

# Blended Learning: Uses and strategies within the Modern Languages Education Program



Universidad  
del Cauca

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Bachelor in Modern Languages English and French

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**Blended Learning: Uses and strategies within the Modern Languages Education Program**

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## **Abstract**

B-Learning is a methodology that mixes face-to-face learning and remote learning. We carried out this research with the purpose of creating a base for future research and due to the COVID-19 Pandemic it was necessary to know to what extent it was implemented in the Bachelor Degree in Modern Languages English - French. Through three different surveys the data was collected from the professor of the program and later analyzed using a mixed approach. Our research found that tools are well known but strategies are not well applied to generate a proper environment. Also, participants learnt the importance of ICT during the process. We recommend actively participating in research projects to improve the learning process. Finally, we recommend updating teaching spaces and adapting the University infrastructure to develop B-Learning activities.

**Keywords:** Blended learning, ICT, COVID-19 pandemic, strategies, tools.

## Introduction

B-Learning is a methodology that uses ICT to combine synchronous and asynchronous encounters, thus promoting self-directed learning, giving students more freedom in their process. A characteristic feature of this methodology is its long history through five generations which have evolved with technological advances. However, it gained more visibility due to the health situation generated by the COVID-19, declaring it a public health emergency and later considered by the World Health Organization as a pandemic on March 11, 2020<sup>1</sup>. This situation led governments to take biosecurity measures in order to reduce the spread of the virus, such as social distancing and quarantine, which had a great impact in many sectors including education, where there was decided to suspend the face-to-face teaching modality, implementing the remote work as a resource for continuing the educational processes.

For this reason, this research aims to identify the B-Learning uses and strategies within the Bachelor in Modern Languages English and French, University of Cauca (BMLEF) as it seeks to inquire and understand the information provided by teachers, generating a precedent for future research and promoting self-evaluation, which would allow continued improvement of the BMLEF. Likewise, the research is made with an academic interest as well as a professional interest, since when reviewing the literature of B-Learning and its strategies, it is possible to acquire knowledge that will help to train educators for the future, providing skills on strategies that may be useful in the teaching role.

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<sup>1</sup> “Suspender, a partir de la fecha y hasta el 30 de mayo de 2020, todas las actividades masivas, para cualquier clase de eventos, ya sean académicas, ceremonias colectivas de grado, deportivas o administrativas, que involucren la participación de terceros, institucionales o en nombre de la Universidad del Cauca, dentro o fuera de las instalaciones de la Alma Máter, como medida de prevención de contagio frente al COVID-19.”

Regarding to the methodology of this research, a mixed approach was used to obtain detailed information, applying specific instruments to both approaches, such as Likert scale and surveys, which sought to characterize the population, in this case the 22 professors of the BMLEF, thereby giving way to identify and compile the B-Learning strategies used by them, to finally contrast the ones that were used before and during the pandemic, and those that will be used once the health crisis is overcome.

### **Justification**

B-Learning refers to “combining online and face-to-face instruction” (Reay et al., 2001, as cited in Graham, 2006); and this methodology has been gradually implemented in many educational environments providing advantages such as the development of the learning environments, enhancing access and flexibility to the contents. Besides, it facilitates the evaluation processes. (Graham & Dziuban, 2008, p.274).

This research was based on the need to collect information about B-Learning’s uses and strategies implemented by the teachers of BMLEF of the University of Cauca since there is no research evidence on the subject. For this reason, it is necessary to deepen into it, thus establishing a basis for future research, besides providing a general idea of the B-Learning uses and strategies, in the same way, to dynamize teaching and learning environments in the BMLEF through the necessity of adding the new educational technologies in the different subjects of it. Finally, by knowing these processes, the research will contribute to the development of the program’s self-evaluation that is essential for its high-quality accreditation.



## **Problem statement**

The twenty-first century has stood out for its technological advances, reflected in several settings, including education. These innovations have ushered in new alternatives; one of these is the B-Learning. The American Society for Training and Development (ASTD) recognized B-Learning as one of the top ten trends in the knowledge delivery industry (Rooney, 2003). By integrating synchronous and asynchronous environments, which facilitate communication between teachers and students, this teaching and learning methodology promises to improve the educational process, contributing to the class development through ICT tools.

In the Modern Languages Education Program of the University of Cauca, this methodology has been hardly mentioned in the educational practices, having as evidence the personal experience of the researchers, who in their role of students, have perceived the B-learning in few scenarios, in addition, there are no records in this field of research. As a result, there is a lack of awareness of the actual uses and learning strategies in the BMLEF.

Moreover, the current situation regarding the pandemic has been a factor that changed the face-to-face classes, forcing both teachers and students to rely on synchronous and asynchronous meetings through the use of ICT. Given the need to investigate the lack of information about B-learning in the BMLEF, it gazed to answer the following research question: What are the uses and strategies of B-Learning within the Modern Languages Education Program of the University of Cauca?

## **Objectives**

### **General Objective**

- To identify the uses and strategies of B-Learning within the Modern Languages Education Program of the University of Cauca.

### **Specific Objectives**

- To characterize the target population and the development of works, updates, activities related to ICT and B-Learning.
- To investigate B-Learning uses and strategies within the BMLEF by means of three research instruments.
- To contrast the information gathered on the B-Learning uses and strategies provided by the research participants.

### **Referential framework**

#### **International background**

Some research has been carried out in the international field as the doctoral thesis at the University of Salamanca, Spain, Vazquez (2014) “Modelos blended learning en Educación Superior: Análisis crítico pedagógico” which evaluated the effectiveness of the B-Learning model through a mixed approach, and it concluded that this methodology strengthens the role of the teacher regarding the skill of designing activities and guiding them. As a result, this model yields better outcomes in technological, instrumental, and personal competencies. On the other hand, Ibáñez, Benito and Pérez (2018) “Blended Learning más allá de la clase presencial” review the literature of B-Learning, understanding the need for constant change and flexibility in the educational field. They also make some recommendations about the integration of B-Learning into the current educational model in Spain.

#### **National background**

In the national context, the research carried out in universities in the country obtained favorable results regarding the application of B-Learning. For example, Bedoya (2016) in his

research “Blended Learning y actividades estratégicas en el desarrollo de la habilidad de comprensión de escucha en estudiantes de inglés como lengua extranjera”, using a mixed approach, and through different instruments, showed how the use of strategic listening activities developed through a blended modality benefitted the learning of the foreign language, specifically in the listening ability of 13 students of the pre-intermediate English level from different undergraduate programs at the Eastern Catholic University. Like Rico and Roble (2017) in his work, “Propuesta de un material para el docente de ELE que le permita implementar la modalidad blended learning en sus clases, haciendo uso de la red social Instagram”, through a qualitative research, proposed a guide with the B-Learning methodology for the educational use of the social network Instagram, with the aim of improving writing skills. Alternatively, Osorio and Castiblanco (2019) in their research “Efectividad del B-Learning sobre rendimiento académico y retención en estudiantes en educación a distancia”, based on an experimental study, the implementation of B-Learning improved the pass rate of the course, as well as the reduction in the student dropout rate at Universidad Nacional Abierta y a Distancia.

### **Contextual framework**

Colombia is a country in the far north of South America with an approximate population of 49.65 million inhabitants, 32 departments, where it is located the department of Cauca with its capital in Popayán, in which the University of Cauca was founded in 1827. The university gathers students from different departments in Colombia. This public institution has two campuses: one in Santander de Quilichao (located in the north of Cauca) and the other one in Popayán, where both compose 9 faculties that comprise different undergraduate and postgraduate programs. Among these, the undergraduate program of Bachelor in Modern Languages English and French, belonging to the school of Human and Social Sciences. The BMLEF was created by

the Agreement 026 of February 6, 1991, and through resolution N° 27245 of November 4, 2017, it granted a high-quality accreditation for four years. This program involves a curricular framework based on linguistics, socio-humanistic, pedagogic and investigative research basis through 10 semesters. The total population of the BMLEF consists of 225 students and 35 teachers with an age range of 25 to 60 years.

### **Historical framework**

For the present research, it was necessary to elaborate a historical framework considering the long process that the B-Learning has gone through for five generations in its construction and development having as a precursor, according to Bersin (2004) the Technology-Based Training.

According to Holmberg (2005), the first approach to a remote learning model was designed by Caleb Phillips, better known as "the professor of the new shorthand method", putting an advertisement in the Boston Gazette on 20 March 1728. He proposed to send weekly study material by mail related to his art (shorthand). In addition, he assured that his material would be at the same level as the people who were learning face to face in Boston (Battenberg, 1971, p. 44)

Later in England, in 1884, the first remote education model was developed by Isaac Pitman, creator of the shorthand system that bears his last name. Pitman took advantage of the appearance of the English railway system, which streamlined communication and mailing (Shrestha, 1997, as cited in Tait, 2003). His method was to send texts written in shorthand and his students had to resend the transcribed document to receive corrections from the tutor. In other words, what stood out the most about his method was that feedback was an important part of his students' learning (Tait, 2003).

Then, in the 60s and 70s arises what is known as Technology-Based Training, an important tool that is achieved thanks to the technological advances of the time. This teaching method produced several benefits by allowing instructors to teach larger groups through mainframes, minicomputers, and CDs; later transforming into the first generation of Web-Based Training, Virtual Classroom and E-Learning in 1998. (Bersin, 2004) These innovations come from the necessity to educate a larger number of people without having an instructor or guide who has to be aware of the learning process, giving the students more control in their educational development. (Tennyson, 1980, 1981, as quoted in Bradford, Kozlowski, 2002)

Later, by the end of the 20th century and the beginning of the 2000s marked a before and after in accessing the information stored on the internet, in a faster and more efficient way with the creation of advanced search engines, new social media platforms came to light as an instant messaging option that allowed users to interact with multimedia content.

In this context of continuous development and evolution of technology, the formation of a concept of B-Learning starts. According to Güzer and Caner (2013), one of the first appearances of the word "blended learning" occurred around the year 2000 by the hand of Cooney (2000), who made a study in a pre-kindergarten classroom where the game went hand in hand with classwork. Thus, this approach of blended learning differed from the current concept.

According to Güzer (2013), this first part of the 2000s could be called "first attempts" since the term had different meanings or it did not have a correct use according to current standards. It was Graham, who in 2006 resumed the different conceptions of the term, classifying its use, its contexts, its categories and challenges ahead, which gave greater recognition and scope to the term.

Over time, and the technological improvements, the B-Learning began to be introduced as a teaching method that would make part of daily life, something that would change the way education is perceived. This relates on what Peter Hinssen proposed on his concept of "new normal", which is defined as "a phase in the digitalization of society, now about halfway complete, where technologies will not be framed as technology, but rather part of everyday life." (Hinssen, 2010, as cited in Anders et al., 2011).

According to what Graham (2019) said, there is an agreement on the definition of the concept and how it can be understood as the integration of face-to-face learning and e-learning. Thereby, researchers and institutes begin to define, according to their own criteria, the links and limits of the B-learning.

In conclusion, the concept of a "new normality" mentioned by Hinssen takes a new meaning contextualizing the panorama of the year 2020, where "the normality" changed because of the COVID-19 pandemic and the B-Learning became a relevant alternative to consider in order to safeguard the integrity of people and allow them to continue their studies.

### **Theoretical framework**

The implementation of new technologies in education allows students to access knowledge more effectively. In recent years, a methodology that has taken advantage of these technological advances is the B-Learning. Driscoll (2002) defines it in four different ways:

- To combine or mix modes of web-based technology (e.g., live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) to accomplish an educational goal.

- To combine various pedagogical approaches (e.g., constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology.
- To combine any form of instructional technology (e.g., videotape, CD-ROM, web-based training, film) with face-to-face instructor-led training.
- To mix or combine instructional technology with actual job tasks in order to create a harmonious effect of learning and working.

On the other hand, Thorne (2003) points out that B-Learning integrates the technological advances of e-learning with traditional learning. In addition, Thorne mentions it as the most logical development of learning and suggests that this methodology is a suitable solution to the adaptation challenges of learning that individuals need.

Later, Graham (2006) defines it as: “the combination of instruction from two historically separate models of teaching and learning: traditional F2F learning systems and distributed learning systems”, in other words, it takes characteristics of these two systems to dynamize and encourage learning, as well as the autonomy of students.

Getting back on the ideas of Driscoll (2002), where he mentioned that B-Learning is the combination of different pedagogical approaches, and relating it to what Graham (2006) proposed on the benefit of B-Learning in the autonomy and autonomous learning of the student, there is a direct relationship with the constructivist approach, which seeks to provide the necessary tools for the student to build his own knowledge. However, according to Ortiz (2015), when constructivism is associated with education, the main problem is understanding this approach as giving students the freedom to learn at their own pace; this implicitly argues that the

teacher does not get involved in their process, only provides educational tools, then lets the students work with the proposed material and reach their conclusions. Ortiz (2015) also said that:

“Esta es una concepción errónea del constructivismo puesto que este enfoque lo que plantea en realidad es que existe una interacción entre el docente y los estudiantes, un intercambio dialéctico entre los conocimientos del docente y los del estudiante, de tal forma que se pueda llegar a una síntesis productiva para ambos y, en consecuencia, que los contenidos sean revisados para lograr un aprendizaje significativo.”

Understanding that:

“Un aprendizaje es significativo cuando los contenidos: Son relacionados de modo no arbitrario y sustancial (no al pie de la letra) con lo que el alumno ya sabe. Por relación sustancial y no arbitraria se debe entender que las ideas se relacionan con algún aspecto existente específicamente relevante de la estructura cognoscitiva del alumno, como una imagen, un símbolo ya significativo, un concepto o una proposición” (Ausubel, 1968, p. 37).

On the other hand, the cognitive approach is defined by Fontana (1981) as:

"El enfoque cognitivo [...] sostiene que si queremos entender el aprendizaje no podemos limitarnos a la conducta observable, sino que también debemos ocuparnos de la capacidad del estudiante para mentalmente reorganizar su campo psicológico (es decir, su mundo interior de conceptos, recuerdos, etc.) en respuesta a la experiencia. Por tanto, este último enfoque pone el acento no sólo en el medio ambiente, sino en la forma en que el individuo interpreta y trata de darle sentido al medio ambiente. No ve al individuo como



el producto mecánico de su entorno, sino como un agente activo en el proceso de aprendizaje, que deliberadamente trata de procesar y clasificar el flujo de la información que proviene del mundo exterior" (p. 148)

### **Conceptual framework**

For the development of this research, it is necessary to understand the following concepts.

**Project-based learning:** is a form of situated learning based on the constructivist finding that students gain a deeper understanding of material when they actively construct their understanding by working with and using ideas. In project-based learning, students engage in real and meaningful problems that are important to them and are related to what scientists, mathematicians, writers, and historians do. A project-based classroom allows students to investigate questions, propose hypotheses and explanations, discuss their ideas, challenge the ideas of others, and try out new ideas (Krajcik y Blumenfeld, 2006)

**Hybrid learning:** also known as blended learning, it is a teaching model that mixes elements of face-to-face learning and e-learning.

**Face-to-face learning:** is an instructional method where course content and learning material are taught in person to a group of students. This allows for a live interaction between a learner and an instructor (Top Hat, 2019)

**E-learning:** It is a teaching model characterized by physical distance where the internet is the channel of communication and knowledge delivery (some face-to-face teaching lessons could be included)

**Synchronous:** It refers to online or face-to-face real-time activities.

**Asynchronous:** Unlike "synchronous", asynchronous activities can be done at any time.

**B-Learning:** This methodology combines face-to-face learning and E-learning with synchronous and asynchronous encounters.

**Strategy:** It is the design, development and implementation of specific activities at specific times for certain students.

**Pedagogical model:** It is the way the teacher analyses how to carry out his work according to his beliefs.

**Methodology:** it is the set of strategies, procedures and actions organized by teachers to facilitate the learning process of the students and the achievement of the lesson plan objectives.

**Remote Learning:** it takes place out of a traditional classroom environment. Information is relayed through technology, such as discussion boards, video conferencing, and online assessments (Top Hat, 2020)

**Synchronous:** It refers to online or face-to-face real-time activities.

**ICT:** Or Information and Communication Technology. It is the set of technologies developed to make communication and the delivery of information more efficient.

### **Methodology**

The following research used the mixed approach as it sought to get broader results by the contrast and description of them; this is understood as an approach that provided the proposal with a deep background; therefore, it allowed evidencing undetected relationships found with a

single method. (Hernández et al.,2014) Thus, the analytical part of this document not only required a qualitative approach which showed usefulness in analysis of sensations and opinions related to the change of face-to-face instruction and ICT's remote instruction, but also, it needed to do statistical analysis by means of Likert scales. The chosen scopes of the research were descriptive and exploratory; descriptive as it aims to show the characteristics of any given group or event under analysis, and exploratory as it resembles a journey to an unknown place from which mere words are known (Hernández et al.,2014). Since there was a lack of information on this topic, both these scopes worked in harmony to establish the support of the research.

This research was composed of the consent and three semi-structured instruments which consist of surveys. Google Forms had the most suitable tools to elaborate both the consent of the research and the surveys because of its versatility to design and to answer them, which led to its use as a way to keep biosecurity measures avoiding any health issues for the participants. Also, it was the best way to proceed following the Administrative Resolution R-0248 March 11th, 2020, that stated: “Suspender todas las actividades masivas, para cualquier clase de eventos de cualquier tamaño, ya sean académicas, ceremonias colectivas de grado, deportivas o administrativas, que involucren la participación de terceros” Consequently, face to face meetings were not possible due to the COVID-19 pandemic restrictions.

At first, it was necessary to agree with the members of the target group, to share the project idea, objectives, information, legal aspects, terms, and conditions; this agreement reached by a data consent to know if they wanted to be involved in the research process to get the instruments' data management and its analysis. As a need, those who agreed signed the document with their ID and the signature date. (See Appendix A). After two weeks, 62.85% of the target group agreed to participate in the research.

Once gathered the data consent, the first instrument design used a semi-structured survey model (See Appendix B) that sought to characterize the target group through 24 open and close-ended and some Likert scale questions. The instrument was divided into four categories; personal information which asked about ID, gender, age-range, marital status, number of sons, and disabilities; professional, it inquired participants a full list of their undergraduate postgraduate studies, and courses in general, which aimed to identify the fields of study that the sample had been involved in before the COVID-19 pandemic; employment just required information on the teaching and working experience at the BMLEF and finally because of the ICT importance in the B-Learning development the last part of the instrument inquired about their experience working with them, advantages, disadvantages, frequency of use, coaching received and two questions related to LMS experience and social media usage.

The second instrument was designed aiming to discover what happened during the COVID-19 pandemic, the feelings of the sample towards the change in their teaching environment, and their suggestions to an eventual return to the face-to-face methodology (See Appendix C). This instrument began with a video, which invited the participants to fill out the questionnaire below. The video's goal was to explain the questionnaire's structure, the way it should be filled and suggest itself as a usable B-Learning strategy. Then, the first part consisted of four open-ended and one closed-ended questions which sought to provide a safe place to express feelings related to the change of modality, adaptation process, possible emotional affections due to this change and their suggestions and ending with some possible strategies to a possible return to physical classrooms.

The beginning of the second part, through some structured questions, sought to conceptualize the B-Learning along with the sample; later, it looked for knowing if blended

learning has been implemented in the program either within the curriculum or as part of its methodological development. Finally, to identify the uses and strategies within the program, the last question inquired about the different B-Learning strategies they know, and the ones they have used in their class development.

The third part consisted of two questions related to training; the first asked about the courses taken during the change of modality and the second asked for comments about the training carried out to manage this change. Also, at the end of the instrument, there was a video made by the researchers' group which contained some information about B-Learning and its different methods and strategies. This video was made in Discord<sup>3</sup>; an instant messaging platform that, thanks to its tools like text chat, voice chat, and video, facilitates communication among users.

The last instrument (See Appendix D) sought to inquire about the feelings, expectations, and possible changes regarding a possible return to face-to-face or mixed classes giving a new perspective to contrast the information between classes before and after the pandemic. This survey was designed taking into account some of the previous answers, making some changes to the method and presentation of the six open-ended questions. These questions were presented in short videos that not only contained the questions but short explanations and examples. This format innovates allowing closer human contact, different from the written questions and implements part of the tools and knowledge obtained thanks to the study of the Blended Learning methodology.

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<sup>3</sup> Discord is a free voice, video, and text chat app that's used by tens of millions of people ages 13+ to talk and hang out with their communities and friends.

## **Analysis**

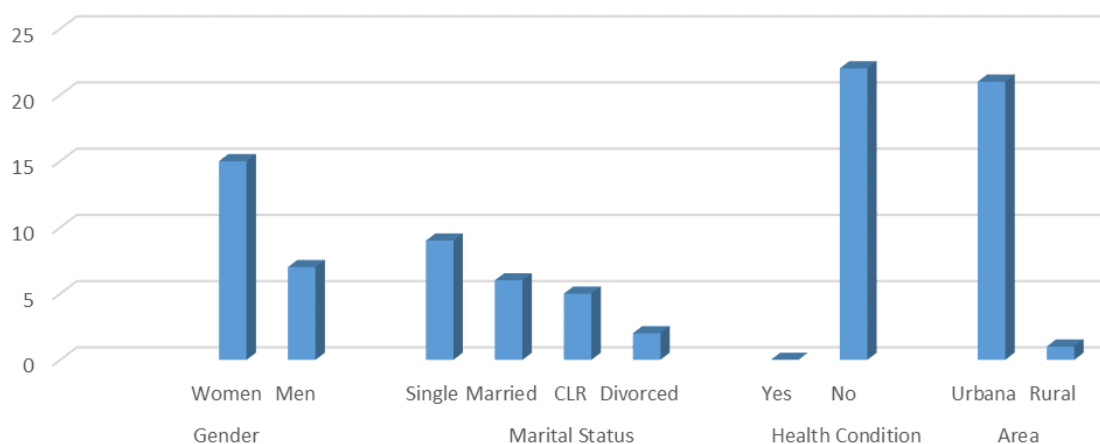
This research had the objective of identifying the uses and strategies of B-Learning within the Bachelor in Modern Languages English and French, University of Cauca (BMLEF). It was carried out with 22 professors, which make up 63% of the 35 faculty that are part of the BMLEF.

### **First instrument**

The first instrument (See Appendix B) aimed to characterize the sample. Showing that 68% of the sample people were women, and the other 32% were men. Regarding family aspects, the instrument put on view that most of the sample participants were single with 41%, married with 27%, 23% in a common-law relationship, and 9% were divorced. Furthermore, the research tool asked about the health condition of the participants concerning the remote work modality, showing that 100% of the participants did not have any condition that prevented them from carrying out their work through virtual means. In terms of location, most participants live in urban areas with 95% and 4% in rural areas.

### **Chart 1**

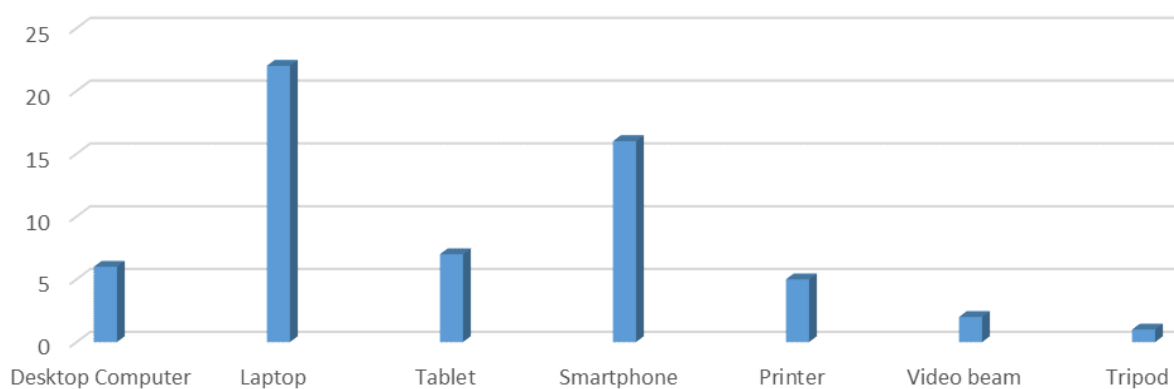
*Characterization of the sample*



In addition, the instrument asked about which electronic devices the participants had to use to perform their work; they checked through a list which devices were used. The results show that 100% of the participants have a laptop, 27% have a desktop computer, 32% have a tablet, 73% have a smartphone, 23% have a printer, 9% have a video beam and 5% have a tripod.

## Chart 2

### *Electronic devices*



It also asked about customer satisfaction with their internet provider using a Likert scale showing the following results: 5% showed an unstable connection, 14% showed a normal internet connection, 64% a stable one and 14% a very stable internet connection. The sample had good access to the tools that allowed the use of ICTs since all of them at least had a laptop computer, as well as a stable internet connection, which was reflected in the frequency of ICT use in class, since all the teachers had used them even rarely in their classes. However, the fact that the total population had internet and a laptop computer, the use of ICT was not so high, since only 31.8 % of people said that they always used the ICT in the classroom and 36% with an average frequency in the classroom.

The second part inquired about their academic backgrounds and it showed that 90% of the participants obtained one undergraduate degree related to language teaching, 22% acquired two undergraduate degrees, one related to language teaching and the other-to-other areas such as philosophy, psychology, business management, laws, and system engineering. However, 11% of the sample studied a different undergraduate career such as Arts and Psychology.

The following part inquired about post-graduate studies as well as the ones that they are carrying out. This part divided into four items: 0, 1, 2, and 3 or more post-graduate studies, and obtained these results; 14% have not studied any post-graduate degree meanwhile 48% have acquired one post-graduate degree, 24% have acquired two degrees, and 14% of the sample have obtained three or more post-graduate degrees. Additionally, 19% of the participants are not studying any post-graduate program; while 58% are studying one post-graduate program, 19% studies two post-graduate programs, and 5% study three or more post-graduate studies among undergraduate, post-graduate, certificate programs, master and doctor degrees.



The next part asked about ICT courses taken before and during the COVID-19 pandemic bringing the following results: 95% have taken courses related to ICT management, online tutoring, and ICT didactic tools developed which 33% have not taken these courses before the pandemic, and 4% of the sample have not taken any courses related to ICT management.

These results obtained concerning professional background (See Appendix B), on the one hand, showed a trend of higher preparation with topics related to ICTs and their use by teachers in the ranges of 31 to 41 years and 42 to 52 years. On the other hand, the other age ranges also showed a level of preparation and adaptation on the subject compared to the trend of use of these tools prior to the pandemic. Another factor shown by the results is the empirical knowledge of the subject, thus throwing data that indicate a frequent use of these tools without the need of a focused training on the subject.

The third section asked for employment information, more accurately, regarding the amount of time the participants had been working as teachers and how much time they had been inside the BMLEF. The results from the first question were divided into five ranges which showed that 18% of the professors had labored 3 to 5 years as teachers, 27%, 8 to 12, 18%, 14 to 18, 32%, 20 to 29, and 5%, 35 years. The second question showed that 18% of the respondents had been employed for one year in the BMLEF; another 18%, 2, followed by a 14% with 3, 9%, 7, and for the answers 8, 10, 11, 16, 18 and 22 years a 5% of the sample worked in each one of the previous results. Finally, 9% had been working for 26 years.

The beginning of the fourth section, in the question that inquired about the ICT tools used by the professors to develop their classes before the pandemic showed that all participants had

used the ICT tools before the pandemic, most of them based on The Online Driver Model<sup>2</sup> with use of Web 2.0; social media, online platforms, online resources, online office automation tools and Webinars. Also, it is notable the use of the Rotation Model with the LMS (Learning Management System) for example; Edmodo and Blackboard. Meaning that, the population had, at least, basic knowledge of the different online tools to have a positive impact in their classes. Plascencia & Beltran (2016) in their study “El uso de las TICs como herramienta de aprendizaje para alumnos de nivel superior” about the impact of the technology in the learning process, found out that most of the students that participated in their research, had a positive perception of the ICTs in the learning activities. This can also be evidenced in the next question related to the advantages and disadvantages of the technologies of information and communication, but this time from the perspective of the population.

The entire sample assert about finding advantages in the use of ICT tools in their work, for example: 76% of the sample claimed about the useful, varied and large quantity of resources and material that could be found and used by means of ICT tools, 71% detected versatility in the use of these tools allowing new environments and processes in teaching and learning, 57% discovered dynamism and efficiency in the use of these tools when they give their classes, 24% met greater motivation on the part of the students; furthermore, 52% of sample identified some particular advantages in the use of ICT tools, among them: the punctuality, higher class participation, creativity, flexibility and higher benefits to the students in their working experience by knowing and using these tools. Oppositely, only the 52% of the sample encountered some disadvantages in the use of ICT tools in their classes, the 45% of this part of the sample claimed that internet connection problems is the worst disadvantage of ICT tools,

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<sup>2</sup> The Online Driver Model refers to the use of technology as a way to deliver course materials.

36% claimed that little knowledge in the use of ICT resources by students and teachers, in addition to the continuous updates of these resources is a great disadvantage, 27% mentioned that one disadvantage is the poor human connection and interaction that these tools can produce; and the 63% of this part of the sample claimed some particular disadvantages, for example, the inadequacy of the university facilities for the use of technological resources, possible vision impairments, plagiarism, and the monotony of the resources and the demotivation these types of resources and environments can produce.

The following question asked participants if they received any ICT training prior to the pandemic whether by the University of Cauca or the BMLEF. According to the results 32% of the respondents did not receive any ICT training, 5% of the sample participants did not participate in such training and 64% of the teachers did receive ICT training in areas like Blended Learning, Audiovisuals, Webinars, etc.

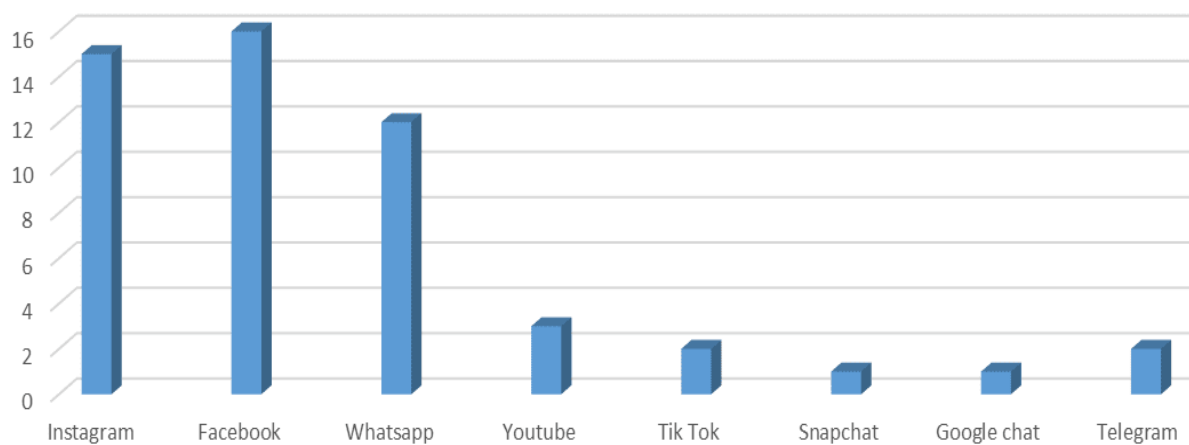
Next question required participants to give information about the use of LMS in their courses prior to the pandemic. The results were as follows: 55% of the people did not use any LMS in their teaching before 2020 while 45% did have LMS use experience, showing that there was not a unified application of these particular tools by the population.

Afterwards, the sample mentioned different social media showing that at least one of them, being Facebook the most common one 73%, then Instagram 64%, WhatsApp 55%, Twitter 18%, YouTube 14%, followed by Tik Tok and Google Chat 9% while social media such as email, Signal, Discord, LinkedIn, Messenger, and Snapchat were least common 4%. It is important to take into account that social media were not mentioned in the instrument but the sample. Regarding the use of frequency, on one hand, 41% of the sample use them always, 32%

use them very often, while 14% use them sometimes and 18% seldom use them. Despite the fact that social media were used frequently by the professors, just 36% of them mentioned it as a teaching tool in the previous ICT tools usage question. According to Malita (2011) in the article “Can We Use Facebook as a Teaching and Learning Tool?”, Facebook can be used as a learning management system which helps nowadays students to improve their skills by facilitating interaction. It emphasizes the use of Facebook groups as a learning and teaching tool, therefore, students showed to be more motivated by keeping using the group before finishing their academic schedule. A good example of the use of a Facebook group is for sharing useful information about the foreign language, as well as encouraging students to debate about different topics.

### Chart 3

*Use of social networks by the participants*



The last question gave a list of concepts in order to know if participants were related to them before the pandemic, the results showed that 96% knew the E-learning concept, being the

most common one, 82% face to face, 73% ambiente virtual de aprendizaje, 68% síncrono as well as objeto virtual de aprendizaje, 64% aprendizaje remoto, MOOC, LMS, 59% entorno virtual de aprendizaje, asíncrono, 50% aprendizaje híbrido o mixto, 36% alternancia, 23% personal learning environment, 5% checked none. According to the information above, professors had a shallow notion about concepts that did not have higher visibility until the COVID-19 pandemic such as “alternancia” and “personal learning environment”, but they did know terms related to the B-learning.

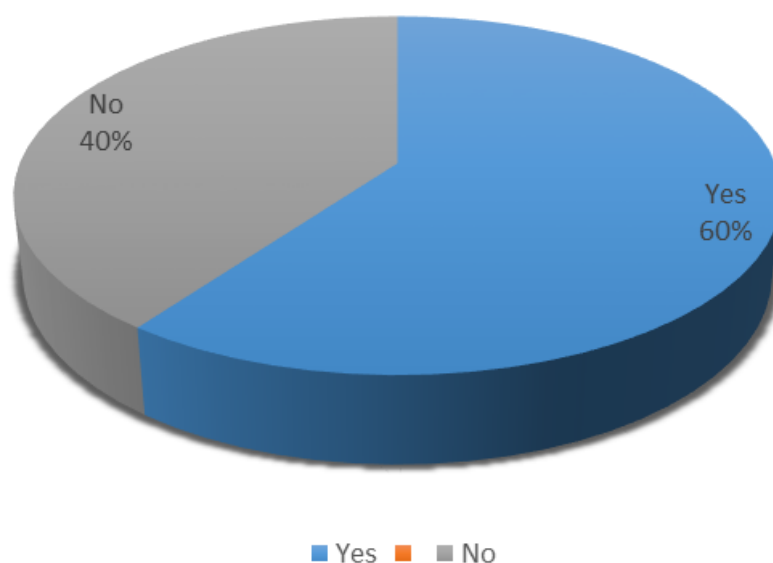
### **Second instrument**

The second instrument (See Appendix C) had a mixed approach; its purpose was to inquire into the teacher's feelings regarding the change of modality from face-to-face classes to remote classes mediated by TICs, gathering the following opinions.

The first part of the survey was intended to identify the degree of preparation and feelings about the adaptation process of the change from face-to-face instruction to remote teaching due to the pandemic. The first and the second question showed two main positions; most of the sample was not prepared for this unexpected change; they mentioned feelings of frustration, anguish, confusion, stress, workload increases, physical deterioration because of the long journeys sitting in front of the computer, and some of them mentioned lack of tools to handle the remote classes. By contrast, some of them claimed to be prepared due to previous certification studies about virtual platforms or studies related to teaching through ICTs. It is important to highlight that some of those programs were offered by the university and also a general conclusion of these answers which is the feeling of satisfaction with the results obtained in the remote classes period in spite of the difficulties in the process.

**Chart 4**

*Percentage of participants with tools for remote classes*



Then, in the section where the professors expressed their thoughts about how they felt physically and emotionally in the process of adaptation of working at home, there are some common grounds in certain aspects such as an increase in psychological stress, fatigue, generalized muscle pain, joint pain, eyestrain, physical inactivity caused by the ‘acquired’ sedentary lifestyle, resulting in a continuous weight gain. The population mentioned having difficulties distributing their time, which triggered bad dietary and sleep habits. It is important to highlight that they noticed an increase in their workload and intrusion of the workspace in their personal life. Such symptoms mentioned above share similarities with the ones experienced by professors in a different context; for example in the research “Effect of pandemic based online education on teaching and learning system” which aimed to collect the points of view of students and teachers of different schools in India regarding the impact of online classes, it was found that teachers had mental and physical discomforts such as “headaches, strain in the eyes due to longer time spent in front of computers, backache; lack of motivation to teach, anxiety, and stress”. (A. Selvaraj et al., 2021)

Afterward, participants were asked about their feelings towards the new modality and whether it had advantages or disadvantages. The sample members expressed they feel tired and happy about it, mentioning as advantages that there is a large number of strategies and innovation, also there is better time management. They highlight the human factor for disadvantages, noting that it is essential to be in the same room as their students, furthermore, they mentioned there are few technologies to have proper teaching using ICTs.

Then, they were asked which strategy they would propose in the event of a return to face-to-face contact with their students, resulting in participants saying they would like ICTs to be applied to their teaching process as the strategies found during the COVID pandemic made it somewhat easier for them to understand and apply.

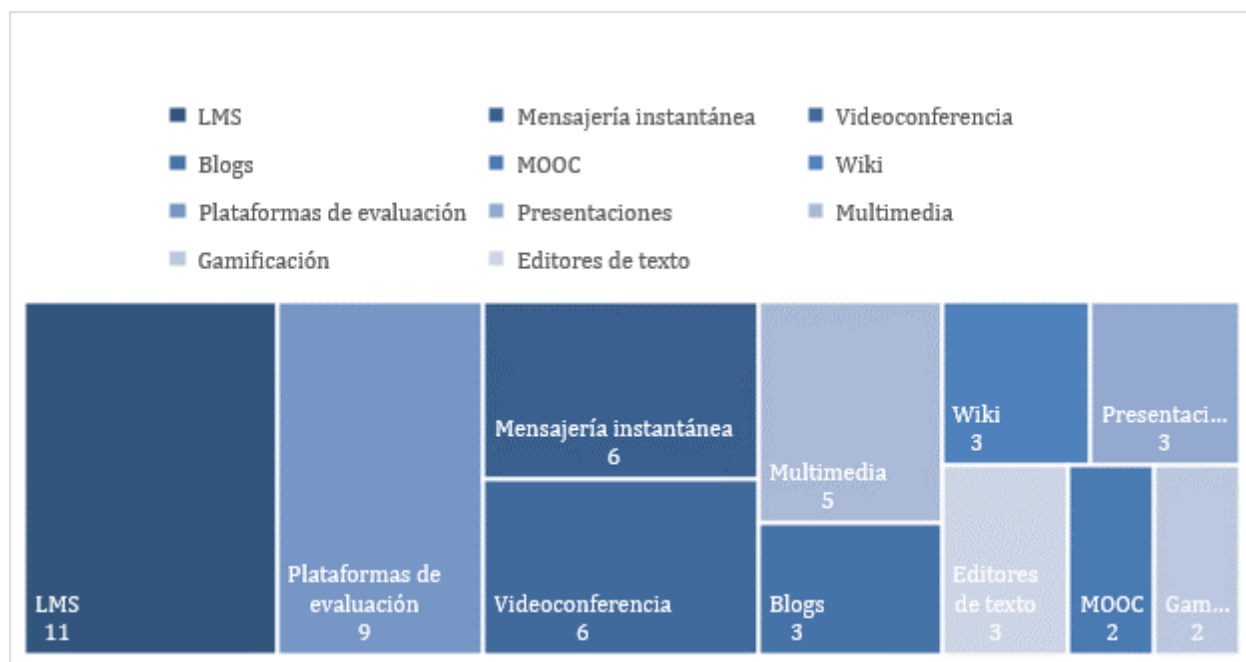
In the second part of the survey, they were asked about what they thought was the concept of blended learning and most answers share the idea of B-Learning being a mixture between face-to-face modality and remote learning. Also, there is a mention of ICTs implemented in this mixture making use of synchronous and asynchronous which strengthen independent learning. According to the professors, the BMLEF curriculum mentions the importance of using ICTs for the development of their classes, but there is not a specific description about it, nor B-Learning. They also stated that the curriculum was designed for a face-to-face classroom, so the use of the B-Learning methodology was merely by their own free will.

The next question inquired about educational tools, uses, and strategies the sample members already knew. The obtained results showed a negative tendency in the use of different B-learning tools, there is no mention of being known by the participants even though in the first

instrument 95% of the sample claimed they had taken courses related to ICTs during the COVID-19 pandemic. Furthermore, strategies were mentioned with 25% compared with the 90% of awareness of educational tools. These tools were classified in accordance with their purpose in 11 categories: LMS, instant messaging, video conference, Blogs, MOOC, Wiki, evaluation platforms, presentations, media, gamification and text editors. Regarding the question, which asked for the development of those educational tools already mentioned, it is important to say that the percentage of tools used is directly related to the knowledge gap of the uses revealed by the previous question, since, for example, the use of simple tools like media is high, but other complex tools like the LMS, known by 50% of the population, were used by only 15%.

### Chart 5

*Educational tools used by the participants*



Finally, the third part explored personal opinions and comments about the University courses offered during the isolation time. It showed that most of the sample liked and classified



them as appropriate, high-quality, and demanding. However, it was mentioned that those courses must be continuous due to every day's technological advances. According to Romero Mejia (2017) “Una adecuada capacitación de los docentes universitarios constituye un factor clave para la calidad de los procesos académicos de la universidad, la excelencia profesional y humana de sus egresados, que influye, entre otros aspectos, en el desarrollo económico, social y cultural del país” hence, it is important to mention that training in the university in any situation is meaningful in order to achieve continuous improvement.

### **Third instrument**

The third instrument (See Appendix D) was designed with a qualitative approach, aiming to know the sample's feelings and ideas about different topics concerning the return to the face-to-face modality.

The first question, which inquired about the feelings and expectations regarding the return to the face-to-face modality, had different reactions from the professors. In the first instance, they mentioned feelings of excitement, happiness, and motivation, since, for the first time in a long time, they can have again that sensation of contact with each other and the human warmth that they missed in the pandemic. They claimed that in a face-to-face environment, it is possible to perform more significant activities for students than virtually but it does not imply putting aside what has been learned during the pandemic; instead, the professors suggested that virtuality holds significant potential for the development of enriching and interactive activities for their classes, so they found it necessary to keep a hybrid model to have an interactive and effective classroom atmosphere, as long as they have access to the technological resources that the university provides. Finally, the sample stated that there is a feeling of uncertainty and

anxiety caused by the biosecurity conditions that the university could propose, considering the high index of contagion of COVID-19 indoors.

The second question sought to know strategies that could be used in online and face-to-face classes. However, most of the sample did not mention strategies but tools such as Jamboard, Kahoot, and Quizizz. At any rate, a commonly mentioned strategy was the use of Google Classroom as a tool that allows having all the needed material organized as well as the meaningful dates. Other results classified flipped classroom as a useful strategy for online and face-to-face classes. This concept can be understood as:

“The flipped classroom, also referred to as the inverted classroom, can be described as an instructional model wherein lecture material that is normally delivered in class is delivered online to the students prior to class timings to maximize the period available for the knowledge practice and application.” (Jdaitawi, 2019, p. 666).

In addition, the use of flipped classrooms has different advantages, according to Jonathan Bergmann and Aaron Sams (2012) in his book named “Flip your classroom”, this model is appropriate for today’s students due to their familiarity with technology devices that can be used for academic purposes, moreover, it allows students to pause and rewind the material sent that facilitates student’s note-taking. Another mentioned strategy was to ask students to create and propose their strategies by using different technological tools. Lastly, some answers claimed to continue using strategies but it was not specified or explained.

The third question, unlike the previous one, had the objective of inquiring about the teaching strategies which will not be used in the mixed classes period used in the remote class period. For example, the sample mentioned that they do not intend to use virtual boards such as

Jamboard, Miro, or Linoit again. They also named tools to create virtual conferences such as Meet or Flipgrid. Finally, a part of the sample mentioned that they do not intend to use the tools or strategies of the remote classes period for two main reasons; the first one is the adaptation of these resources to the mixed modality due to the connectivity system in the university's physical plants or devices' capacity of the students; second, some of them feel exhausted from the remote modality despite the benefits that these tools can provide, hence they prefer to take a break to return to face-to-face environments with activities that allow interpersonal interaction.

In contrast, some members of the sample expressed having no inconveniences with the use of strategies or tools used in the remote class period since they were very effective. For example, flipped classroom strategy to advance more effectively and actively in the topics. By collecting all this data, it could be inferred that most professors, despite the difficulties, were able to find benefits and satisfactory results as mentioned in the first question of instrument number 2. (See Appendix C) Also, it can be seen that the experience this period provided allowed them to learn and put into practice many strategies and tools that will facilitate their work in the period of mixed classes.

Assessment strategies are one of the most important issues to consider in the learning process in higher education, since, according to Guangul et al. (2020), the objectives of assessments are directly related to the achievement of learning outcomes, in addition to supporting and measuring the learning process. Although, the change of modality brought with it new challenges due to the sudden change that was made. Guangul et al. specify that "However, higher education institutions have faced another additional challenge during the current unprecedented COVID-19 incident due to lack of preparation of institutions, teachers, and students.", and this was reflected in the answers the sample gave to the question of what

assessment strategies they would implement in a possible return to face-to-face classes. The majority of the population highlighted the importance of evaluation in the learning process and the challenge that evaluation had been during the pandemic in comments like “La evaluación es un mal necesario y sin duda el punto más delicado que haya enfrentado en este periodo de pandemia.”, so, they stated that there should be some changes in the way evaluations are formulated, decrease the use of memory and multiple-choice questions, and begin to evaluate in different ways such as production, comprehension, real application of knowledge. Five people also mentioned the use of rubrics and other forms of evaluation such as self-evaluation and peer assessment. But it is worth pointing out that although everyone talked about innovating, some also said that it was important to rescue the rigorousness of the evaluations in the past and continue implementing some types of tests such as international exams.

The fourth question proposes the following scenario: if professors were to hypothetically return to face-to-face modality, what would they change in their methodology? They think it's important to do adjustments so teaching would be easier next time they meet their students. Hence, most participants mention they will make use of strategies such as the flipped classroom, mobile apps, videos, online resources, and even social networks. However, it is important to keep the use of physical objects in the classroom such as the board, the pen, photocopies, and paper in general even though they do not sound attractive for students they help to focus on the learning objective. To sum up, teachers mention the need of using ICTs in their classes as it would facilitate the grading of activities and their organization but at the same time, they would keep the use of old but relevant teaching strategies.

Even though the next video asked about a hypothetical context where the complete return to the classrooms was possible again, the results support the idea that a change in the way

professors used to see education is emerging. Most of the sample agree that their work as professors is going to change from the experiences, they acquired during the COVID-19 pandemic using different B-learning tools such as Google Classroom because of the need to mix different strategies for remote classes with a face-to-face learning context; this kind of tools and strategies facilitates sharing information, evaluating the student's progress and gathering information. Also, although it may look contradicting, remote classes have allowed professors to explore a more human side of their students resulting in another important change mentioned in different answers that is the need for an approach to the students as a way to discover what they like and how do they feel to improve their education process remembering that more than an undergraduate, each one of them is a human being.

### **Conclusions**

- B-Learning takes the best aspects of virtual and face-to-face teaching. This methodology is constantly changing and is increasingly accepted and applied in different educational environments for its convenience and versatility; taking a significant role in the sanitary emergency period that started in 2020 and still exists at the publication date of this research work.
- It was deemed pertinent to carry out this research entitled Blended Learning: Uses and strategies within the Modern Languages Education Program since the education was experiencing significant changes due to the COVID-19 pandemic, subsequently, it was possible to conclude there was no mention of B-Learning within the curricular plan.
- It was also found that the sample knew the B-Learning methodology but only in broad strokes, showing that the tools are known. However, the strategies to generate an environment that mix the two modalities are not mentioned.

- The B-Learning methodology was not commonly used within the program in the pre-pandemic period; it could be inferred that despite the difficulties, most professors were able to find benefits and satisfactory results, as it was mentioned in one of the instruments.
- The experience this period provided allowed the sample to learn and practice many strategies and tools that will facilitate their work in the period of mixed classes.
- Professors mention the advantages that virtual environments can generate, finding it necessary to ensure a hybrid model to preserve a dynamic and practical classroom environment.
- Evaluation remains a topic of debate as it is considered that the rigors of the traditional evaluation should be maintained.
- There were several advantages resulting from the modality change, showing an improvement in punctuality from students and flexibility in the classes.
- There were significant disadvantages to physical health like stress, muscle pain, diet issues, and loss of sleep quality caused by the sedentarism, workload, and constant contact with screens.

### **Recommendations**

- It is suggested that the population use social networks as a means and tools to develop dynamic teaching strategies that motivate their students.
- It is recommended to generate updating spaces that facilitate teaching through different tools and strategies related to B-Learning to reduce work overload.
- Request the university administration to adapt the infrastructure to develop B-Learning activities.

- Actively participate in research projects that seek to improve and promote research works within the program.
- Develop strategies to minimize physical and emotional fatigue caused by the continuous contact with technologies.
- It is proposed to dynamize in-class instructions with video guides related to the topics or activities to be presented in order to transmit the directions interactively.
- It is meaningful not to leave behind what was learned during the pandemic since strategies that combine presence and virtuality can benefit the way education is perceived.
- During extensive class sessions, perform activities involving interaction between students to avoid mental fatigue and lack of attention in the lessons.

### **Limitations**

- The target group did not show much interest in participating in the research.
- There were open ending questions that had short answers or expressions such as "Yes". "No". "I don't know".
- There is not concrete information about B-Learning in the BMLEF.

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## Appendix A

### Informed Consent

# Profesor, ¡te invitamos a participar en nuestro proyecto de investigación!

"Blended Learning: Uses and strategies within the Modern Languages Education Program,  
Universidad del Cauca"

Se ha registrado el correo del encuestado (**null**) al enviar este formulario.

**\*Obligatorio**

#### 1. Correo \*

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Cordial saludo,

Estimado docente, por medio del presente documento se le invita a participar en la propuesta de investigación denominada: ""Blended Learning: Uses and strategies within the Modern Languages Education Program, Universidad del Cauca". Antes de decidir participar, es importante informarle el objetivo de la investigación y la importancia que la misma tiene para nuestro programa en especial por los tiempos que la educación está atravesando.

El objetivo de este estudio consiste en identificar los usos y estrategias del B-Learning al interior del PLLMIyF de la Universidad del Cauca, identificando cuáles de ellos han sido implementados durante su experiencia pre-pandemia, durante la pandemia y las expectativas que se tendrán post-pandemia.

Por otra parte, debido a la falta de evidencia sobre el tema, este estudio establecería una base para futuras investigaciones, promoviendo la autoevaluación del programa que aportará nuevos recursos en aras de contribuir al proceso de acreditación de alta calidad del PLLMIyF de la Universidad del Cauca.

Es importante que conozca que su participación y la información obtenida se usará única y exclusivamente para fines académicos de la propuesta y serán de índole confidencial. Para el desarrollo de los instrumentos que se le enviarán posterior a la aceptación del consentimiento, no le tomará más de 10 minutos.

Si tiene preguntas sobre este estudio, puede ponerse en contacto con los investigadores en las direcciones de correo electrónico que se muestran a continuación:

Brigitte Xiomara Bambagué Alarcón: [bxbambugue@unicauca.edu.co](mailto:bxbambugue@unicauca.edu.co)  
Andrés Mauricio Campo Moncayo: [amcam\\_po216@unicauca.edu.co](mailto:amcam_po216@unicauca.edu.co)  
Giselle Carolina Pizo Capote: [gcpizo@unicauca.edu.co](mailto:gcpizo@unicauca.edu.co)  
Oscar Daniel Ramírez García: [rgoscar@unicauca.edu.co](mailto:rgoscar@unicauca.edu.co)  
Hernan Gerardo Suarez Bravo: [hgsuarez@unicauca.edu.co](mailto:hgsuarez@unicauca.edu.co)  
Cristhian David Tulande Ledezma: [tcristhian@unicauca.edu.co](mailto:tcristhian@unicauca.edu.co)

2. De acuerdo con lo anterior: He leído y entiendo la información proporcionada. Entiendo que mi participación es voluntaria y que soy libre de retirarme en cualquier momento, sin dar una razón y sin costo alguno. Entiendo que se me entregará una copia de este formulario. Acepto voluntariamente participar en este proyecto de investigación de acuerdo con la ley vigente relacionada con los consentimientos informados (Ley 1581 de 2012 y Decreto 1377 de 2012). \*

*Marca solo un óvalo.*

Estoy de acuerdo en participar      *Salta a la pregunta 3*

No estoy de acuerdo en participar

Por favor complete la siguiente información

3. Número de cédula o documento de identidad \*

---

4. Fecha de diligenciamiento \*

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**Appendix B**

**First Instrument**

**Blended Learning: Uses and strategies within the Modern Languages Education Program, Universidad del Cauca**

Cordial saludo,

La presente encuesta consiste en una serie de preguntas relacionadas con su quehacer como docente en el PLLMEIF (sede Santander - sede Popayán).

Agradecemos de antemano su colaboración y participación en nuestro proyecto de investigación.

Si tiene alguna duda referente a la encuesta, puede ponerse en contacto con los investigadores en las direcciones de correo electrónico que se muestran a continuación:

Brigitte Xiomara Bambagué Alarcón: [bxbambague@unicauca.edu.co](mailto:bxbambague@unicauca.edu.co)

Andrés Mauricio Campo Moncayo: [amcampo216@unicauca.edu.co](mailto:amcampo216@unicauca.edu.co)

Giselle Carolina Pizo Capote: [gcpizo@unicauca.edu.co](mailto:gcpizo@unicauca.edu.co)

Oscar Daniel Ramírez García: [rgoscar@unicauca.edu.co](mailto:rgoscar@unicauca.edu.co)

Hernan Gerardo Suarez Bravo: [hgsuarez@unicauca.edu.co](mailto:hgsuarez@unicauca.edu.co)

Cristhian David Tulande Ledezma: \_\_\_\_\_  
[tcristhian@unicauca.edu.co](mailto:tcristhian@unicauca.edu.co)

Se ha registrado el correo del encuestado (**null**) al enviar este formulario.

**\*Obligatorio**

1. Correo \*

\_\_\_\_\_

Información personal

2. Número de cédula o documento de identidad \*

\_\_\_\_\_

3. Género \*

*Marca solo un óvalo.*

Femenino

Masculino

Otro



4. ¿En qué rango de edad se encuentra? \*

*Marca solo un óvalo.*

20 a 30

31 a 41

42 a 52

53 a 63

64 a 74

5. Estado civil \*

*Marca solo un óvalo.*

Soltero(a)

Casado(a)

Unión libre

Divorciado(a)

Viudo(a)

6. ¿Tiene hijos(as)? \*

*Marca solo un óvalo.*

Si

No

7. ¿Cuántos? (Solo si respondió Si)

---

8. Si tiene alguna condición de salud que le impida desarrollar sus clases connormalidad, ¿Podría mencionarla(s)? \*

---

9. En este momento se encuentra en una zona: \*

*Marca solo un óvalo.*

- Rural
- Urbana
- Otro: \_\_\_\_\_

10. ¿Con cuáles dispositivos electrónicos cuenta para desarrollar su labor docente? \*

*Selecciona todos los que correspondan.*

- Computador de mesa
- Computador portátil
- Tablet
- Smartphone
- Impresora
- Video Beam

Otro:  \_\_\_\_\_

11. De 1 a 5 cómo califica su conexión a internet. \*

*Marca solo un óvalo.*

	1	2	3	4	5	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"><input type="radio"/></div> <div style="text-align: center;"><input type="radio"/></div> <div style="text-align: center;"><input type="radio"/></div> <div style="text-align: center;"><input type="radio"/></div> <div style="text-align: center;"><input type="radio"/></div> </div>						
Muy inestable						Muy estable

Información profesional

---

12. Mencione los estudios de pregrado que ha llevado a cabo. \*  
Por favor especifique el nombre y el año de finalización

---



---

13. Mencione los estudios de posgrado ha llevado a cabo. \*  
Por favor especifique el nombre y el año de finalización

---

---

---

---

14. ¿Se encuentra realizando un estudio de pregrado, posgrado, diplomado, curso,taller, etc actualmente? Especifique su respuesta

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15. ¿Ha realizado estudios, cursos, diplomados, relacionados con las TIC? \*  
Por favor especifique el tipo, el nombre y el año en el que lo(s) realizó

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16. Antes de la pandemia, ¿Tomó algún curso, clases virtuales, remotas, a distancia, mixtas, síncronas, asíncronas mediadas por las TIC,etc? Especifique su respuesta

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#### Información laboral

17. Años de experiencia enseñando \*

---

18. Años de experiencia de enseñanza en el PLLMEIF \*

---

#### Información relacionada con el uso de las TIC

19. Antes de la pandemia, ¿Cuales herramientas TIC usaba para llevar a cabo susclases? \*

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20. ¿Qué beneficios, ventajas o desventajas encontró al usar las herramientas antesmencionadas? \*

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21. ¿Con qué frecuencia usaba las TIC en sus clases? \*

*Marca solo un óvalo.*

	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poco frecuente					Muy frecuente

---

22. ¿Recibió formaciones o actualizaciones referentes a las TIC por parte del Departamento o de la Universidad antes del periodo de pandemia? ¿Cuáles? \*

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23. Antes de la pandemia, ¿Usó alguna plataforma LMS (Language Manage System) para sus cursos? \*

LMS: en español, Sistema para la Gestión del Aprendizaje, es una herramienta de apoyo para el proceso de enseñanza-aprendizaje a distancia o semi presencial.

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24. ¿Maneja redes sociales? ¿Cuáles? \*

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25. ¿Con qué frecuencia las usa? \*

*Marca solo un óvalo.*

	1	2	3	4	5	
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Nunca						Siempre

---

26. ¿Estaba familiarizado con alguno(s) de los siguientes términos ANTES DE LAPANDEMIA? \*

*Selecciona todos los que correspondan.*

- Face-to-face learning
- E-learning
- Aprendizaje híbrido o mixto
- Aprendizaje remoto
- Síncrono
- Asíncrono
- Alternancia
- Ambiente Virtual de Aprendizaje (AVA)
- Entorno Virtual de aprendizaje (EVA)
- Objeto Virtual de Aprendizaje (OVA)
- Personal Learning Environment (PLE)
- Massive Open
- 
-

Online Courses (MOOC)Language  
Manage System (LMS) Ninguno

---

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### Appendix C

#### Second Instrument

#### **Blended Learning: Uses and strategies within the Modern Languages Education Program, Universidad del Cauca**

Se ha registrado el correo del encuestado (**null**) al enviar este formulario.

**\*Obligatorio**

---

1. Correo \*

---

Profesor(a), gracias por participar en nuestro proyecto de investigación.



[http://youtube.com/watch?v=qiunwf\\_qEMg](http://youtube.com/watch?v=qiunwf_qEMg)

2. Apreciado(a) profesor(a), teniendo en cuenta que la mayoría de procesos de enseñanza-aprendizaje en Colombia se basan en la modalidad presencial, ¿Estaba preparado(a) para el cambio que sobrevino tras la pandemia? ¿Cómo se sintió en el proceso de adaptación? \*

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3. ¿Para el semestre 2020.0, tenía a su disposición las herramientas necesarias para la enseñanza desde casa? \*

*Marca solo un óvalo.*

Si

No

4. ¿De qué manera se ha visto afectado(a) emocional y/o físicamente en el proceso de adaptación a la modalidad de trabajo desde casa? \*

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5. ¿Qué piensa de las clases desde casa mediadas por las TIC? ¿Qué ventajas y desventajas ha encontrado? \*

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6. Teniendo en cuenta la experiencia hasta hoy adquirida (antes y durante el periodo de confinamiento) ¿Cuál sería la estrategia de enseñanza- aprendizaje que propondría para una eventual alternancia educativa? \*

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7. ¿Conoce la metodología B-Learning? \*

*Marca solo un óvalo.*

Sí

N

o

8. Con sus propias palabras explique en qué consiste el B-Learning. \*

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9. Según Graham (2006), el B-Learning combina la enseñanza presencial con la mediada por TICs ¿Considera que en el PLLMEIF se ha implementado el B-Learning dentro del plan de estudios y en el desarrollo metodológico del mismo? Justifique sus respuestas.

\*

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10. ¿Qué herramientas, estrategias y/o usos B-Learning conoce? \*

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11. ¿Qué de lo mencionado en la pregunta anterior ha empleado para el desarrollo de sus asignaturas al interior PLLMEIF? \*

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12. ¿Qué cursos, capacitaciones etc, realizó en el periodo de pandemia relacionados con el cambio de modalidad presencial a remota? \*

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13. ¿Qué comentarios haría frente al proceso de capacitaciones relacionadas con el desarrollo de las clases remotas llevadas a cabo por parte de la universidad durante el periodo de confinamiento?

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Te invitamos a ver los siguientes tips!



<http://youtube.com/watch?v=8zZsXQ8KJBw>

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## Appendix D

### Third Instrument

Blended Learning: Uses and strategies within the Modern Languages Education Program, Universidad del Cauca

hgsuarez@unicauca.edu.co [Cambiar de cuenta](#)


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Saludo.



Siguiente Página 1 de 7 Borrar formulario

1.



Respuesta \*

Tu respuesta

Atrás Siguiente Página 2 de 7 Borrar formulario

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2.



Respuesta \*

Tu respuesta

Atrás

Siguiente



Página 3 de 7 Borrar formulario

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3.

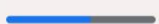


Respuesta \*

Tu respuesta

Atrás

Siguiente



Página 4 de 7 Borrar formulario



4.



Respuesta \*

Tu respuesta

Atrás

Siguiente



Página 5 de 7 Borrar formulario

5.



Respuesta \*

Tu respuesta

Atrás

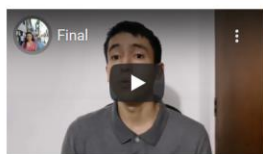
Siguiente



Página 6 de 7 Borrar formulario



6.



Respuesta \*

Tu respuesta

Atrás

Enviar



Página 7 de 7 Borrar formulario

