	0	Eliminar	0	0																																																																																																																																																																																																																																																																																	
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<p>24 Foros de debate: Herramienta de comunicación asincrónica (no hay que estar conectados al mismo tiempo) donde tanto el profesor como los estudiantes redactan y colocan los mensajes para ser discutidos.</p>	<p>Administrador de mensajes / Administrar foros</p> <p>Seleccione los siguientes mensajes y</p> <p><input type="checkbox"/> Mostrar al foro de estudio Seleccione un foro de estudio</p> <p><input type="checkbox"/> Enviar al mensaje asincrónico</p> <p><input type="checkbox"/> Buscar todos los mensajes del foro de estudio Cierre de foro</p> <p>[Aceptar]</p> <p>Seleccione foro de estudio Cierre de foro Mostrar todos Mostrar en tabla</p> <p>Seleccione todos los foros de estudio</p> <p>No se ha encontrado ningún mensaje con los criterios de búsqueda</p>																																																																																																																																																																																																																																																																																																
<p>25 Calendario: Herramienta de comunicación asincrónica (no hay que estar conectados al mismo tiempo) donde tanto el profesor como los estudiantes incorporan los anuncios y/o eventos para comunicarlos a todo el grupo o para crear una agenda de trabajo.</p>	<p>Inicio > Calendario</p> <p>Fecha: mié 27 de sept de 2012 10:00 AM</p> <p>Formulario de inscripción para el curso de fisiología</p> <p>Seleccione un día para inscribirse</p> <table border="1"> <thead> <tr> <th>Fecha</th> <th>Mensajes</th> <th>Foros</th> <th>Notas</th> <th>Eventos</th> <th>Foros</th> <th>Notas</th> <th>Eventos</th> </tr> </thead> <tbody> <tr> <td>27/09</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>28/09</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>29/09</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>30/09</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>01/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>02/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>03/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>04/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>05/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>06/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>07/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>08/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>09/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>10/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>11/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>12/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>13/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>14/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>15/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>16/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>17/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>18/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>19/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>20/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>21/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>22/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>23/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>24/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>25/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>26/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>27/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>28/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>29/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>30/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>31/10</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Fecha	Mensajes	Foros	Notas	Eventos	Foros	Notas	Eventos	27/09	0	0	0	0	0	0	0	28/09	0	0	0	0	0	0	0	29/09	0	0	0	0	0	0	0	30/09	0	0	0	0	0	0	0	01/10	0	0	0	0	0	0	0	02/10	0	0	0	0	0	0	0	03/10	0	0	0	0	0	0	0	04/10	0	0	0	0	0	0	0	05/10	0	0	0	0	0	0	0	06/10	0	0	0	0	0	0	0	07/10	0	0	0	0	0	0	0	08/10	0	0	0	0	0	0	0	09/10	0	0	0	0	0	0	0	10/10	0	0	0	0	0	0	0	11/10	0	0	0	0	0	0	0	12/10	0	0	0	0	0	0	0	13/10	0	0	0	0	0	0	0	14/10	0	0	0	0	0	0	0	15/10	0	0	0	0	0	0	0	16/10	0	0	0	0	0	0	0	17/10	0	0	0	0	0	0	0	18/10	0	0	0	0	0	0	0	19/10	0	0	0	0	0	0	0	20/10	0	0	0	0	0	0	0	21/10	0	0	0	0	0	0	0	22/10	0	0	0	0	0	0	0	23/10	0	0	0	0	0	0	0	24/10	0	0	0	0	0	0	0	25/10	0	0	0	0	0	0	0	26/10	0	0	0	0	0	0	0	27/10	0	0	0	0	0	0	0	28/10	0	0	0	0	0	0	0	29/10	0	0	0	0	0	0	0	30/10	0	0	0	0	0	0	0	31/10	0	0	0	0	0	0	0
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<p>26 Charlas (chat): Herramienta de comunicación sincrónica (hay que estar conectados al mismo tiempo), donde el profesor y los estudiantes se comunican simultáneamente para establecer un "diálogo".</p>	
<p>27 Pizarra: Herramienta gráfica que se utiliza en la discusión en línea, que permite escribir, dibujar, insertar gráficos y hacer modificaciones. Muy útil para ver diagramas durante la discusión <i>en tiempo real</i>.</p>	

Assessment Tools

<p>28 Trabajos: Herramienta donde están contenidas todas las tareas asignadas por el profesor relacionadas al curso.</p>	
<p>29 Exámenes y cuestionarios Herramienta donde se construyen pruebas, exámenes y/o encuestas para evaluar al estudiante y/o llevar a cabo el "progreso" del curso. Las preguntas pueden ser de selección múltiple, de cálculo, contestaciones cortas, verdadero/falso o respuesta larga.</p>	
<p>30 Autoevaluación: Permite la creación de pruebas de selección múltiple para que el estudiante pueda medir su grado de conocimiento de un tema en particular.</p>	

Tools for Students

<p>31</p>	<p>Progreso: Permite ver las partes del curso que han sido visitadas por el estudiante y el total de páginas visitadas en el módulo de contenido. Se dividen en Perfil del Estudiante, Distribución de Visitas y número de Páginas de Contenido Visitadas.</p>	<p>Muestra el historial de las páginas de contenido visitadas</p> <p>Distribución de accesos de Sergio Cubero (Alumno1)</p> 																								
<p>32</p>	<p>Mis calificaciones: Permite ver las notas obtenidas en el curso. Puede ver el resultado de pruebas, exámenes, trabajos, tareas y otros componentes ajenos a WebCT que el profesor incluya como instrumentos de evaluación para el registro de notas.</p>	<p>Ficha actual del alumno Sergio Cubero (Alumno1)</p> <table border="1" data-bbox="656 500 914 722"> <tr> <td>Realiza un resumen de la lección "ESTRUCTURA Y FUNCIONES DEL LENGUAJE." Sobres 1</td> <td>1.00</td> </tr> <tr> <td>20_pasa Sobres 1</td> <td>1.00</td> </tr> <tr> <td>asignación</td> <td>10</td> </tr> <tr> <td>Examen_1</td> <td>1.00</td> </tr> <tr> <td>Calificación Final Sobres 60-40</td> <td>4.40</td> </tr> </table> <p>Si hay estadísticas disponibles sobre un campo, el título de éste será un enlace. Haga clic en dicho enlace para ver las estadísticas.</p>	Realiza un resumen de la lección "ESTRUCTURA Y FUNCIONES DEL LENGUAJE." Sobres 1	1.00	20_pasa Sobres 1	1.00	asignación	10	Examen_1	1.00	Calificación Final Sobres 60-40	4.40														
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Examen_1	1.00																									
Calificación Final Sobres 60-40	4.40																									
<p>33</p>	<p>Presentaciones y trabajos en grupos: Permite la creación y exportación a WebCT de la presentación de un proyecto a uno o más estudiantes en el curso en línea. El estudiante, grupo, instructor y otros estudiantes matriculados en el curso pueden ver la presentación. La herramienta permite ver las presentaciones de todos los estudiantes matriculados en el curso.</p>	<p>Grupos de trabajo</p> <p>Participantes del grupo Google: Sergio Cubero (Alumno)</p> <p>Si desea crear un proyecto, haga clic en el enlace de arriba en la columna "Crear grupo". Si el título de este enlace, significa que el grupo aún no está disponible. Para ver los participantes de un grupo, haga clic en el enlace del grupo en la columna "Grupos". Para importar miembros a los grupos de trabajo, haga clic en "Añadir miembros".</p> <p>Nota: El título de este enlace, lleva a la primera página.</p> <table border="1" data-bbox="650 889 933 1055"> <thead> <tr> <th>Curso</th> <th>Grupo</th> <th>Descripción</th> </tr> </thead> <tbody> <tr> <td>Curso01</td> <td>Grupo01</td> <td>Grupo01</td> </tr> <tr> <td>Curso02</td> <td>Grupo02</td> <td>Grupo02</td> </tr> <tr> <td>Curso03</td> <td>Grupo03</td> <td>Grupo03</td> </tr> <tr> <td>Curso04</td> <td>Grupo04</td> <td>Grupo04</td> </tr> <tr> <td>Curso05</td> <td>Grupo05</td> <td>Grupo05</td> </tr> <tr> <td>Curso06</td> <td>Grupo06</td> <td>Grupo06</td> </tr> <tr> <td>Curso07</td> <td>Grupo07</td> <td>Grupo07</td> </tr> </tbody> </table>	Curso	Grupo	Descripción	Curso01	Grupo01	Grupo01	Curso02	Grupo02	Grupo02	Curso03	Grupo03	Grupo03	Curso04	Grupo04	Grupo04	Curso05	Grupo05	Grupo05	Curso06	Grupo06	Grupo06	Curso07	Grupo07	Grupo07
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<p>34</p>	<p>Página del Estudiante: Permite al estudiante, la creación de un homepage o página electrónica personalizada donde puede incluir información biográfica, proyectos en que está trabajando, enlaces a sitios favoritos, etc.</p>																									
<p>35</p>	<p>Recomendaciones y consejos para estudiantes Permite que el profesor provea al estudiante de recomendaciones y consejos útiles como por ejemplo; el funcionamiento de WebCT.</p>	<p>Opciones de consejos del día</p> <p>Seleccione la opción Consejos del día:</p> <p><input checked="" type="radio"/> Activar consejos</p> <p><input type="radio"/> Desactivar consejos</p> <p>Actualizar Ver consejo Cancelar</p>																								

Goodness WEBCT

Provides tools for communication and collaboration online space both as asynchronous synchronicities such as discussion forums, instant messaging (chat), whiteboard and mail, providing multiple levels of interaction and participation.

Intuitive access to recuros, because it is not necessary for instructors and students have previous knowledge and experience in the handling and use of technological resources and software to access online spaces using the WebCT platform.

Using a web browser to access the platform. Increases the venues online and makes them accessible to greater student and teacher population through the barriers of time-space and concurrence of both are eliminated.

Allows detailed monitoring and management of access control: pages visited, exams, among others. Lets have a personal touch in the designs of different online spaces.

Provides access control through custom to access various online spaces accounts. Attaches course materials as text, images, video and / or audio.

It has communication tools such as email, discussion forum and chat, which

allows the instructor to extend the interaction at different times to traditional classroom and opens ongoing communication with students by eliminating the barriers of time and space.

It offers the ability to centralize authentication to the directory service of the University. Allows creation and implementation of online surveys.

Allows examinations and questionnaires that can be corrected immediately or later by the instructor. These questionnaires can be assigned by user groups or individually. You can publish content in different formats (html, word, pdf, power point presentations, etc.).

Availability of an equation editor based on language MathLab. The student has from a single login page, access to all courses you have access. Content management is easy. Course designers can move content quickly your personal desktop environment CT Web platform using the WebDAV protocol.

The File Manager provides instructors and designers organize, access and manage all material space through a friendly interface. Tracking access and activities of the organization offering students in the presentation of the search results. Courses can be packaged as a single zip file using the function "backup".

Below is a brief presentation of the most important and structure and

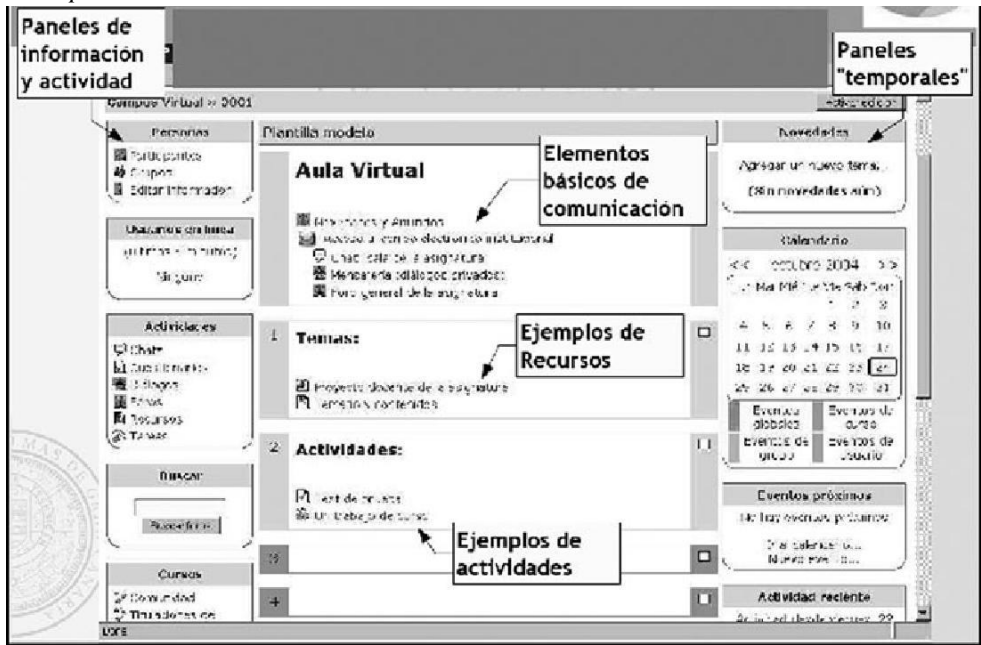
tools in Moodle space resources.

MOODLE

The word Moodle was originally an acronym for Modular Object-Oriented Dynamic Learning Environment (Learning Environment Dynamic Orienta-do to Objects and Modular), which is mainly useful to programmers and education theorists, ie the technological model is subordinated the pedagogical model with a constructivist trend. It is also a synonym that describes the process of building stages, complement, enhance and reuse all the modules with the possibility of improving depending on the application and creativity. The meanings apply to the way Moodle was developed and the way a student or teacher might approach the facilitation of learning using online spaces to enrich classroom activities.

Ideologies based on open source and using MySQL + PHP Technology, Moodle is a platform to produce or create online spaces that can assist or facilitate the provision of Internet-based courses in addition to web pages. It is a project developed for free distribution and to support social constructivism within the educational framework.

Access to spaces moodle



Features

- Design General
- Promotes social constructivist pedagogy (collaboration, activities, critical reflection, resolution approaches).
- Suitable for 100% online classes as well as to supplement classroom learning.
- Provides a simple browser interface, lightweight, efficient and compatible technology.
- It is easy to install on almost any platform that supports PHP. Only requires that there be a database (and may share).
- With its comprehensive database abstraction supports all major brands of database (except for initial table definition).
- Courses can be categorized and can be searched
- Emphasis has been placed on strong security throughout the platform. To-dos forms are reviewed and cookies encrypted
- Most introductory text areas (resources, forum posts etc.) can be edited using an HTML editor as simple as any text editor.
- Administration spaces
- The space is administered by the instructor or administrator defined during installation.
- Because the code is open source and is clearly written in PHP under the GPL, it is easy to modify to adapt the platforms to the needs of each institution.

- New activity modules can be added as required by space.
- The "themes" allow the administrator to customize the colors of the spaces, frames, fonts and presentation, among others; to meet the particular needs of the institution.
- Language packs allow full localization to any language. These can be edited using an integrated editor

User Management

The objective is to minimize the manager's job, while maintaining high security. Supports a range of authentication mechanisms through authentication modules, allowing easy integration with existing systems.

Instructors can unsubscribe students manually if desired, although there is an automatic way to disenroll students who remain inactive for a certain period of time (set by the administrator). High standard method by email: students can create their own login accounts. The email is verified by confirmation.

LDAP method: account logins can be checked against an LDAP server. The administrator can specify which fields to use. IMAP, POP3, NNTP: account logins are checked against a servi-dor-mail or news (news). Supports SSL and TLS certificates.

Each user can specify their own timezone, and every date in Moodle is

translated to that timezone (the dates ESCRI-ture of messages, delivery schedules, etc.). External database: any database containing at least two fields can be used as an external authentication source.

Each person requires only one account for the whole server. Alternatively, each bead can have different types of access. An administrator account controls the creation of courses and instructors determined by assigning users to courses.

An account as the author of course allows only create courses and teach in them.

Instructors can remove them editing privileges so they can not modify the course (eg for part-time tutors). Security: Instructors can add an "enrollment key" to their spaces, in order to prevent access by persons who are not students.

They can transmit this key staff person or through email, etc.

Instructors can enroll students manually if desired. Students are invited to create an online profile of themselves, includ-ing photos, description, etc. If necessary, they can hide the email addresses. Each user can choose the language used in the interface Moo-dle (English, French, German, Spanish, Portuguese, etc.).

Management courses

An unrestricted instructor has full control over all Opcio-nes of a course, including restricting other instructors. You can choose from several course formats such as weekly, thematic or social format, based on discussions.

It offers a flexible range of course activities: forums, glossaries, quizzes, resources, consultations, surveys, tasks, instant messaging and workshops. In the course home page can have changes since the last time the user entered the course, which helps create a sense of community.

Most text entry areas (resources, sending messages to a forum) can be edited using an integrated WYSIWYG HTML editor.

All grades for Forums, questionnaires and tasks can be viewed on one page (and downloaded as a file format spreadsheet).

Registration and complete tracking of user access. There are reports of activity of each student, with charts and details of their passage through each module (last access, number of times it has read-do) as well as a detailed "story" of the participation of each student, including messages sent, glossary entries, etc. on one page.

Integration of e - mail can be sent copies of messages sent to a forum, comments instructors, etc. in HTML or text format.

Custom rating scales - Instructors can define their own scales for grading forums, assignments and glossaries.

Courses can be packaged as a single zip file using the function "backup".

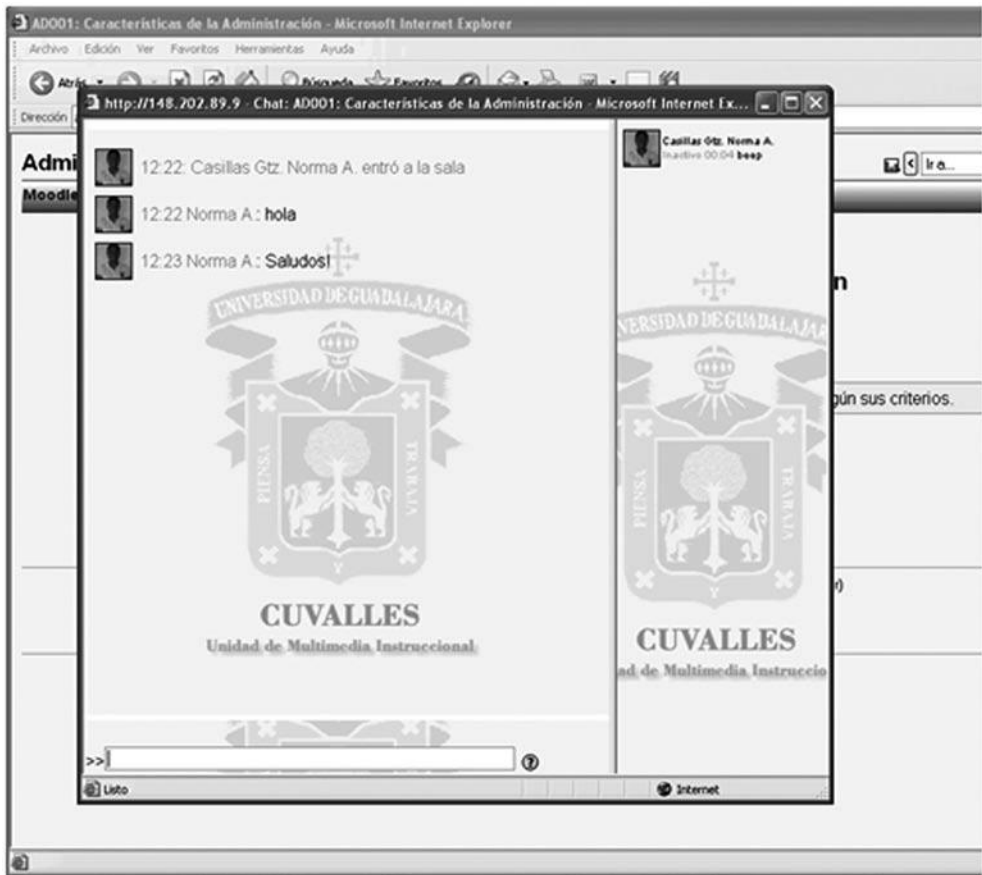
Tasks Module

- You can specify the final deadline of a task and the maximum grade may be assigned.
- Students can upload their assignments (any format archi-vo) to the server. The date uploaded register.
- You can send jobs out of time, but the instructor can clearly see the time delay.
- For each particular task, can be assessed to the entire class (rate-tions and comments) on a single page with a single form.
- The observations of the instructor are attached to the page of the task of each student and is sent a notification message.
- The instructor has the ability to allow forwarding a job after qualifying (to qualify again).



Chat Module

- Allows smooth, synchronous text interaction.
- Includes profile pictures in the chat window.
- Supports URLs, smilies, embedded HTML, images, etc.
- All sessions are recorded for later viewing, and can be made available to students.



Query Module

- It is like a vote. It can be used to vote on something or to receive a response from every student (eg, seeking their approval for something).
- The instructor can view a table presenting the intuitive in-training who chose what.
- You can allow students to see an updated graph of the results.

Ver 0 respuestas

Pregunta, Consulta, Descripción específica de la consulta

Opción 1

Opción 2

Guardar mi elección

Module Forum

- There are different types of forums available: exclusive for instructors, course news and open to all.
- All messages have attached the photo of the author.
- Discussions can be nested, by branch, or present messages older or newest first.
- The teacher can force subscription for all to a forum or allow individuals to choose which forums to subscribe so you are sent a copy of email messages.

- The instructor can choose to not answer in a forum are allowed (for example, to create a forum for announcements).
- The instructor can easily move between different topics of discussion forums.
- The accompanying images are displayed within messages.
- If grades are used forums may be limited to a date range.

AD001: ¿Que es la Administración? - Microsoft Internet Explorer

Archivo Edición Ver Favoritos Herramientas Ayuda

Abrir - Búsqueda Favoritos

Dirección http://148.202.89.9/moodle2006/mod/forum/view.php?id=44

Administración

Moodle cuvaltes » AD001 » Foros » ¿Que es la Administración?

¿Que es la Administración?
de Casillas Gtz. Norma A. - Wednesday, 31 de May de 2006, 13:13
En esta sección se pretende que se defina el concepto de Administración
Borrar | Responder

Re: ¿Que es la Administración?
de Vega Abraham - Thursday, 8 de June de 2006, 20:35
¿Solamente el concepto?
uuuuu que poquito Maestra. Deberia de pedirnos el Proceso Administrativo completo con todo y sus diferentes versiones.
Digo, para que tenga chiste esta tarea.
Saludos.
Administrador de moodle.
Abraham (veganet)
Mostrar mensaje anterior | Partir | Borrar | Responder

Calificar...

Enviar mis últimas calificaciones

Unidad de Multimedia, Instruccional

Unio

Questionnaire Module

- Instructors can define a database of questions that can be reused in different questionnaires.
- Questions can be stored in categories for easy access, and these categories can be "published" to make them accessible from any course on the site.
- The questionnaires are automatically graded and can be requalified-dos if questions are modified.
- Questionnaires can have a time limit after which they will be unavailable.
- The instructor can determine whether the questionnaires can be solved several times and whether or not they will show the correct answers and comments.
- The questions and responses from the questionnaires can be shuffled (randomized) to reduce copies to students.
- The questions can be created in HTML and images.
- Questions can be imported from external text files.
- Attempts can be cumulative, and finishes after several sessions.
- The multiple choice questions can be defined with a single or multiple correct answers.
- You can create short answer questions (words or phrases).

- Questions, true / false can be created.
- Matching questions can be created.
- You can create random questions.
- Can be created Numerical questions (with allowable ranges).
- You can create embedded answer questions (style "cloze") with res-placed within passages of text.
- You can create descriptive text and graphics.

Resource Module

- Supports display of any digital content, Word, Powerpoint, Flash, video, sounds, etc.
- The files can be uploaded and managed on the server, or can be created on the fly using web forms (text or HTML).
- You can link external web contents or include them perfectly in the course interface.
- Can be linked web applications, transferring data.

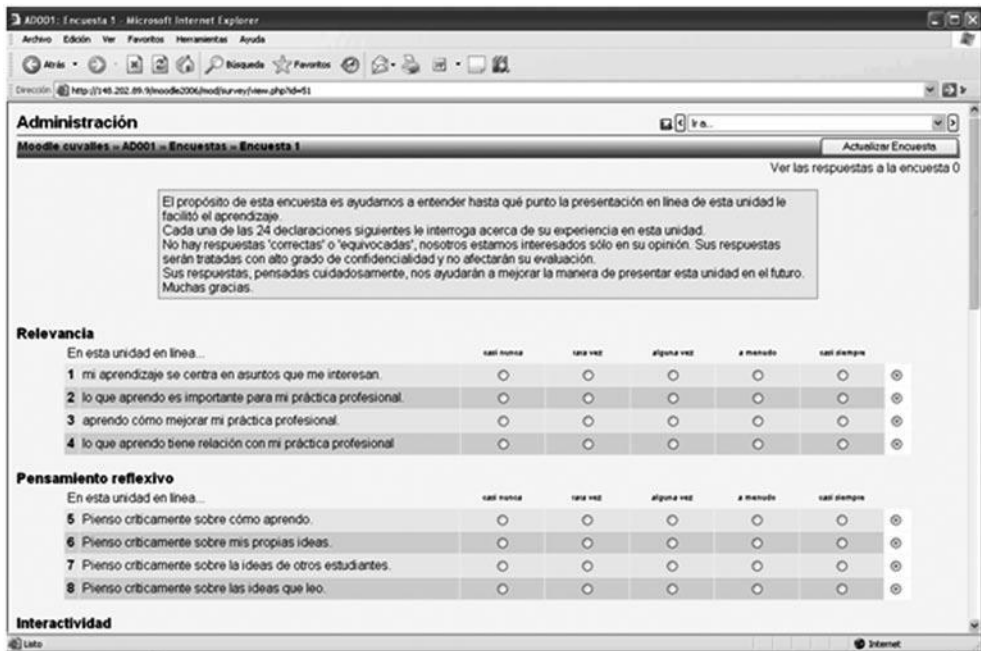
Survey Module

- Surveys and prepared (COLLES, ATTLS) are provided and proven as instruments for analyzing online sessions.
- The survey reports are always available, including many graphs. Data can be downloaded formatted Excel spreadsheet or text file CVS.

- The Survey interface prevents the possibility that they are only partially answered.
- Each student is informed of their results compared with the average for the class.

Workshop Module

- Allows peer assessment documents, and the instructor can manage and grade the assessment.
- Supports a wide range of scales of possible rating.
- The instructor can provide sample documents for students to practice evaluation.
- It is very flexible and has many options.





Goodness Moodle

Moodle is a software package (Knowledge Management Platform) for creating courses and Internet-based Web sites.

It is a development project designed to support a social constructionist framework of education (collaborative learning activities, critical reflection, etc.).

Moodle is provided freely as Open Source Software (Open Source) (under the GNU Public License). Basically this means Moodle is copyrighted (copyright), but you have some freedoms. You may copy,

use and modify Moodle provided that you agree: to provide the source code to others; not modify or remove the original license, and apply this same license to any derivative work.

Moodle can run on any computer equipment which can run PHP, and supports various databases (especially MySQL).

Appropriate to provide online sessions as much as 100% to help face to face sessions (face).

Interface compatible with any browser.

Easy to install on most platforms.

Easy administration, students can create their own accounts.

Students are encouraged to build an online profile including photos and extensive descriptions.

You can choose the format of the course per week, by subject or topic of discussion based on a social format.

COMPARATIVE TABLE

Plataforma/Criterio	WEBCT	MOODLE
<p>Disponibilidad La PGC (Plataforma de Gestión del Conocimiento) debe ser lo suficientemente robusta como para satisfacer las diversas necesidades de miles de estudiantes, administradores, creadores de contenidos e instructores simultáneamente.</p>	<p>Proveer servicios de cómputo y telecomunicaciones de alta disponibilidad, a través de un esquema de calidad en el servicio, eficiente, flexible e innovador.</p> <p>Contar con un servicio robusto, seguro y eficiente de acceso a Internet.</p>	<p>Los patrones de uso variarán considerablemente dependiendo del contexto específico de la implementación. Pero en términos generales, Moodle presenta una interfaz basada en WEB de alta disponibilidad, permitiendo a los aprendices, tutores y administradores iniciar sesión de manera permanente y ejecutar sus tareas diarias.</p>
<p>Escalabilidad La infraestructura debe poder ampliarse o escalar para resolver el futuro crecimiento, tanto en términos de volumen de contenidos educativos como del número de estudiantes.</p>	<p>WebCT ofrece un alto nivel de escalabilidad y flexibilidad, ya que brinda distintos productos y opciones de licenciamiento para cubrir los requerimientos de cualquier proyecto. Pero cuesta y muy caro WebCT es una solución con un enfoque 100% académico, escalable y confiable que garantiza el desarrollo e inversión de su proyecto de educación a distancia, o apoyada en tecnología, a largo plazo.</p> <p>Permite flexibilidad en la personalización de su presentación, en el tipo de archivos que permite incorporar, en la integración con software administrativo existente en la institución, en la implementación sobre diversos sistemas operativos y en la escalabilidad para el desarrollo de los proyectos virtuales de las instituciones.</p>	<p>Moodle funciona con una amplia variedad de tecnologías de servidores web y bases de datos. Al igual que sucede con cualquier instalación de sistemas de software basados en servidor y con los sistemas de bases de datos, resulta crucial elegir muy cuidadosamente los equipos, el sistema operativo y el sistema de bases de datos, a fin de asegurar que el sistema puede afrontar un gran rendimiento. La mayor instalación de Moodle actualmente en servicio (Open Polytechnic de Nueva Zelanda) maneja un total de más de 45.000 estudiantes y tiene registrados más de 6.500 cursos.</p> <p>Parece existir un consenso en la comunidad Moodle respecto a que la mejor opción es un servidor web basado en Linux que ejecute Apache, junto con PHP y un acelerador PHP; por otra parte, también hay acuerdo en que el servidor web y el servidor de bases de datos deberían residir en máquinas separadas.</p> <p>Sería posible lograr un equilibrio de cargas en una instalación Moodle usando, por ejemplo, más de un servidor web si fuera necesario. Los servidores web separados consultarían la misma base de datos y apuntarían a la misma área de almacenamiento de archivos pero, en otro caso, la separación de las capas de la aplicación resulta del todo suficiente para hacer viable esta clase de clustering (LAMP (Linux, Apache, MySQL y Perl)). De igual modo, la base de datos podría ser un conglomerado (cluster) de servidores (e.g., un cluster MySQL).</p> <p>Todo lo anterior implica que la arquitectura de Moodle facilita responder a futuras demandas, adaptando las tecnologías bajo las que se ejecuta. Esto sería posible incluso en un entorno vivo, a fin de mejorar el servicio sin interrup-</p>

		ciones importantes. Moodle también ofrece un alto nivel de escalabilidad, flexibilidad y confiabilidad.
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<p>Facilidad de Uso Apoyar un conjunto de servicios automatizados y personalizados, tales como aprender a ritmo individual y perspectivas específicas de aprendizaje, el acceso, la entrega y la presentación de materiales deben ser fáciles de utilizar y muy intuitivos — como navegar por la Web.</p>	<p>Brinda a los instructores una manera sencilla para crear cursos y administrar las interacciones con los estudiantes, aún si las actividades de los cursos aumentan. Diseñado para que todas las herramientas estén solo a un click de distancia, provee un conveniente ambiente de navegación para completar día a día las actividades de enseñanza y aprendizaje. Construido en una infraestructura técnica actualizada con una base de datos relacional, está diseñado para garantizar la integridad de los datos, soporte confiable para los desarrollos de e-learning, y entregar una maravillosa experiencia para todos los usuarios.</p>	<p>Sencillo y potente, Diseñado para que todas las herramientas estén solo a un click de distancia Fácil de utilizar y muy intuitivo. Moodle sobresale en este aspecto, se lleva entre las manos a WebCT.</p>
<p>Interoperabilidad Para admitir contenido de diferentes fuentes, y soluciones de equipos de cómputo o programas de diversos proveedores, La PGC debería intercambiar información utilizando estándares abiertos de la industria para implementaciones WEB.</p>	<p>Se persiguen hacer interoperables entre plataformas, que van desde los metadatos, la interoperabilidad de intercambiar el diseño instruccional entre plataformas. Definir especificaciones técnicas para la interoperabilidad de aplicaciones y servicios en ambientes de aprendizaje distribuido. Debe existir un vocabulario común, una descripción tanto en el aspecto educativo como en el técnico, que permita interpretar de manera estándar y conocer los distintos recursos educativos. Deben de implementarse los mecanismos de acceso a los recursos, a fin de emplearlos en ambientes y estrategias instruccionales distintas a aquellas para las cuales fueron originalmente diseñados. El primer aspecto conlleva a los denominados metadatos educativos. El segundo refiere a la Interoperabilidad de acceso a recursos en ambientes heterogéneos distribuidos.</p>	<ul style="list-style-type: none"> • En cuanto a la autenticación, Moodle admite autenticación contra LDAP, el protocolo estándar más utilizado con este propósito. También admite autenticación basada en operaciones directas de búsqueda en bases de datos (por ejemplo una base de datos externa Oracle), o basada en el protocolo Shibboleth, o también utilizando IMAP, NNTP, CAS o FirstClass. • En cuanto a la matriculación, Moodle admite la utilización de un servidor LDAP (por ejemplo el Directorio Activo de Microsoft), y el estándar IMS Enterprise (a través de un plugin que se puede descargar). • En lo referente al contenido, existen otros aspectos: <ul style="list-style-type: none"> o Moodle admite la importación/exportación de Objetos Reutilizables de Aprendizaje empaquetados de acuerdo a los estándares IMS Content Packaging y SCORM. o Las preguntas de los cuestionarios pueden ser exportadas en el formato estándar internacional IMS QTI 2. o En Moodle, los canales de noticias RSS pueden integrarse en un sitio WEB completo o un curso. o Se puede acceder a las discusiones de los foros como noticias RSS, y por lo tanto integrarse en otros sistemas o sitios WEB con funcionalidad RSS. <p>En Moodle, el uso de XML para importar/exportar información es un procedimiento estándar. El método “servicios WEB” de intercambio de información con otros sistemas (por ejemplo a través de SOAP o XML-RPC) todavía no es estándar, pero está en continuo desarrollo.</p>
<p>Estabilidad</p>	<p><i>La infraestructura de las PGC deben soportar de manera confiable y efectiva una implementación productiva a gran escala las 24 horas del día, los 7 días de la semana. Esta parte implica la infraestructura de hardware que se utiliza, alimentación robusta y otros agentes externos a la plataforma misma.</i></p>	
<p>Seguridad</p>	<p><i>Al igual que sucede con cualquier solución colaborativa, las PGC deben limitar y controlar selectivamente el acceso de los usuarios a los contenidos en línea, recursos y funciones del servidor tanto interna como externamente.</i></p>	

INTEGRATION OF ICT IN INSTITUTIONS OF PUBLIC EDUCATION

It is a challenge and a process involving a strategy to promote the transition from student and academic society of knowledge community me-by the use of Information Technology and Communication (ICT) in the modernization and quality improvement the education system through instructional design and teaching materials online. They have to analyze the processes involved, parameters, compare electronic resources, organizational structures, assessable elements, schemes of work, and depending on the planning and thematic content of each subject propose an operational framework that ensures quality and good monitoring of activities of the active participants in each course, to guide an objective assessment of academic supervision, care and obte-nests achievements through these resources.

Electronic resources used to enrich the classroom learning process should promote and ensure communication between the advisor and the student, trying to save the trouble of not being in person at all times of the educational work that relates. For this you can resort to using different technologies that facilitate communication student and advisor delivery activities, academic programming, presentation of results. The emphasis on current use of technology focuses on the support or facilitation that can be given to achieve learning through them.

You must define a clear mechanism of evaluation, if there is this evaluation mechanism, if it is not defined in the agreement and justifying expected and the elements required are, diversity emerges as a whole as an effort to use for optimal information technology and communication to address particular needs; and if we look, quality and tangible results is wise to join forces and segment them not making it clear what is expected and defining parameters as looking define "QUALITY" in working with ICT to enrich the classroom learning process.

The factors affecting the level of online instructional materials are the formation and training of teachers and students in the use and conviction of the contributions of Information Technology and Communication, culture, lack of specialized technical support in design instructional and building spaces or online courses available technological resources and principles teaching as fostering, adequacy, methodological flexibility, metacognition, motivation, interaction, proximity, efficiency, participation and meaningful knowledge construction.

It is important to highlight the advantages of using the Information Technology and Communication Platforms Knowledge Management in General Education Institutions; today, that economic resources, infrastructure, time, staff are scarce and high cost of services, education, among many others is important to

optimize what we have at our disposal. Today a lot of work to students require access to education and afford the expense involved studying them, ie, materials, transportation, time and power; The Information and Communication Technologies offer us the possibility of a scenario where a relationship is created between Win-Win-student institution to break the limits of concurrency-time-space, the above because it applied the right way offering Education Institutions to substantially increase enrollment to double its capacity without sacrificing the quality of education, but on the contrary, enriching and optimizing time which in turn impact the quality and student achievement; I prefix using the same physical infrastructure. What is required is the technological infrastructure and suitable both instructors and students to operate it in a classroom environment enriched skills. What is ob-have on students is the opportunity to better leverage their time, optimizing, with space for work and study, with the opportunity to receive feedback on their contributions or answers to your questions asynchronously or synchronously where distance, time or concurrence of both is no longer a limiting and offering the juncture of study in the places they prefer and use of the information or materials that are grown.

Be careful because the technology rises to power the benefits of the actors in the process and its shortcomings in terms of skills, authoritarianism, charisma, care and dedication.

RECOMMENDATIONS TO OPERATE A "COURSE IN LINE" WITH

KNOWLEDGE MANAGEMENT PLATFORM IN ORDER TO ENRICH AN EDUCATIONAL MODEL STUDY

Strategies and methods of construction.

Online courses are a set of information systems whose main objective is to create a space for interaction, access to information, evaluation and reporting on activities and academic strategies designed to promote the teaching-learning process dynamically flexible creative and without limitations of time and space, using information and communication technologies; is important to emphasize, that online courses are the tool that supports and attends approaches the pedagogical model used in the classroom, mixed mode, not schooled-da or distance, technological pedagogical service model.

There are multiple strategies and methods of building online courses, they are based on the context of the institution that seeks to adapt materials or classroom courses.

To start, it is essential to have high computing infrastructure and telecommunications platform for the systematic training events recording the activities and progress, organizing resources and given the possibility of reporting, editing software and communication tools; this requires periodic and necessary updates based on the needs of the institution itself, tools, demand and participants. The team is responsible for managing and maximize these resources to ensure availability and quality of materials

and designs used on the platform to manage the process of teaching and learning.

The platform for managing the activities, interests and those elements involved in the learning process that is used in addition to being reliable, stable and secure, must prevail with simplicity and design balances-do text-image attractive and clear that include multiple access and comfortable to the most indispensable tools in the interaction with the ability to perform queries internal information, online help, a record of frequently asked questions and their essential navigation map.

In any strategy to be implemented to adapt the educational offer classroom courses with online mode, it is important to remember that it requires strong management commitment to support the re-sparing courses necessary efforts to ensure the quality and effectiveness of the actions undertaken; clear project objectives, which can be increased enrollment, reduce costs, redirecting the offer to other sectors of society, evolve or enrich classroom activities. Any process, however complex it may be, by structuring complexity is reduced, so it is important to define the implementation phases with the description of the benefits to be obtained, actions and activities to be undertaken by groups or individuals involved in where analysis is contemplated but not simple implementation strategy needed and available resources, a clear and objective planning, a simple

and clear, and the quality criteria used. Once running the stages of implementation, monitoring progress and adjustments is a factor that underpins the way elapsed to ensure that the established goals are met and that the quality criteria in the functional aspects, the platform environment, academic plan , pedagogical model and services are maintained or in any case exceed the par Appraisal objectives are all permanently if necessary.

The training program and ongoing training, and on-demand, as space under the rule of brainstorming, group learning, be motivated and share problems from designing materials, online counseling, administration platform structure of the with-held and design activities.

On the development of materials and content, these are very hand of the pedagogical model used. Addressed this point from the instructional model, constructivism, a model student-centered, the formative texts used in online courses and distance learning support must contain the preliminary activity that allows students to contextualize their prior knowledge or related to issue to be addressed to warn new learning, learning activities in which the student generates the link he knew with the new addition to the application of this knowledge in alternate contexts (transfer) and integrative activities, where the main objective is to strengthen the link between what is known and new learning plus adding, ie a significant twist. A little further broken down into sections, each

subject an introduction where the student is motivated, the relationship of prior knowledge with new propitiate, explain the structure of the content, mention suggestions on addressing content, among others. The objectives and guiding the material to be addressed and an additional motivator that allows the student to distinguish relevant and complementary. The contents in clear and simple language where the main ideas, where questions are made to encourage creativity and interactivity student with information, icebreaker excel, etc. Not for most use a good summary at the end of the topic where it summarizes the most important thing to remember, that serves as a review, motivating to read the full content (not going to encourage the student only read the summary), without being very extensive and repetitive;

Self-assessment exercises designed to guide learning-related two main ideas, different in character as reflection, problem solving and application of the contents (in them is very important to go beyond rote memorization to what we promote understanding of content and thus activate the long-term memory). Some recommended activities around the picnic day is not bad and if the consolidation of learning, collaborative learning, application thereof, stimulating and motivating constructive criticism is encouraged in them; and what everyone knows regarding Bibliographical sources, a good glossary and appendices deepen complement, support, extend it addressed.

We may redeem the relevant methodologies of various teaching models, remember that the goal is for students to learn significantly in the best way, as quickly as possible and can play that new knowledge without forgetting that we made the first steps in different to those we know environments, using information and communication technologies, trying to interact remotely, and we should be careful with the ways and means, a good practice involves using activity schedules, delivery times and evaluation and in the end we realize that mix different methodologies different pedagogical models, which does not matter as long as the target is reached, the question is: They managed to learn ?, Are you happy ?, Learning was significant ?, I take less time? Did it involve the use of fewer resources without reducing the significant aspect of learning?

Once started the operation of the online course or online courses is extremely essential to the continued evaluation of the results, assessing the degree of satisfaction of those involved in the interaction with the contents of both instructors and students, without neglecting qualitative aspects because normally applications or platforms to "manage learning" statistical results provided are quantitative evaluation should be clear and deep, covering styles and strategies, engarzándolas with the results and need not complicate it a lot, these qualitative aspects are redeemable by applying extensive questionnaires (without being extended, only addressing the issues that encompasses a complete online course and should be evaluated) and insists that they should be targeted to meet the satisfaction of the actors.

Thereupon to enrich a classroom educational model:

What is suggested as resources for an online space that helps the activities of a classroom course in knowledge management platform without being online course?

The curriculum must contain at least the following information in the online space:

- a. Presentation of the course and advisor where the instructor contact details included.
- b. General objectives of the course.
- c. Specific objectives of the modules.
- d. Defining the methodology that governed the course.
- e. Detailed program content.
- f. Planning Guide N course sessions where classroom activities and distance are contemplated.
- g. Type activities and work to be done in the course.
- h. Strategy evaluation and self-evaluation.
- i. Feedback and interactive activities that complement the information in the readings of the modules and allow you to customize the curriculum.
- j. Evaluation Instruments
- k. Readings
- l. Recommended bibliography.

What are the recommended communication tools?

For the benefits they offer are recommended:

- m. The schedule: to reflect the schedule of activities.

- n. Email: to facilitate internal monitoring and communication linking the subject unrestricted competition, time and space.

- o. The discussion forum to promote the exchange of knowledge "instructor-student" and "student-student".

- p. Receive Mailboxes activities.

- q. Instant communication (CHAT) and whiteboard match involving the interaction time is a constraint that hinders the success of activities.

Both the calendar, ads, forums and email are asynchronous communication tools that remove barriers to competition, time and space and extend the success of communication without these limits.

These online spaces and resources suggested that in fact these are the result of an instructional design, teaching materials and tools to fit the classification information technologies and communication just need them to fully impart distance and online for are effectively an online course, we must not overlook the educational aspects as a very important element such as congruence between objectives, partial and final products, consistency between objectives and assessment criteria, consistency

between the activities to develop and produce expected-do , congruence between the contents and types of learning activities, clear explanation of the working procedures, learning activities for each unit, block or object content, learning activities online discussion activities that integrate all activities elements of competence: knowledge, skills, activities and values that exist forecasts for feedback, there is correlation between the effort required in the different units and the required course achievement, and a list of visual structure and pedagogical structure.

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