INTERNSHIP AT PASANTIA SABER PRO PROGRAM (COMPETENCIAS GENERICAS) AT THE UNIVERSITY OF CORDOBA

FINAL INTERNSHIP REPORT

KATHY LUZ ALIAN OCHOA

TUTOR: M.A.G LILIANA AGÁMEZ

UNIVERSIDAD DE CÓRDOBA

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS

LICENCIATURA EN HUMANIDADES: INGLÉS

MONTERÍA-CÓRDOBA

2020

Acknowledgments

At first, thanks to God for being with me all the time, for his compassion and for his love. Thanks to my family, my mother and my father who are my life's motor, my sisters who supported me all the time, my couple who helped me to keeps calm when I lost control, it means most of the time. Thanks to my tutor who was very kind with me and guided me until the end. Thanks to the investigation coordinator who gave me the best advises for my work, thanks to the tutors at the internship saber pro. Thanks to the University of Cordoba for giving me the opportunity to study my professional degree. Finally, thanks to all the teachers I had the opportunity to meet through this process because I learned many things from all of them.

INDEX

ABSTRACT

This paper aims to show the teaching process I developed at the internship Saber pro, at the University of Cordoba, the main methodologies, conclusions, limitations, and my personal growth. The main objective of the internship Saber pro was to increase students' reading skills through a variety of methodologies in order to help the students to achieve a good result. The representative methodology is the E-learning because the learning scenario has changed ought to the Coronavirus and it has been relevant to go with all these changes and make use of a methodology that could overcome the situation. This paper focuses in some other strategies as blended learning, distance learning and gamification learning

Key words: Blended learning, Distance learning, E-learning, Gamification learning.

INTRODUCTION

I carried out my internship in a new project that the University of Cordoba offered as a graduating option, it is called internship Saber Pro. The university of Cordoba is located in the north on Monteria, it is a public school which has twenty-seven professional programs, this university used to tech in a traditional way, now, this methodology has changed to a virtual teaching mode ought to the Covid 19, it is relevant to mention that the university has a virtual platform which facilitates the teaching processes in ach program.

In the other hand the saber pro is a final test in which students are evaluated in a summative way to know the knowledge acquired during the professional degree, this exam tests the general skills that a professional should manage such as quantitative skills, social competences, social behavior and English. The students have revealed bad results in the Saber Pro exam, especially in the English competence, they also have shown negative attitudes toward the test, furthermore, they did not know the benefits of the test, in that sense, the purpose of this internship is to provide students some strategies, methodologies and keys for this relevant test, as well as to encourage students to do their best while presenting the exam. The project group was framed by three tutors and ten formative teachers, this group designed the material to provide different keys and strategies to help the students to get best results in the English skill. The test is done by students from last semesters, in this sense they should take some short-term courses which made part of the Competencias génericas where the courses are taught by different teachers according to each skill. In these courses I had six groups (Enfermería G1, Enfermería G2, Administración en salud, Derecho, Administración

en finanzas, Ingeniería industrial) 2 or 3 groups per cycle and I managed seven different schedules between weekly days, each group had 20 to 30 students, the internship started on August and finished on November. Due to the fact that the project was developed during the Coronavirus pandemic, the virtual mode and technological resources were some of the most relevant tools in my teaching process.

My personal growth is also described in this paper because I affirmed that being a teacher is a challenge that we face all the time. I admit that I had no experience teaching in a virtual mode, because I developed before teaching processes face-to-face at the schools, now I am proud of the work I promoted in the saber pro internship. Although, the Coronavirus has affected millions of people around the world and, I know it helped me to acquire many experiences that other formative teachers did not have the opportunity to get.

This report will describe the pedagogies that are related to the different concepts used during the internship, the methodology that helped me to manage time, students' knowledge, and progress, the results or findings after the implementation and the limitations faced during the internship.

1. PEDAGOGIES

This chapter aims to define the different concepts related to the variety of pedagogies implemented during the teaching process at Competencias Genericas which were developed in a virtual way because of the difficult situation the world is facing nowadays. The main pedagogies you will find in this section are e-learning, distance learning, learning gamification and Blended learning.

1.1 E-LEARNING

As Baelo, C. (2009) states, e-learning is a methodology which involves different kinds of applicable technological resources in addition to some pedagogies which require students' responsibility in the teaching processes. It means that the technological tools should be pedagogical, easy to manage by the students. In this type of strategy, teachers need to be careful and have excellent classroom management because students sometimes need to work independently. Likewise, as Elliot, P. (2009) defines, e-learning is the "raise of network technology to design, deliver, select, administer, and extend learning". In this sense, e-learning allows the teachers to manage the learning process because they are able to design virtual material, and control the dates.

Furthermore, Marc (2000) argues that e-learning is a suitable methodology because it brings some benefits and advantages, some clear examples are that it focuses on individual learners' needs, flexibility, and students have access to a considerable amount of information on

internet pages. It implies that the strategy has significant advantages which support its effectiveness. In addition, Nichols, J. (2003) says that this methodology has different features for example it allows teachers to use many websites to provide activities and exercises in order to practice the strategies, catch students' attention or develop a skill or a specific topic which is being applied while teaching.

1.2 DISTANCE LEARNING

This methodology refers to the pedagogical strategies to teach using technology, this pedagogy allows the teaching processes to be synchronous or asynchronous, it means students and teachers do not get together in a classroom, they use just internet means instead.

According to Keegan, D. (1986) distance learning contains a list of criteria

1. During the instructional process students and teachers are separated.
2. Teacher provides students assessment.
3. The educational media is used for the teacher and learner to develop the content.

   It means that distance learning aims to deal with unexpected situations in which the classes should be developed virtually. The teaching process in distance learning could be more flexible than traditional learning, it also can be easier and interesting for students.

1.3 LEARNING GAMIFICATION

This methodology refers to the different games that could be applied during the teaching process, this strategy also makes the learning process easier and funnier for students, because they improve their understanding, they do not lose interest, and they do not get bored. According to Lopes, R. (2014) the gamification helps the students to engage learning processes and increase the motivation and it is easier to work with motivated students, it also provides an excellent environment for teaching and learning, the student is available to work on the activities or tasks, or whatever cognitive strategy. In other words, learning gamification facilitates the knowledge acquisition and performance concerning the activities.

Additionally, Igor, K. (2016) mentions that "the integration of gaming

dynamics in non-gaming environments" in other words, it does not mean that students are not going to get distracted into different things from the topics or strategies being taught. Bojan, Z. (2016) explains that learning gamification promotes students' motivation through strategies that catch their attention and makes them feel in a comfortable environment.

1.4 BLENDED LEARNING

The blended learning is the methodology that represents the situation that is happening nowadays, as Wang et al (2007) explain, some time ago students went to school to have face-to-face classes, suddenly students changed to a new learning way, they must continue the learning process through virtual learning and the traditional way has been affected. In other words, blended learning is a strategy to manage the difficulties learners might show when adapting to a different training way from what they used to. As Lata L (2017) mentions that blended learning is a mixed methodology between online and face-to-face learning and

teaching processes that contains online group interaction, online individual learning, formal interaction with classmates and teachers. In this regard, in the internship the online mode was applied, which is the most appropriate strategy during virtual classes.

Scott, P. (2006) defines Blended Learning as "concerns not only different methods, but also different theories of learning and applies these theories by using traditional and new media." That is to say this tool could be applied at traditional teaching but also at virtual mode.

2. METHODOLOGY

This section describes the main strategies used during each lesson to achieve all the goals and objectives settled at the beginning of the course. It also includes the way in which some lessons were planned and applied to the students.

Firstly, the lessons were developed through Google meet which Riau U (2016) considers is a significant tool to teach the virtual lessons because it lets teachers to create the meeting, add participants to the room, controls who can be at the sessions as well as who cannot be part of them, share screens, show slides, write information, and record the class through a video for those reasons I used Google meet for all my synchronous lessons.

In my internship I had five different groups, they were divided into three cycles, two groups at the beginning, two groups during the second cycle and one group at the end, there were 20 to 30 students per group, between 20 to 50 years old, they were part of 8th, 9th and 10th semesters, some of them were professional people for instance, architects or engineers. At the beginning of each cycle a test was applied to identify students' level, weaknesses and strengths. Moreover, a final test was enforced to know what students learned after the teaching process.

I develop my lessons each lesson was divided into two parts as follow:

2.1 SYNCHRONIC: Teng et al. (2012) affirms that a synchronic session is a cooperative learning and teaching way in which students and teachers have the opportunity to interact each other over discussions and debates, which improves the communication skill. It means that in this part the content is explained through technological resources. In my internship,

some strategies were given specifically, skimming, scanning, main idea, cognates, context clues, text types, and keys that students can apply in the exam. Students also had the chance to practice the strategies explained before thorough some dynamic exercises posted in some applications such as Quizzis and Educaplay, each exercise had a duration of 15 to 20 minutes. In this section students asked questions and clarified doubts about the strategies.

2.2 ASYNCHRONOUS: Perveen, A. (2016) states that "asynchronous environments provide students with readily available material in the form of audio/video lectures, handouts, articles and powerpoint presentations, this material is accessible anytime and anywhere". This part refers to the activities assigned to the students to work independently, in my internship, the activities were related to the strategies the students were working on. 1 or two activities were assigned asynchronously.

Both the synchronous and asynchronous material related to the strategies which were created by the project group during different meetings.

Finally, the technological tools helped the teaching and learning processes due to the fact these catch students' attention. It also allows the teacher to provide a variety of activities and exercises about the strategies. Personally, I used Quizzis because it was easy to access, the time can be controlled and the quiz is created by the teacher. I used a reflection strategy as a tool to collect specific information about the learners' progress and final conclusions, also to know students' feelings, perceptions and achieved knowledge.

DUTIES CHART

Action	Aim	Description	Assessor in charge	Results
Application of a test	Know students' level	Provide students two tests, at the beginning and at the end	Teachers	Students reflect about their weaknesses
Asses students	Know students' progress	Get enough information to know if students are learning	Formative teachers	Learning process improved gradually
Creation of the material	Provide synchronous and asynchronous material	Tutors and formative teachers meet to create de material that will be used during the lessons	Danilza Lorduy Jose Racero Martha Paz	The teaching process was easier, teachers were well preparated

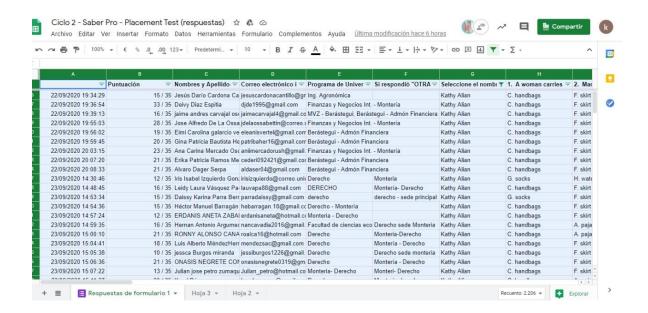| Presentation of the saber Pro exam	Show what the saber pro test is about	Make students to know the benefits of the test	Learners Teachers	Students increased interest in the saber exam

3. RESULTS AND GAINS

As the main purpose of the internship was to increase students' reading skills when facing the Icfes exam and encourage them to get good results, the following chapter describes the final results after the implementation of different teaching methods, strategies and key information applied during the internship Saber pro.

During the whole teaching process at the Saber Pro module I noticed that learners achieved the strategies implemented, they show it at the final test, it means that if we compare the initial test and the final one we will see the improvement. At the beginning students avoided participation then they acquired more confidence, shared their opinions and doubts during synchronic lessons.

The results revealed that the Saber Pro internship was a good course because students raise their English reading performance (fig. 3.1). Formative teachers also had the chance to get experience from a new teaching way.

fig. 3.1   Initial test:

Final Test:

Marca temporal	Puntuación	Nombres y Apellido:	Correo electrónico i	Programa de Univer	Si respondió "OTRA	Seleccione el nombi
19/11/2020 20:17:19	18 / 35	CARMELO EMIRO BARI	cbarboza0418@gmail.co	Derecho	Montería - Derecho	Katty Alean
19/11/2020 20:21:46	33 / 35	Leidy Laura Vásquez Pa	lauvapa88@gmail.com	Derecho	Montería - Derecho	Katty Alean
19/11/2020 20:22:09	18 / 35	Mauren Helayne Colón C	maurencolonc@gmail.co	Montería - Derecho	Montería- Derecho	Katty Alean
19/11/2020 20:25:48	15 / 35	Héctor Manuel Barragán	hebarragan.18@gmail.cc	Otra	Montería - derecho	Katty Alean
19/11/2020 20:33:13	21 / 35	Ronny Alonso Canabal L	Roalca16@hotmail.com	Otra	Montería-Derecho	Katty Alean
19/11/2020 20:35:01	24 / 35	JORGE LUIS SUAREZ F	jlsuarez2016@gmail.com	DERECHO	Monteria-Derecho	Katty Alean
19/11/2020 20:44:34	21 / 35	ERDANIS ANETA ZABAI	erdanisaneta@hotmail.cc	Otra	Monteria-Derecho	Katty Alean
19/11/2020 20:50:16	28 / 35	Irid Isabel Izquierdo Gon:	irisizquierdo@correo.unic	Otra	Sede Monteria	Katty Alean

It was also very rewarding for me as a teacher since I had the opportunity to face the virtual modality which I was not familiar with, it was a real challenge but I feel really proud about what I did, how I overcame the situation and I had the chance to adapt and apply what I learnt as a face to face teacher in a virtual scenario.

4. CONCLUSIONS

In the following section, you will see the main findings, outcomes and implications after my internship.

Firstly, the main implications after my experience at Saber Pro internship were that now I am able to use technological tools for instance computer programs, excel, as well as many web pages (Nearpood, Edpuzzle, Kahoot! Socrative.etc). I can also create material for synchronic and asynchronous sessions, design the lesson plans according to student's needs, manage a classroom were students are older than I am. I increased my confidence when talking to adult people.

Concerning reflections about this process, I learned that being a teacher during this pandemic or in remote learning is a challenge, teachers need to adapt the knowledge they have into a virtual one, because teachers know how to develop face to face teaching, but this situation is new for most of them. I admit that I loved this experience because it was a challenge for me to train a group of students who were at the same semester I was. I would like to highlight that at the beginning students did not respond as I expected, after some meetings that students get interested because they say that the strategies work when they applied it on the activities

This value experience was totally new for me, in this regard, I had groups of 20 to 30 students even though I could manage it, I grew personally, and it will help me during my teaching life. I know that. Many formative teachers would like to have the opportunity to develop their grading option in the Competencias genericas, and I am really proud of having this opportunity.

As a final conclusion I recognize the important role of the teachers which I consider is the most difficult and the best work in the world because it requires knowledge and many experiences in the pedagogical field.

4. LIMITATIONS

While the development of the internship Saber pro some gaps were noticed, for instance, students did not have the best attitude toward this exam, they expressed that the results of the test was not relevant for them. Students and teachers had different problems, which sometimes are difficult to manage, such as internet connection, concentration because of the house's environment, not having a good technological device to attend classes. Some students had not access to internet connection, for that reason they could not attend the meetings, in that sense they did not increase their English skills. Other important limitations were the students' attitudes, due to the fact that they thought that the Competencias genericas course was not important or mandatory.

At the beginning students were pessimistic, they mentioned that the course might not help them, moreover, learners did not attend the meetings, because the schedule did not benefit them. Almost at the end of the course students changed to an optimistic thinking, even, they said that they wanted more time to obtain more strategies, tips and key information for the test and for English in general. They had between 4 to 8 meetings in each group, but it was not enough for them.

5. RECOMMENDATIONS

As a recommendation for future formative teachers I advise you to use more information referring to the technological tools, applications, or web pages because there is an enormous amount of them. I admit that in my internship, I used a small amount of technological websites. You also need to manage the time according to the topic ok skill you are teaching, try not to waste time. Encourage students to acquire confidence and create a comfortable environment with the students, try to make them talk and participate during all the meetings, it lets you know how the learning process is going.

Finally, I suggest creating your own material, for example, activities, games, and exercises according to your students' needs, interests and level.

REFERENCES

Alsawaier, S. (2018). The effect of gamification on motivation and engagement. International Journal of Information and Learning Technology, 35(1), 56–79.

Arkorful, V. (2014) The role of e-learning, the advantages and disadvantages of its adoption in Higher Education. International Journal of Education and Research. PP (397-4001)

Buselic, M. (2017). Distance Learning – concepts and contributions. Oeconomica Jadertina. 2, pp (10-17)

Chitra, A. (2018) E-learning. *Journal of Applied and Advanced Research.* Retrieved from: https://www.researchgate.net/publication/325086405_E-Learning

Lata, L. (2007) Blended Learning: An Innovative Approach. *Universal Journal of Educational Research.* Retrieved from: https://files.eric.ed.gov/fulltext/EJ1124666.pdf

Lopes, P. (2014) Gamification as a learning tool. *International journal of development and educational psychology*. Retrieved from: https://www.researchgate.net/publication/308303104_Gamification_as_a_learning_tool

Mubarak, A. (20014) Distance learning. *Procedia - Social and Behavioral Sciences.* 38(2), 15-18. Retrieved from: https://www.researchgate.net/publication/275544464_Distance_Learning

Nacke, L. (2011). From game design elements to gamefulness: Defining gamification. In *Proceedings of the 15th International Academic.* (pp. 9–15)

Petelczyc, C, Capezio, A, Wang, L. (2018). Play at work: An integrative review and agenda for future research. Journal of Management, 44(1), 161-190.

Scott, P. (2006) Innovative Approaches for Learning and Knowledge. *Sharing, EC-TEL.* p. (28-35)

APPENDICES

In this section you will find evidence of my process at internship Saber pro.

Meet recordings:

1. https://drive.google.com/file/d/1lZIvYT3P6hh_CIEKQ5LwV0_gkE1FmJtD/view?usp=sharing

2. https://drive.google.com/file/d/1Meifo0rAhSB15fnx0pQKlvKcr4J5jyCD/view?usp=sharing

3. https://drive.google.com/file/d/1jK4dIZDq5b0O1PLQrTef-uDIXJocAMcO/view?usp=sharing

4. https://drive.google.com/file/d/1ZqkXndK5OzuV_jxcfFTPo4GyjejHXv0-/view?usp=sharing

5. https://drive.google.com/file/d/1vC8vqLbziJJ3rwZwAXx_CnS5azpL-BtO/view?usp=sharing

6. https://drive.google.com/file/d/1zM5N4c-QaLIhCb6OdOZB13VAADHs9nFN/view?usp=sharing

In this section you will see a sample lesson plan.

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité Saber Pro.
LESSON PLAN

STUDENT TEACHER: Kathy Alian Ochoa **SCHOOL:** Universidad de Córdoba
GROUPS: Enfermería/Admon en Salud **UNIT TITLE:** Saber Pro **LESSON DATE: from August 10th to sept 04th TIME: 2 hours.**

TASK/PROJECT/PROBLEM: **Do an individual diagnostic test.**	Performance Indicators: ● **Identify the gaps concerning the different skills.** ● **Recognize strengths while developing tests.**	Lesson Teaching Points: ● **Reading problems.** ● **Unknown vocabulary.**

INSTRUCTIONAL ACTIVITIES

	Resources/Materials	Time
Warm-up: **Students will see a presentation in which the teacher explains the relevance of the Saber pro test, and the different benefits to obtain good results in this test.**	Computer/cellphone Headphones	30 min
Core activities: ● **The students will develop a test in order to know their level, the best way to develop the futures classes, the topics to be remained, and to analyze the students' gaps that should be covered.**	Computer/cellphone Headphones, slides	50 min

● Teacher shows some slides about Cognates and Main idea, at the same time the teacher is explaining the strategies. ● The teacher provides a short quiz about the strategies studied before on a web page called Quizzis		
Closure: The students have to answer some questions about the test, such as how they feel during the test, what was the most difficult skill, and how they managed the time.	Computer/cellphone Headphones	40 min

ASSESSMENT: students should share their weaknesses they had when doing tests in English

REFLECTIONS AFTER LESSON IMPLEMENTATION – FOLLOW UP: students liked the strategies, they understood the benefits of the Saber pro test.

OBSERVATIONS AND COMMENTS:
Students have a low English level.

Formative Supervisor's Signature.   Advisor's Signature.

In this part you will find some of the students' reflections about the course and the strategies studied:

Fredy Sahith Usta Murillo, buenas tardes profe, esta es mi sustancial reflexión frente al módulo trabajado.

Although the English module was of very short duration, I managed to get the most out of it and I managed to fill many knowledge gaps that I present in these competitions, it fulfilled my expectations and left me a foundation with which I hope to continue building my knowledge Regarding this area, in advance I thank the teacher for all the attention given and all the knowledge that I manage to transmit in my training and preparation for this important evaluation.

This module was very important for me because thanks to this, I will be able to obtain the knowledge enough to apply to the ecaes test, likewise, I had the opportunity of increase my English level by learning about all the guidelines that this interesting book gave me. It is a great experience to learn every day through reading, it help me to prepare myself for my future, because this module helps me to improve my reading ability and if I keep practicing, it will help me to improve my pronunciation too, and that´s why this will be a significant resource when I want to apply for a job or if I have the chance to travel to another country in the future, that requires my English abilities, it will be a great advantage to have this knowledge, thanks to this module.

Student: Mauren Helayne Colón Cogollo

UNIVERSITY OF CORDOBA

DEPT. FOREIGN LANGUAGES

COMPETENCES COURSE IN ENGLISH TEST SABER PRO

STUDENT: ROSARIO SERPA CONTRERAS,

IX SEMESTER LAW PROGRAM

Monteria, October 18, 2020.

I want to let you know my concept about my personal appreciation of how we found the English in Generic Competences class. It is my personal appreciation to say that it was very good, clear and taught us some very important tips that will allow us to perform better when we are presenting the Saber Pro test, on November 28, 2020. It should also be noted that the teacher is a competent person and develops her academic activity with dedication. Thanks to the Law Program for the support and accompaniment that it has given us in this training, which is of great importance for our working life, since English is a language that is necessary in all the fields where we operate.

Bests regards,